

Strategies for ELL

Conditions for Ensuring ELL Participation and Engagement (Cummins, 2007)			
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I. Activate Prior Knowledge/ Build Background Knowledge

Analogy Making: (Hill & Flynn, 2001; Marzano et al, 2001). Analogies are used to connect words and ideas to background knowledge and to build understanding of new concepts. A concept which is understood by students is presented to them with a concept that is new (e.g. class rules/ community rules, student government association/ national government structure). Students are grouped into pairs, trios, or fours and asked to identify comparisons and contrasts into an age-appropriate compare-contrast graphic organizer.

Ways to support beginning EL: ELL come to class with 'cue cards' or notes prepared in ESL class or a group of ELL with similar language-backgrounds are grouped together and allowed to complete their comparisons in their primary language. Pictures are used with very young students to provide a visual context for analogy making in English or the primary language. The alternative co-teaching model is used whereby the ESL teacher comes into the mainstream class and assists one group of students while the classroom teacher assists another (i.e. the groups are linguistically mixed in this case).

Anticipatory Reading Guides: (ESOL Online; Rojas, 2007; Zwiers, 2004a). This strategy is used to help ELL use prior knowledge in concert with oral or written text information to support comprehension. The teacher identifies the major concepts and drafts statements for each of these. Students must decide whether or not they agree or disagree with each statement by checking the appropriate box. They then listen to or read the text and, afterwards, go back to each statement to decide whether they have changed their previous decision about the statements. A three-column graphic organizer is used for this strategy as follows:

Before Reading	Text Statement	After Reading
agree or disagree		agree or disagree
agree or disagree		agree or disagree

Ways to support beginning ELL: ELL complete the 'before reading' column with the ESL teacher to become familiar with the topic. Another option is to note the exact page number for each of the statements to help ELL locate the specific information. ELL are paired with students who either speak the same primary language or with students who complete the 'job' of reader while the ELL student 'records their opinion.' For elementary and middle school students, pictures are placed on top of nouns and verbs in each statement to provide visual meaning while the teacher reads aloud (i.e. a rebus reading guide); for middle or high school students who are literate in the primary languages, the text is scanned for translation (http://www.google.com/language_tools?hl=en) as the point of this strategy is to activate background knowledge and not to assess English reading comprehension.

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Ask, Answer & Record: Put students into groups of three whereby one student is given the role of 'expert,' another is given the role of 'questioner,' and the remaining student is given the role of 'recorder.' Give the 'questioner' a list of statements about the topic. The 'questioner' has to turn the statements into questions for which in turn the 'expert' has to provide the answer and which the 'recorder' has to write down. The strategy taps into what students may already know about the topic and provides practice in formulating questions and responses (i.e. both sides of the speech act). Students use the questions and responses as a follow-up strategy (e.g. study for a quiz, a pre-writing tool, a discussion tool). A variation for very young students is to for the teacher to say the statement and for pairs of students to turn the statements into questions and answers through drawings.

Ways to support beginning ELL: Beginner ELL are assigned the role of 'questioner' since the task is to change a statement into a question. The ESL teacher practices question forms in ESL class and/ or the mainstream teacher provides students with a linguistic prompt (e.g. a cube, dice to roll, or a sheet with question starters like 'how might,' 'who will,' 'why could'). Students are placed into trios with linguistic buddies and use the primary language to formulate questions. Intermediate ELL are assigned the role 'recorder' and advanced ELL the role 'expert.'

Cooperative Learning: (Kagan, 1994). Cooperative learning allows students to interact with one another as a means to tap into what they already know about any given topic. ELL have an easier time interacting in small groups than in large classroom situations. Some quick and easy to use strategies include the following:

Find Someone Who - students are given a list of ideas, questions or terms about which they have to ask their classmates and record answers;

Mix Pair Discuss - students are given a list of ideas, questions or terms and are prompted to mix around the class in order to generate discussion; and

Think Pair Share - two students are given ideas, questions, or terms about which they are to think and share ideas.

Ways to support beginning ELL: ESL teachers preview ideas, questions, or terms with beginning ELL students before mainstream classroom activities in order to prepare students to participate. Classroom teachers provide meaning in various ways, including nonlinguistic representations through icons or pictures, translations, or cognates (i.e. similar words across languages). In class, the peer co-teaching model supports all students as they work together while the classroom and ESL teacher gather assessment information and help students.

Graphic Organizers - Visual organizers help English learners make connections and organize information without an over-reliance on too much text. Appropriate graphic organizers are selected based on age and alignment with genre-related thinking skills;

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for example, description, chronology, compare and contrast, cause and effect, persuasive, etc.

Ways to support *beginning* ELL: Graphic organizers are cued with key terms or with visual supports to assist beginning ELL with making connections and meaning. Without a doubt, a critical curriculum connection between what happens in ESL and mainstream classrooms is made through the use of graphic organizers. Another option is for ELL to complete graphic organizers in their primary language as a 'pre' strategy in order to begin the transition to English content in an instructional unit.

Focused Brainstorming: Brainstorming is frequently used as a pre-reading or prewriting strategy in order to assist students to make connections between what they already know with they will learn about a topic. A focused brainstorming session solidifies the connections by helping students generate a conceptual framework for their ideas after the initial brainstorming session. Some ideas for this focus include having students complete an acrostic or a structured sort activity in which students sort their brainstormed ideas into some organizational pattern (e.g. graphic organizer). The initial brainstorm is completed as a whole class but then students are placed into small groups or at pre-designed centers for the focused session so that they are able to verbally interact with one another to process information, construct knowledge, and practice language skills.

Ways to support *beginning* ELL: Initial brainstorming is carried out with the ESL teacher so that students are prepared to participate in the mainstream class. ELL students are placed with linguistic buddies in mainstream classes if ideas have not been brainstormed in ESL class as this arrangement assists them to make connections in their primary language first. Another support option is to place students into trios for the structured sort with the roles of reader, recorder, and sorter (beginning ELL can sort the ideas after the discussion).

Information Grids: An information grid provides an overview of key concepts on a topic in order to assist ELL to link new information with their prior knowledge. As an introduction to a unit of study, students use an array of materials to generate ideas about particular topics. The grid is added to as students' knowledge and understanding progresses as well as a review at the end of the unit. An example of a grid for a history unit focusing on a particular era is as follows:

Actions/ Events	Possible Views	Evidence

Students make connections about events (e.g. local history, other parts of the world) they have experienced as an entry into the unit.

An example of an information grid for a narrative unit is as follows:

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Character's Actions	Possible Reasons	Evidence

Students make connections about the possible motivations of the main character with the events of the story. Very young students can complete the grid with the teacher during circle time or as a center activity.

Ways to support beginning ELL: Connections between the cultures of ELL and the topics studied are explicitly made in order to assist students to develop conceptual understanding via what they already know. Students are grouped by similar language backgrounds to generate ideas in their primary language. Materials for beginning ELL can include photos, illustrations, or text in primary languages (http://www.google.com/language_tools?hl=en). The information grid serves as a curricula transition or connection between the content of the mainstream classroom and the ESL classroom during the course of study. ESL teachers use the grids as a pre-, during, or post- tool so that ELL are continually scaffolded throughout the unit.

Language Experience Approach for Math: ELL might have problems with word problems though they could be familiar with the mathematical concepts. This strategy helps develop reading and writing through the use of the students' own language, thoughts, and ideas. The following steps are done with an entire class or small groups: (1) engage the students in a conversation about a mathematical concept or formula to see if they have previous experience or knowledge of it; (2) as they speak, write what they say on the board or chart paper; (3) when done, read the sentences with the students; (4) provide the students with a word problem which addresses the same concepts and discuss how their words are the same or different, using a think aloud focusing on vocabulary and specific sentence structure; and (5) have the students construct word problems in pairs following a checklist of the structural features reviewed in the think aloud. Once ELL are able to construct meaning, they will have an easier time interpreting meaning.

Ways to support beginning ELL: ELL take home problems and discuss the concepts with their parents in their primary language. Such discussions will continue to activate and build background knowledge about the concepts.

Learning Logs: (Reiss, 2005). Learning logs are structured content journals based on reading assignments from the textbook and, as such, are intended to activate the background knowledge of students as they encounter informational texts. An example of a learning log is as follows:

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TEXT PAGES	WHAT I UNDERSTOOD	DIFFICULT VOCABULARY	QUESTIONS I HAVE

Ways to support beginning ELL: Learning logs are an excellent alternative assignment for ELL and can also function as a bridge between the ESL and mainstream classrooms. Text pages might be differentiated for ELL (i.e. same topic but different material such as primary language, annotated text margins, or a rebus). Afterwards, try using a cooperative learning strategy such as 'pairs check' or 'sages share' to assist students to answer the questions they may have. These brief discussions will help ELL to make connections with new concepts or ideas with what they may already know (once they have heard more about the topic). The discussions help build more knowledge as students verbally interact and construct information together.

Prediction Starters: At the beginning of a unit, ask students to make a guess, a prediction or a hypothesis about what they might learn. Another option is to provide students with twenty to thirty statements which they sort into 'predictions' and 'non-predictions' in pairs or trios (i.e. the students can be grouped with linguistic buddies for this strategy). Post the predictions around the room or have students record them into their notebooks. At appropriate junctures throughout the unit, ask students to check to see if their predictions were accurate. Use their responses to enhance understanding and to formulate further predictions. Very young students can be given pictorial representations rather than statements.

Ways to support beginning ELL: ESL teachers work with students in advance to generate predictions in English as a connection between mainstream and ESL curricula. Students are placed into pairs or trios (i.e. Think Pair Share or Timed Trio Share) to complete the task. Use of the primary language or visual supports is used to provide a context for beginning ELL students.

Question Consensus: Students are placed into small groups and provided with higher-order questions stems (e.g. cubes, spinners, cued cards which include question words and modals such as *could, might, can, may, will*). A topic is provided and students take turns generating questions accordingly. In order to ensure that the session is not dominated by any one student, provide each with a different colored marker. Afterwards, the group rank orders the questions as to which they judge which will be more important to the topic. Having students think in advance about the questions they may have about a topic enables them to make connections from the '*known to the unknown.*'

Ways to support beginning ELL: ESL teachers pre-teach question words and ELL practice generating questions with the provided question stems. Question stems for

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specific subjects are provided for ELL in advance so that they can participate in the group strategy. Students are provided with topics which are universal or culturally specific.

Web Quests: ELL students make connections between what they already know and what they will learn by negotiating the internet for an upcoming topic. When creating web quests, teachers pre-determine links that are connected to the topic as a preparation stage for further inquiry. Web quests support differentiated instruction because they are based on student readiness and interest and conducted as a group or individual inquiry.

Ways to support *beginning* ELL: Specific sites which ELL can view and interpret are identified by ESL and instructional technology staff in order to scaffold this learning experience. ELL students complete their investigations in their primary language and on topics which connect their cultural background to the inquiry. ELL students are paired or grouped with English-proficient students but are prepared in advance in the ESL class.

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II. Scaffold Meaning

Group Summaries: Students are placed into heterogeneous groups of four. Students read individually and highlight in one color what they think are the main ideas and in a second color words or terms they do not know. After reading, group members discuss similarities and differences using the selected main ideas until they come to consensus. Students share the highlighted vocabulary in order to clarify meaning and create a visual that summarizes the text. Using this visual, students write a collaborative summary. Final versions of the visual and the poster are posted around the room. One student stays to represent the group while the others roam from poster to poster (i.e. a gallery walk). Students are given a rubric which they use to provide explicit written feedback about others' products. Very young students can complete the summaries in centers after read alouds, shared or guided reading sessions.

Ways to support beginning ELL: ELL read the section ahead with the ESL teacher to prepare for participation in the group summarizing. Another option is for either the ESL or the classroom teacher to prepare a reading guide for the ELL to follow or to highlight the main ideas and content-obligatory vocabulary for the ELL.

4 X 4 Jigsaw Circles: (ESOL Online; Zwiers, 2004a). This adaptation of the jigsaw strategy is intended to help students develop oral retelling or summarizing skills. Eight students each read a different section of text. Four students are placed in an inner circle and four in an outer circle (i.e. two concentric circles). Working with the partners they face, students take turns sharing information and then one circle is called to rotate. The process is repeated until the four pairs share. The strategy enables several students to summarize simultaneously in a shorter time than the traditional sequential model of 'teacher asks question-one student responds,' a classroom environment which is not scaffolded for ELL.

Ways to support beginning ELL: Jigsaw inherently supports beginning ELL in that the material is differentiated. Students are given material which has illustrations to support meaning, material in the primary language along with the English material (i.e. a shadow reading), or material with margin notes for support. Beginning ELL are never asked to share in front of an entire class; the practice they receive in sharing four times will help to build fluency and confidence until they are proficient enough for whole-class shares.

Meaning Maps: This strategy is intended to assist ELL understand multiple-meaning vocabulary, idioms, and figurative language. Teachers model how to use the following chart:

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WORD OR PHRASE IN TEXT	LITERAL MEANING	FIGURATIVE MEANING	WHAT THE AUTHOR IS TRYING TO SAY	IMAGE THAT WILL HELP ME REMEMBER

The charts are posted on the word wall or kept in students' notebooks. After students have completed several of these charts, they work together to create mind maps using as many words or phrases they are able to semantically group. The chart scaffolds the habit of using context to determine meaning and the mind map helps students to conceptually chunk meaning.

Ways to support *beginning* ELL: Teachers support beginners' practice by filling in certain columns beforehand and then letting students complete the remaining columns with a linguistic buddy (e.g. either someone who shares the primary language or someone who is verbal). Another option is the use of the support co-teaching model whereby the ESL teacher monitors the participation of the ELL during the strategy.

Mentor Texts: (Urquhart & McIver, 2005). This strategy is intended to scaffold the pre-writing stage of the writing process, in particular the aspect of voice as an element of the writer's craft. The teacher selects text and highlights the text features they find effective, using the graphic organizer below as a model for the class. The teacher then models planning his or her writing, using ideas from the last column. This strategy is especially useful to make explicit the linguistic or text features of particular genres (e.g. *then, as a consequence, so, if* for cause-effect). After the modeling sessions, partner students for guided practice as an additional scaffold. For every young students, teachers use mentor drawings to exemplify what possibilities children have for expressing their thoughts and responses. Eventually, ELL can use this strategy for all their writing across the curriculum independently.

Sample from text	Specific Feature	Effect	When will I use it in my writing?

Ways to support *beginning* ELL: ESL teachers practice this strategy with ELL as a

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during-reading strategy so the students develop an understanding of the text features for participation in mainstream classes. The levels of the materials are differentiated though the focus is on one genre. ELL compare and contrast the linguistic features of English texts with their primary language in order to enhance linguistic awareness and transfer during the parallel co-teaching model (i.e. ESL pull out session).

Minilessons: (ESOL Online; Zwiers, 2004b) Minilessons provides the opportunity for the teacher to gradually turn over the responsibility to ELL by making explicit the academic language that is required to complete subject-area tasks. Teachers begin lessons for the whole class (or for a particular group of students in a class) and then scaffold the task until students complete the task without extra support.

Following are a few possible topics for mini-lessons, along with the necessary linguistic features and examples of subject-area applications:

MINILESSON TOPIC	ACADEMIC LANGUAGE	SUBJECT AREA APPLICATION
Symbolism Idiomatic Expressions	Narratives often use figurative language to compare/ contrast: Similes Metaphors Onomatopoeia Personification	Language Arts Interpreting stories or novels
Summarizing Determining Importance	Explanations often have a logical sequence of events .	Math Oral explanation Math journal
Drawing conclusions	Includes a series of facts about various aspects of the subject (these facts are grouped into paragraphs and each paragraph has a topic sentence). Descriptive language that is factual rather than imaginative is used; <i>e.g. color, shape, size, body</i>	Science Written report Oral report

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	<i>parts, habitats, behaviors, functions, uses.</i>	
Providing evidence to support arguments Addressing counterarguments	Persuading: Words for introducing another point to support the argument: <i>additionally further more in addition moreover besides</i> <i>not only also as well likewise</i>	Social Studies/ History Writing a persuasive letter/ essay Oral Debate

Ways to support beginning ELL: Beginning ELL have the capacity to think academically; they only need support to express those thoughts in English. The use of performance-based tasks in mainstream classrooms allows ELL the opportunity to show what they know and can do, especially when the process is supported developmentally. ESL and classroom teachers decide in advance what the assessment tasks will be and then mutually determine what linguistic features are required so that instruction is planned beforehand in ways to support task completion.

Pass-Around Writing: This strategy is an interactive tool which uses Vygotsky's *zone of proximal development* to enable ELL to write ideas down in a systematic way. Students are placed into heterogeneous pairs, trios, or groups of four and given different color pencils, pens, or markers. A topic and concluding sentence are provided. Students take turns passing around the paper so that each contributes the next sentence of the draft (teachers know who wrote what from the respective colors). Copies are made of the collective draft and given to each student for the revision process. This strategy is an especially useful scaffold for any students who ask how many words they must use or who state they don't know what to write about as well as for the ELL who literally may not have their own words in English yet. Pass around drawing can be used with very young children.

Ways to support beginning ELL: Beginning ELL are grouped with students who share their primary language so that their ideas can be expressed through the use of a linguistic buddy. ESL teachers prepare ELL students for this classroom-based task in advance to ensure that students come to class with ideas already formed into phrases or clauses. Mainstream teachers post sentence frames (i.e. starter sentences to prompt all students) around the room and use non-linguistic cues to help beginning ELL make the connections between the ideas and the words.

RAFT: (Billmeyer & Barton, 1998). RAFT is an acronym that stands for: Role What is

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the role of the writer; Audience. Who will be reading this writing; Format. What is the best way to present this writing; and Topic. Who or what is the subject of this writing. RAFT is an engaging way to differentiate writing assignments, to provide choice to students, and to scaffold the concept of voice into the writing process from various perspectives. A procedure to follow when designing RAFT assignments is as follows: (1) analyze the conceptual information from a reading or instructional topic, (2) differentiate the types of writing formats which could be representative of the topic, and (3) generate possible roles and audiences which could be assumed. Examples of RAFT assignments are:

RAFT Assignments for the Topic of Planets Prepared by Virginia P. Rojas, ESL Consultant			
ROLE	AUDIENCE	FORMAT	TOPIC
Student	Peers	Model with written notes	Planets
A planet	Another planet	Venn Diagram	How we are alike & different
Astronaut	NASA	Journal entry	What we found on Mars
Earth	Sun	Diary	You move me
Me	Nicolaus Copernicus	Letter	You are my inspiration
4 th grader	1 st grader	Children's book	The day and night cycle
Astronomer	Public	Ad or invitation	See the universe
Jupiter, Saturn & Uranus	Neptune, Pluto, & beyond	Illustration with explanation	What we got that you don't

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RAFT ASSIGNMENTS FOR <u>CITY OF THE BEASTS</u> NOVEL BY ISABEL ALLENDE Prepared by Virginia P. Rojas, ESL Consultant			
ROLE	AUDIENCE	FORMAT	TOPIC
fiction writer	young adults	short story	A Hero's Journey
teen writer	1st graders	illustrated children's book	<u>City of the Beasts</u>
book reviewer	potential readers	book review	first young adult novel of Isabel Allende
Nadia	herself	diary entries	my journey
Alexander	grandmother, father & mother	comparative essay	my journey compared to a Greek hero
movie critic	fans	analysis of movie Groundhog Day	the call refused (<i>what if ... or how would the lives of the heroes have differed</i>)
Isabel Allende	us	add chapter to book	the return to their former lives
playwright	Isabel Allende	drama or movie script	the transformation chapters
student	English teacher	analytical essay	a movie of a hero's journey (e.g. Forrest Gump)
the anthropologist, the writer, and the photographer	the world	<i>the</i> magazine article	Political Conflicts in the Amazon

Ways to support beginning ELL: RAFT assignments are prepared in advance for beginning ELL. For example, in the planets RAFT assignments above, beginning ELL choose the model or the illustration. In The City of the Beasts RAFT assignment, beginning ELL complete the illustrated children's book, the movie analysis, or the magazine page as the photographer. RAFTS are assigned to beginning ELL though if

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beginning ELL select another option, they should be supported to make that choice by the ESL and classroom teachers collaboratively.

Reading/ Listening Guides: Scaffolding reading and listening comprehension is essential for ELL as they progress through the stages of language acquisition. Teachers prepare levels of questions or statements to guide ELL as they listen or read for information. The levels are: literal, interpretative, applied and evaluation. The guide helps the students to focus, first of all, on the information and then, as they understand more, to think through the information to interpret and evaluate what is being said or read. Students review the questions or statements before listening or reading. Students pair up to share their responses.

Ways to support beginning ELL: The questions and statements are assigned by English proficiency level so that beginners are responsible for part of the work but have access to all of it (i.e. a jigsaw). ESL teachers introduce the questions or statements to students during ESL class in order to prepare ELL in advance. Visuals are used while ELL are listening to or reading the text to scaffold meaning making using non-linguistically cues.

Sentence Scaffolds: This strategy uses tables to help students organize information from content-area subjects and then to use the tables as supports for writing or discussing ideas in classes. Teachers prepare the tables in advance depending on the concepts to be taught and then model for the class how to find information to answer questions while reading. Students practice working in small groups and then alone write conclusions. The following table is an example from a high school biology class:

MITOSIS

	WHAT IT IS	WHAT IT DOES	HOW
PROPHASE			
METAPHASE			
ANAPHASE			
TELOPHASE			

And from an elementary class:

Water Cycle

	WHAT IT IS	WHAT IT DOES	HOW
CONDENSATION			
EVAPORATION			

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PRECIPTATION			

Ways to support *beginning* ELL: Bilingual tables are prepared for beginning ELL using translation web sites if needed (http://www.google.com/language_tools?hl=en; <http://translation2.paralink.com/>). Students preview the concepts with the ESL teacher or with their parents to build the home-school connection. Nonlinguistic representations accompany the text to provide visual clues for beginning ELL.

Supported Note Taking: (Rojas, 2007; Zwiers, 2004a). ELL need to learn how to *chunk* ideas while they are listening to or reading text in academic settings. Teachers plan ways to scaffold or support note taking before they expect students to perform this task by preparing in advance specific note taking strategies for students. First, teachers decide what information is to be recorded - whether through lecture or reading - and prepare a note-taking sheet to match the ideas of the discourse. Second, teachers present or read the first section of the text and complete the appropriate section of the notes together in order to model how to transfer the information from the text into note form. Finally, students take notes in pairs or on their own with pauses along the way to reflect upon the information they have noted (e.g. a think pair share or a pairs compare protocol is used for students to verbally process the information). Examples of note-taking formats are:

WORDS (ideas and details)	Pictures (sketches and doodles)

MAIN IDEAS (DOT)	DETAILS (JOT)

QUESTIONS	DETAILS	MAIN IDEA

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MAIN IDEA	SUMMARIES	DETAILS

EVENT	CAUSE	EFFECT	IMPLICATION

Ways to support beginning ELL: Note-taking strategies are differentiated, depending on the levels of language proficiency in the classroom. For example, beginning ELL will need additional scaffolds such as pictures or non-linguistic representations in the margins to assist students with the recording of ideas and details. Note taking sheets and text are scanned into rebus sites (i.e. assistive technology web sites (www.widgit.com/products/webwide/index.htm; www.iconlanguage.com/inventor.html; www.slatersoftware.com; www.sparknotes.com) which provide visual supports above key words so that students make meaning visually. Another option is to allow students to take notes in their primary languages in order to check that comprehension has occurred. Mainstream and ESL teachers determine which co-teaching models to use to best support beginning ELL.

Task-Based Rubrics: (Rojas, 2007). Task-based rubrics provide feedback on the process as well as the product of learning (i.e. analytical rubrics such as 6-Traits Plus provide feedback on the final product). The feedback in this type of rubric is qualitative or descriptive rather than quantitative (i.e. always, sometimes, never or 10 out of 10, 7 out of 10, 5 out of 10). Descriptive feedback on the process helps teachers and learners focus on the ways that the steps of learning are supported to change to the next level of performance (see examples in the examples below). ESL and classroom teachers mutually use a task-based rubric to scaffold each step of the writing process in a unit as follows:

Writing Process Rubric

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHES EXPECTATIONS
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PLANS	I organized my ideas in a way which will help me write my draft.	I brainstormed my ideas for my draft using the model we did in class.	I copied the ideas we brainstormed in class.
DRAFTS	I wrote my ideas for my purpose and audience.	I wrote my ideas.	I copied the same ideas I had in the plan.
REVISES	I revised my draft for sentence variety and word choice based on ideas from my peers and teacher.	I revised my draft for sentence variety and word choice.	I copied the same ideas I had in the draft.
EDITS	I looked for errors in my and my peers' writing and both of our papers are changed.	I looked for errors in my writing and my paper is changed.	I looked for errors in my writing and my paper remains unchanged.

Ways to support beginning ELL: The most common misconception in schools regarding ELL is that the standards must be lowered because these students can not do what is expected. The use of task-based rubrics helps teachers to focus on the scaffolding of the expected tasks rather than on the lowering of the expectations. Working together through various co-teaching models, ESL and classroom teachers plan in advance ways to assist ELL to perform at the 'meets expectations' level of performance. For example, a strategy to assist ELL with word choice is semantic scales (see extending language strategies).

Think-Aloud Interpretations: (ESOL Online; Rojas, 2007; Zwiers, 2004a; Zwiers, 2004b). The intent of this strategy is to help students develop the capacity to employ meta-cognitive strategies to guide or facilitate understanding. Using particular genres of texts (e.g. narrative, expository, persuasive, poetic), teachers model how they use strategies to generate meaning (e.g. empathizing with a main character, using titles to predict, hypothesizing cause and effect, stating understanding or confusion, using imagery). Teachers read a section of text and then stop to vocalize *thinking aloud* about the text (for very young students, teachers can read aloud and stop to *talk and draw* about the text). Teachers ask students to read next sections of the text and select volunteers to tell what they are thinking (teachers record for the class). The students' responses are recorded and provided to class members as preparation for guided and independent practice sessions). Time is allotted for all students to practice verbalizing or recording what is inside their minds (e.g. a *turn to your partner and share*

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or small-group *collaborative think alouds* can be used). As a follow up, have students classify the types of responses they used most often and post a list in the class after giving an overall synopsis to visually show how the steps they used during their think aloud helped them construct their interpretations.

Ways to support *beginning ELL*: Beginning students practice this strategy during ESL class time as a means for mainstream class participation (i.e. parallel co-teaching). Texts with illustrations or texts in the primary languages of students are used for initial understanding as students work towards texts which are linguistically challenging. In mainstream classrooms, students are paired with linguistic buddies or use non-linguistic representations to practice verbalizing and recording what is in their minds.

30-30-30 Scaffolding: (Zwiers, 2004a). This strategy uses Vygotsky's framework of the *gradual release of responsibility* to lead ELL towards independent use of meaning-making strategies. The 30-30-30 represents the percentage of the total amount of work done by the teacher or the students. For the first 30% of the text, teachers read and model summarizing information while students listen and take notes (draws in early elementary). Students practice with the teacher or with peers for the second 30% and then independently for the third 30%. This strategy is used to scaffold activities other than reading such as organizing an oral presentation, creating a web page, or writing an assignment.

Ways to support *beginning ELL*: The way in which the second 30% is used can be adapted for students who need additional scaffolding. Teachers group students so that some continue to work with the teacher and some work in pairs or small groups for the second 30% (i.e. circle-pair-center). The amount of the percentages is adapted so that beginning ELL receive 50% with the ESL teacher and 50% in mainstream classrooms. Co-teaching models are planned for each and all of the percentage allotments.

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III. Extend Language

Academic Sentence Frames: (Zwiers, 2004b). Sentence frames are examples of patterns used in academic discourse which are taught to students when they are expected to use academic language in classroom discussions or on written tasks. Sentence frames expand the ways in which ELL think and learn while learning content, both of which are symbiotically expressed through language. Mainstream and ESL teachers prepare the frames and decide how they will use them in the instructional process (e.g. prepare for a class discussion or a pre-writing mini-lesson). Sentence frames are posted in the room during the particular units of study as cues for students.

Examples of sentence frames for problem solving across the curriculum are:

The main problem is	(environmental problems)
The best solution is because	
The conflict exists because	(social controversies)
The negatives of such a solution are.....	
There is a pattern that emerges when we look at	(author's purpose)
The conflict is mainly between	
We need to identify the	(math word problems)
I think the answer is because	

Ways to support beginning ELL: Explicit instruction on multiple-meaning words and grammatical structures prepares beginning ELL to use sentence frames in mainstream class. ESL teachers use sentence frames as a starting point for the link between the ESL and mainstream classroom and as the focus of a content-based ESL curriculum (as per the 2006 TESOL Standards).

Circle Shares: Conversations in group settings about academic texts engage students in authentic academic discourse about content. Small groups allow for more conversational practice per student and less anxiety for ELL when asked to speak in front of the whole class. Students are assigned specific texts and responsibilities within their groups, depending on the type of texts. Checklists detail exactly what is expected for each job (e.g. vocabulary expert, recorder, illustrator, evidence searcher, summarizer, categorizer, synthesizer, persuader). Texts are read beforehand using a variety of scaffolding strategies (e.g. anticipatory reading guides, reading/ listening guides, supported note taking, 30-30-30 scaffolding) or teachers use other pre-reading

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strategies (e.g. dramatizations, videos). Sentence frames are posted as a means to target discussion. For example, sentence frames for persuading include:

PERSUADING SENTENCE FRAMES
I have several reasons for taking this position. First,..... Another reason is
Therefore, I make the point that
If we look closely at we will see that it is better to
Some argue but
Even though the issue has two sides, I have shown that
We have a civic responsibility to

Ways to support *beginning* ELL: Beginning ELL are assigned either the job of vocabulary expert or illustrator. ESL teachers use the sentence frames beforehand to rehearse language and possible ideas with beginning ELL. Sentence frames are sent home and parents are asked to translate ideas with students.

Cooperative Constructions: (ESOL Online). This strategy is a collaborative writing process in which the students construct a piece of text. Teachers guide students through the reading of a text through the use of scaffolding strategies (e.g. group summaries, tiered questions, graphic organizers). Teachers and students then construct a similar text using a different topic and, during the process, prepare a checklist which details the language features of the particular genre (e.g. sentence structures, vocabulary). In pairs, students construct another text, using the checklist. Another cooperative learning strategy is used for students to share their work with peers (e.g. pairs check, pairs compare).

Ways to support *beginning* ELL: The differentiation strategy of writing workshop is used to support beginning - as well as all - ELL. ESL and mainstream teachers use the station co-teaching model to implement writing workshop effectively. Another support is for each teacher to model with different material, using either the parallel or alternative co-teaching models.

Differentiated Instruction: (Rojas, 2007; Tomlinson, 2003). Differentiated instruction strategies offer an opportunity for classroom teachers to extend the language development of ELL who possess a range of English-proficiency levels and academic thinking skills at the same time in their classrooms, a potentially daunting task for those unaccustomed to linguistically-diverse students. Similarly, differentiated instruction strategies are useful for ESL teachers who are used to

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teaching same-level second language students in traditional language-led classes. Under the framework of differentiation, teachers utilize an array of instructional tools throughout the instructional process for all students; that is, for content, student product, process, and classroom configurations (Tomlinson, 2003). These tools are ideal for language-skill development and extension across the curriculum as depicted in the framework below:

Sample Differentiation Tools for Language Extension

INSTRUCTION STAGE	MATERIALS	TASKS	LEARNING EXPERIENCES	GROUPINGS
ORAL LANGUAGE PROCESS				
PREPARE FOR	multiple materials	schedule chart	complex instruction	flexible groups
REHEARSE	centers or stations	agendas	centers or stations	flexible groups
PERFORM	literature circles <u>or</u> Socratic seminar	choice boards schedule chart	centers or stations	groups, whole class
READING PROCESS				
PRE-READING	entry points schedule chart	alternative assignments learning menus tiered activity	agendas complex instruction entry points	flexible groupings
DURING	multiple materials jigsaw web quests	choice boards schedule chart tiered activities	reading workshop centers or stations	complex instruction flexible groupings
POST-READING	curriculum compacting	agendas	alternative assignments	complex instruction

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	orbitals	alternative assignments anchor activities homework TIC TAC TOE	anchor activities centers or stations projects	flexible groupings group investigations
WRITING PROCESS				
PRE-WRITING	choice boards independent studies	agendas alternative assignments learning menus	centers or stations choice boards writing workshop	flexible groupings
DRAFTING	RAFT (topics)	RAFT (formats) tiered activities	centers or stations writing workshop	flexible groupings
REVISING	centers or stations multiple references	tiered activities	centers or stations writing workshop	flexible groupings
EDITING	centers or stations multiple references	TIC TAC TOE tiered activities	centers or stations writing workshop	flexible groupings

Ways to support beginning ELL: Differentiated instruction inherently supports ELL of all levels since it calls for constellations of different materials, tasks, learning experiences, and student groupings. A combination of the seven co-teaching models enable ESL and classroom teachers to work together to get this work done.

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Interactive Clozes: (Rojas, 2007). This is an adaptation of the cloze procedure which helps students use meta-cognitive skills, think inferentially, and understand relationships. Teachers model a passage in which they have blocked out words with masking tape; for example, carefully-chosen adjectives and adverbs in a descriptive piece of writing. After modeling the first section, the teacher pauses at appropriate junctures and asks students to *turn to a partner* and guess what words would make sense. When the tape is removed, students compare their choices with that of the author's. Students then write their own descriptive pieces and again, in partners, interactively guess the adjectives and adverbs from each others' pieces. (Note: there is not a right answer as long as students can justify their selection and the meaning makes sense).

Ways to support beginning ELL: Mainstream and ESL teachers use the alternative or parallel co-teaching models in order to differentiate the materials used with beginning ELL. Visual support is provided or linguistic buddies assigned when students use this strategy in mainstream classrooms without ESL support. Interactive closes are used at centers or as alternative assignments as a variation from whole-class instruction.

Interpretation Charts: This strategy is intended to extend students' understanding of vocabulary meaning and usage in mainstream classrooms. Teachers or students select abstract words or expressions (students' unknown words or expressions). Teachers assist students in interpreting the use of the words or expressions by explaining the intent from the literal meaning. A simple grid is used for recording:

TEXT OR UNKNOWN WORDS & EXPRESSIONS	LITERAL MEANING	INTERPRETATION

Grids are posted as word walls in primary grades and kept in secondary students' notebooks.

Ways to support beginning ELL: If possible, teachers select words and expressions which are cognates to the primary languages of beginning ELL. Visual support is used to give meaning to the abstract words and expressions (and perhaps to the literal as well).

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Know, Do, & Write: (ESOL Online). This strategy helps students to practice discourse conventions of specific genres. Teachers provide mentor-text minilessons on specific text features using a framework for recording what students need to know, do and write to answer an essential question. Students use this framework to broaden their conceptual understanding and performance and to extend their language options (i.e. select ways to write each language feature they find in texts as models). An example of a 'know, do & write' chart for expository text is as follows:

ESSENTIAL QUESTION:		
KNOW	DO	WRITE
I know explanations begin with a brief description.	Describe the activity of process	
I know explanations have a logical sequence of events.	State the steps of the events.	
I know how something works or the reasons for something.	Explain how or give reasons.	
I know explanations use cause/ effect relationships.	Use devices such as: <i>then, as a consequence, so, if</i>	
I know conjunctions are used to show time relationships.	Use conjunctions such as: <i>first, then, following, finally.</i>	
I know explanations are written in the timeless present tense.	State actions in the present.	
I know action verbs are used.	Use active verbs.	
I know passives are sometimes used.	Use passive voice.	

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I know nouns tend to be general rather than specific.	Use general nouns.	
I know pronouns are used.	Use pronouns.	
I know non-human participants are used.	Use non-human participants.	

Language Function Walls: This strategy makes explicit to students the common forms of text structure linked with linguistic functions (i.e. what we do with language). A text may contain more than one function; for example, an author describes a problem, states its causes and effects, compares and contrasts possible solutions, and ends with arguing for one solution over another. Teachers use mentor texts (see scaffolding meaning) and uses color coding to model the signal words and phrases used for distinct functions. Students are given another text and placed into pairs or groups to practice analyzing text. This strategy - followed by the use of graphic organizers for planning writing - extends students' awareness and usage of a variety of language functions in their own writing. Examples of linguistic functions based on the text above are:

LANGUAGE FUNCTIONS	KEY WORDS & PHRASES
describing	<ul style="list-style-type: none"> • is, are • consists of • this, that
stating causes and effects	<ul style="list-style-type: none"> • so that • because of • since • in order to
comparing and contrasting	<ul style="list-style-type: none"> • similar to • differs from • unlike • in contrast • although, but, however • either ... or • but also
proposing solutions	<ul style="list-style-type: none"> • one possible solution is

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	<ul style="list-style-type: none"> • if ... then • therefore
--	--

Ways to support beginning ELL: Functions are universal though the ways in which they are represented linguistically vary across languages. ESL teachers help ELL to make comparisons between those ways in their primary languages and English such that, the language function wall, is multilingual in ESL classrooms. Parents assist in the translations.

Language Logs: This is a simple and straightforward way for students to integrate content and language in mainstream classrooms. The underlying principle is that students learn from writing rather than writing what they have learned. In doing so, they learn to recognize their own and other's insights. Logs include problem-solving entries from mathematics, lab observations in science, questions about readings in social studies, and lists of stories or books in language arts. Unlike journals which are subjective and free flowing, logs are objective, factual and concise. Students essentially analyze the language of subject-area ideas and record ideas of what to do when they write (e.g. grammatical constructions and vocabulary). This offers a powerful connection between *what is read is written and what is written will be read* as well as insights into the different genres of writing. An example of an organizer is as follows:

SUBJECT AREA	IDEAS	LANGUAGE

Ways to support beginning ELL: ESL and mainstream teachers use the logs for writing conference sessions or beginners are paired with linguistic buddies to make plans for writing using their logs.

Question Ladder: When students generate and respond to open ended questions, they extend their level of thinking and, as a result, language development. This strategy provides a visual representation of different types of questions so students have the opportunity to practice expanding and expressing thoughts. Teachers guide students through a written text (narrative or expository) to ask questions along the way. Questions are sorted onto the ladder accordingly. In small groups, students discuss the answers to the questions. The questions are then used for as tools for planning their own piece of writing. See organizer on next page.

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FACTUAL (OR CLOSED) QUESTIONS:



FIGURATIVE (OR OPEN/ APPLICATION) QUESTIONS:

Ways to support *beginning* ELL: Question sentence cues or prompts are posted on the wall for this strategy (e.g. where did, how could, who was, why would) as supports for beginning ELL. Questions spinners and question cards are used beforehand to help students practice making questions (available at www.kaganonline.com).

Rate The Statements: (ESOL Online; Zwiers, 2004b). This strategy aims to develop the language needed for the genre of persuasion. Teachers model the concept of 'effective vs. faulty reasoning' in arguing a position and provide students with an explicit list of criteria (e.g. false analogies, logic, appeal to emotion, etc). Students are placed into groups and given examples of arguments surrounding an issue; together they determine whether or not the position statements are effective or faulty. Faulty statements are thrown into the *recycle bin*. The following organizer is used for the rating of statements as well as for planning, drafting and revising persuasive pieces of their own:

Issue:		
STATEMENT	EVIDENCE	RATING

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		1	2	3	4	5
		1	2	3	4	5
		1	2	3	4	5

Recycle Bin



Ways to support beginning ELL: Beginning ELL are given arguments around the same issues in the primary language to enable concept development. Visual icons provide ways for ELL to make meaning from the text on the checklist to participate in the small-group discussions. ESL and mainstream teachers use combinations of alternative, parallel, and peer co-teaching models as well as differentiation strategies throughout the reading and writing processes (see differentiated instruction in this section).

Semantic Continuum or Grid: (ESOL Online; Rojas, 2007). This strategy builds the range and accuracy of vocabulary which students use in subject-area classrooms. For the continuum, words are placed along a gradient to develop the concept of meta-linguistic choice (i.e. *shades of meaning*). The grid cultivates linguistic awareness of the concept of collocation (i.e. words which *go together*). ESL and mainstream teachers model the strategies; after, students practice in pairs or small groups. The continua and grids are placed on word walls (primary) or into students' notebooks (secondary). Examples of both are:

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Semantic Continuum: Place the words in the box on the continuum below.

valiant	brave	fearless	timid
spineless	fearful	bold	heroic
daring	gutless	faint-hearted	weak
lilly-livered			

cowardly

courageous

Semantic Grid: Place an 'X' in the correct column.

	Favor	Progress	Harm	Good	Trouble	War	Better	Peace	Speech
Do							X		
Make		X							

Ways to support *beginning* ELL: Have parents of beginning ELL practice these universal concepts at home in the primary language first. ELL are put strategically into pairs or groups in order to work on concept development and mastery (i.e. linguistic or heterogeneous buddies). Resources are provided in students' languages (e.g. electronic dictionaries, thesauruses, bilingual resources).

Sentence Transformations: One way to extend the language of students is to make them linguistically aware of the ways in which informal text differs from formal, academic text. In addition to comparing and contrasting characteristics while reading, students must practice revising their own sentences as a part of revision in the writing process. Students are given text in which specific sentences are highlighted and are explicitly guided to practice a transformation (note: they are not given sentences out of context). For example, teachers model the concept of nominalization, the process of turning verbs into nouns (e.g. We walked for charity vs. The charity walk.....). Pairs of students practice changing or transforming sentences in the text: one student talks while the other changes and then roles are reversed (a cooperative strategy *change*

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what I say). Younger children are guided through the process using a concept chart as follows:

VERBS	NOUNS

They then use the nouns to help them nominalize sentences in the text.

Ways to support beginning ELL: Texts are differentiated for ELL of varying language levels; students then share their work with other pairs. ESL teachers help students compare and contrast the types of transformations they practice in English with their primary languages to raise their meta-linguistic awareness of the ways in which languages vary between informal vs. formal register.

Text Frameworks: (Ragan, 2005) - This strategy is an alternative to the often-used scaffolding practice of using simplified texts for ELL. Teachers - classroom and ESL alike - analyze the language of grade-level classroom materials using a framework of main ideas, vocabulary, thinking skills, and grammatical structures. Reading and responding to grade-level texts without modifications requires that teachers decide what academic language they should teach to provide access to ELL. This strategy is used to explicitly preview and then review material for the whole class or for small-group lessons. An example of a framework follows:

MAIN IDEAS, VOCABULARY, LANGUAGE SKILLS & STRUCTURES	
Main Ideas	
Vocabulary <input type="checkbox"/> multiple-meaning words & phrases <input type="checkbox"/> technical words & phrases	
Skills (examples)	

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<input type="checkbox"/> classify - determine similarities and differences in objects and events to group or order objects <input type="checkbox"/> Interpret data - analyze and synthesize data in order to draw a conclusion	
Grammatical Structures (examples) <input type="checkbox"/> conditional verb tense <input type="checkbox"/> complex clauses, multiple embeddings <input type="checkbox"/> cohesive devices (e.g. conjunctions)	

Ways to support *beginning* ELL: A critical connection between mainstream and ESL classes for beginning ELL is possible through the use of text frameworks. ESL teachers use a color-coding strategy to highlight the vocabulary and grammatical structures of texts with beginning ELL. Teachers provide materials in the primary language and students *shadow read* before reading the English text (http://www.google.com/language_tools?hl=en); afterwards, ESL teachers help ELL analyze the grammatical structures across the different languages.

Three-Step Extensions: This strategy extends oral-language fluency by allowing students ample opportunity to practice speaking and listening skills with different partners and parameters. Students are placed into heterogeneous groups of four and follow these three steps: (1) partners share with one another for four minutes; (2) partners switch and share with other partners for three minutes, and (3) all four students share with one another (i.e. round robin) for two minutes. Three-step sharing has several benefits: (1) the fact that partners change helps prevent repetitive boredom, (2) learners' speed or fluency increases with each practice, and (3) grammatical errors decrease with the repeated practices. The strategy can be used with a variety of genres (e.g. narrative, descriptive, procedural, expository, recount, report, and persuasive). Sharing time varies according to the age levels of students.

Ways to support *beginning* ELL: Preparation and rehearsal for this oral performance is done in advance with the ESL teacher if needed for beginners. A script of what will be said is used for the first and second share (with visual icons or rebus support) in order

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to help students *chunk* language while speaking. The third time beginners try to use the visual icons only.

Trash & Treasure: This strategy serves a dual purpose: to extend students' linguistic awareness of grammatical accuracy and to help students develop the capacity for self-correction. In groups of three, students are given sentences which they must sort into two piles: sentences which are incorrect (trash) and sentences which are correct (treasure). Once sorting is completed, students generate a set of reasons or rules to justify their selection. All rules are posted around the room, and students come up with a list of criteria for their editing checklist.

Ways to support beginning ELL: Sentences are differentiated for beginning ELL so they can focus on the task at hand. ESL teachers help beginners articulate their set of reasons as a part of pull out instruction or prepare sentence frames for beginners to use in class.

Vocabulary Cohesion Keys: (Calderón, 2007); ESOL Online; Zwiers, 2004b). This strategy aspires to extend students' understanding and use of subject-specific technical vocabulary in context. Teachers sometimes mistakenly think that if ELL memorize these words and their meanings, they will be able to use them automatically in their writing. However, this approach does not suffice. Academic writing requires students to process many ideas simultaneously and, more importantly, to connect these ideas in systematic ways. To do so, students need language extension practice which focuses on coherence and cohesion devices (i.e. linguistic structures used to connect multiple dependent and independent clauses). One form of practice is to have students work in pairs to highlight these devices in mentor texts; specifically, they (1) use green to indicate repetition or synonyms of keywords, (2) red to indicate referents, and (3) blue to indicate the use of conjunctions and other linking words and phrases. Students work with other pairs to analyze their features and to come up with ideas of how and when they use these devices in their own writing as a part of the revision stage of the writing process.

Ways to support beginning ELL: ESL and mainstream teachers decide how and when this strategy is used; that is, whole-class instruction in which case complementary and peer co-teaching works, small-group instruction inside the mainstream classroom in which case station co-teaching works, or pull out instruction in which case parallel co-teaching works.

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IV. Affirm Identity

Bilingual Word Banks: This strategy is a variation of word walls which are devoted to the study of important words in mainstream classrooms. At the beginning of units, teachers and students brainstorm what vocabulary categories might be studied (e.g. long and short words, technical words, multiple-meaning words, function words). As the unit progresses, students add words to the categories not only in English, but also in their primary languages. Parents are involved as students take the English words home and discuss ways in which their primary languages express these terms or the words are sent to mother-tongue or heritage-school classrooms for translation.

Ways to support beginning ELL: Beginning ELL feel affirmed for what they do know and can say in this strategy. Unfortunately, there might be English-language students who believe that students who do not know English, do not know anything. Bilingual word walls highlight the arbitrary nature of languages as well as the connections between languages.

Bilingual Journals: (Rojas, 2007). Journals are subjective and free flowing thoughts and responses to what students are learning. As such, students should be allowed to use English and their primary language when needed since reflection is the purpose. Teachers select the type of journal which echo the dispositions of specific subject areas (e.g. double entry for literature, problem solution for math, meta-cognitive for science, speculation for social studies). These journals function as bridges between mother-tongue or heritage-language classrooms and with parents. Definitions of the journal types are:

Double Entry Journal	Divide a sheet of paper in half. On the left side, copy a quotation or passage from the text. On the right side of the paper, students respond, question, make personal connections, evaluate, reflect, analyze and interpret. In other words, the left column is for note taking from the text and the right column is for note making.
Problem Solution Journal	Students identify a problem, brainstorm possible alternatives, choose a probable solution, anticipate stumbling blocks, and propose arguments while writing in favor of a proposed solution.

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Meta-cognitive Journal	Students divide a paper in half. On the left side of the paper, students record "What I learned." On the right side of the paper, they record "How I came to learn this."
Synthesis Journal	Students divide papers into sections. They record "What I did", "What I Learned", and "How I Can Use It."
Speculation About Effects Journal	Students divide paper in half. On the left side, they record "What happened." On the right side, they record "What might/ should happen as a result of this."
Reflective Journal	Students divide paper into sections. They record "What happened," "How I felt," and "What I learned," <u>or</u> "What I did," "What I learned," "What questions do I still have," "What surprises did I experience," and "Overall Response."

Ways to support *beginning* ELL: Allowing students to code-switch their ideas in English and their primary languages is an inherent scaffold for beginning ELL. This option permits the subjective and free flowing of ideas more readily than the exclusive use of a language they are not proficient in yet.

Google Translations: The intent of this strategy is to allow ELL - especially those at the early stages of English-language acquisition - use content materials which are written in their primary languages. Teachers or parents who worry that the use of the primary language hinders the acquisition of or success in English need not worry: research confirms that the use of the primary language is a tool for acquiring another language and achieving academically in English-language schools. An infinitely better solution than using *easier* or *dummy-down* materials for the early-stage students is to have mother-tongue materials available to them as a bridge to the content concepts. Some of the several web sites available to assist in this endeavor are as follows:

- www.babelfish.altavista.com
- http://www.google.com/language_tools?hl=en
- <http://translation2.paralink.com/>
- www.bbc.co.uk/worldservice/index.shtml
- www.icdlbooks.org
- <http://onlinebooks.library.upenn.edu/archives.html#foreign>

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Ways to support *beginning* ELL: The use of primary-language materials inherently supports beginning ELL students as they begin to linguistically transfer from one language to another. Students usually have a way of letting teachers know when they no longer need such materials in case teachers or parents fear students' over-reliance or avoidance.

Language-Usage Checklists and Rubrics: The issue of whether or not students should be allowed to use their primary language as they acquire English is fraught with oppositional intentions. On the one hand, some policies honor the use of the primary language as a linguistic right (i.e. additive bilingualism) while other policies enforce the use of *English only* (i.e. subtractive bilingualism). Ultimately, bilingual students make choices regarding language usage. The use of checklists and rubrics in classrooms helps develop the meta-linguistic maturity needed to inform these choices. For example, students reflect in when and why they use their languages after they themselves come up with the rules they will follow (e.g. excluding others, helping beginners).

Ways to support *beginning* ELL: Beginning ELL more than any other group must use their primary languages until they are proficient enough to use English with their peers and in mainstream classrooms.

Learning Networks: This strategy encourages parental involvement in the academic achievement of their children. Teachers write out the learning outcomes at the beginning of units in grid form. Students share their learning outcomes with their parents. Throughout the unit, students and parents monitor the language acquisition and content mastery. Teachers use the responses as feedback to inform their next teaching and learning steps. Learning networks encourage teachers and students to focus on the unit outcomes and to monitor progress.

Ways to support *beginning* ELL: ESL and mainstream teachers mutually work with beginning ELL to clarify - in the primary language if needed - the articulated learning outcomes.

Linguistic Autobiographies: An abundance of K-12 literature exists which narrates the stories of persons who have experienced living in settings other than their countries, acquiring a language either successfully (or not), and adapting to another culture (or not). This strategy offers students who are experiencing these situations a therapeutic opportunity to reflect upon their own feelings in their new linguistic and cultural environments. As a part of their literature or social studies classes, students read stories and are offered differentiated choices for responding in order to give voice to their own stories (e.g. Reader's Theatre, RAFT assignments). Often, ELL students find a sense of comfort and camaraderie from one another while English-speaking students may gain insights into what may surely be one of the most difficult circumstances

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children encounter in their young lives. Class discussions may also be used to promote differing perspectives and policies regarding the mother-tongue usage and multiple-cultural perspectives.

Ways to support *beginning* ELL: Beginning ELL read stories in their primary language and are paired strategically with buddies for completion of their response-to-literature assessment tasks. Assignments are completed in mainstream and ESL classrooms or a variety of differentiation and co-teaching models are used to support all students in the reading and writing process (e.g. alternative or parallel for literature circles, station for writing workshop).

Point of View Discussions: This strategy is intended to simulate a café where worldly citizens share thoughts and opinions about the nature of life, literature, and the world. Teachers or students select headlines, quotations, political cartoons (Social or Physical Sciences) and literary genres (Language Arts) for students to review. Students form groups and discuss the issues from diverse and multiple perspectives. Oral fluency and accuracy are emphasized since in real-world international chats, speakers are only understood if they express their points of view in ways which others understand. Students are graded not for their point of view but for their capacity to suspend their assumptions so they can listen to one another with deep regard.

Ways to support *beginning* ELL: Beginning ELL students are supported through the instructional stages for oral performance: that is, prepare for, rehearse, and perform. Preparation and rehearsal occurs in mainstream classes or during ESL class using a variety of co-teaching models. An alternative option is to use two groups: an inside group of students involved in the discussion and an outside group which views the 'model' as part of the preparation stage.

Quotes of the Day: Students are provided with a collection of quotes representing diverse and multiple perspectives (i.e. ranging from positive to negative perhaps). In groups of four, students read and discuss these quotations and, consequently, place them along a continuum which they are able to explain and justify. Quotations exemplify different stances on issues which students might struggle with in, including statements they themselves make with one another (e.g. linguistic enclaves in the lunch room, social invitations). Quotations can be presented through pictures for very young students.

Ways to support *beginning* ELL: Beginning ELL preview statements in ESL classrooms in order to be prepared to participate. Visuals and translations offer alternative options.

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Wide Reading: (ESOL Online). This strategy promotes the reading of multiple perspectives. Specifically, students read on the same topic over a number of texts. Teachers collect stories on an engaging topic or theme, reading in a single genre (e.g. a series with recurring characters and situations, or texts from a single author). The Internet also provides a vast amount of authentic texts available on almost any topic. From a linguistic perspective, focusing on texts on a recurrent topic gives learners the chance to practice reading more fluently and quickly. From a vocabulary perspective, multiple exposures to recurrent words facilitate vocabulary learning. From a cross-cultural perspective, a variety of interpretations are presented.

Ways to support *beginning* ELL: Wide reading utilizes a multitude of reading and, in so doing, offers students of all reading levels access to participation.

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