ESOL INSTRUCTIONAL STRATEGIES MATRIX
MULTICULTURAL, ESOL AND PROGRAM SERVICES DEPARTMENT

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* Marzano's High Yield Strategy

ADDENDUM
to
ESOL Instructional Strategies Matrix

Language Arts through ESOL instruction must occur within certain program and classroom design parameters to ensure that language instruction for ELL students is equal in content and scope to the basic language arts curriculum, and that such a content is made comprehensible to the students.

The following are key concepts for second language instruction:

- **The learner is seen as motivated, self-directed problem-solver who derives a sense of self-worth and confidence from a variety of accomplishments.**

- **The classroom environment encourages communication. Teaching and learning reflect the beliefs that language learning is spiraled and is acquired with practice, over time and not in single experiences. Proficiency develops gradually, learners move from partial control to sustained control of the language.**

- **All language curriculum academic skills and processes are integrated into instruction through the use of ESOL instructional strategies.**

- **The curriculum is organized in theme-driven lesson/units according to a competency-based focus where grammar instruction is embedded and presented through communicative activities.**

- **Planning is thematic and provides a coherent theme or topic for each lesson/unit.**

- **Reading and writing are used as communicative tools, reflecting the connection between oral and written language.**

- **Culture is an integral part of the curriculum and a variety of cultural experiences are incorporated.**

- **Materials and activities are meaningful and natural and learning occurs in a meaningful communicative context.**

- **All language skills are assessed, and assessment is used as a toll for learners to demonstrate what they have learned by applying it in a new task or problem situation.**

I. Principles of Language Teaching to ELL students

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

- **students are treated as individuals with their own needs and interests,**

- **they are provided with opportunities to participate in communicative and reflective use of the language in a wide range of activities,**

- **they are exposed to language that is comprehensible and relevant to their own interests and frames of reference,**

- **they focus deliberately on various language forms, skills and strategies in order to support the process of language acquisition and the learning of concepts,**

- **they are exposed to socio-cultural information and direct experience of the culture embedded within the language,**

- **they become aware of the role and nature of language and culture,**

- **they are provided with appropriate feedback about their progress, and**

- **they are provided with opportunities to manage their own learning.**

II. Meeting the Student's Cognitive Academic Needs

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

III. Making Instruction Comprehensible

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

A. INSTRUCTIONAL MODIFICATIONS BASED ON LEVEL OF ENGLISH PROFICIENCY

A1. Bilingual Dictionary

ELL students may be given access to an English-to-heritage language/heritage language-to-English dictionary. Such a dictionary would be familiar to ELL students because of its regular availability in instructional settings.

A2. Bilingual Support

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

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

Use of the native language is helpful to the ELL student in learning content area material. If the teacher or the aide in the classroom speaks the native language of the ELL student, then the student's language can be used to further explain or expand upon what is being presented. If students are literate in their native language, then, where available, it is helpful to provide materials written in the native language of the ELL students that deal with topics related to those being discussed in class.

A3. Chunking

"Chunking" means learning set phrases or "chunks" of related language. This upper level reading comprehension is provided as a means for students to improve their vocabulary skills through looking for "chunks" of appropriate language.

A4. Flexible Scheduling

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

A5. Flexible Setting

ELL students may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

A6. Flexible Timing

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

A7. Language Experience Approach (LEA)

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

Steps for using the Language Experience Approach in the classroom:

Step 1: Providing the Experience/Motivation
An experience story is based on an experience the teacher and students share.

Step 2: Facilitation Language Production
Immediately following an experience, students need to interact with each other to discuss the experience and what it meant to them.

Step 3: Creating a Personal View Representation
The teacher has the student draw or paint a picture about something interesting about the activity.

Step 4: Retelling Events/Reactions
A volunteer is selected to share his or her picture with the group.

Step 5: Writing Student's Statements
The teacher asks each student a question and records his/her answer, writing on the chalkboard exactly what the student says, using large manuscript letters. After writing each statement, the teacher reads it back to the group for confirmation. When four or five statements are on the board, the students decide their sequential ordering. The statements are then numbered and transferred to a sentence strip, and the students correctly arrange the strips on a chart holder.

Step 6: Reading
After the chart or individual statements have been completed, students read their statements to each other and to the teacher.

Step 7: Writing
As students develop writing skills, they copy the story into their notebooks or on lined paper.

Step 8: Follow Up with Activities
The story may be reread on several subsequent days either by the teacher, the students, or both. Students can also save the story with other language experience class stories to form their own class book for later reading.

A8. Modeling

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

A9. One-on-One Instruction with Teacher or Teacher Assistant

One-on-one teaching is an exceptionally effective approach to instruction and most students, educators, and parents would agree that the ideal academic environment consists of one-on-one teaching, customized to the needs of the student. This type of individual attention allows for a high level of quality interaction between the teacher and the student.

The student benefits immensely from the personal attention inherent in a one-on-one teaching ratio. Because of the intimate environment, the teacher can accurately monitor how well the child is mastering the lessons, and can adapt the pace and targeting of skills accordingly. Children and teens have less fear of making mistakes when taken out of a group situation, and flourish in a safe learning environment.

A10. Pacing of Lessons

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

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

A11. Provide Meaningful Language Practice

Encourage ELLs to speak in class as much as possible. Structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "Has this happened to you? What do you think? What should we change?" In these ways, ELLs will learn the academic English they will need to succeed in future schooling. Remember to be sensitive to ELLs who may be afraid to make mistakes.

The language that a learner reads, hears in class, or hears in conversation affects how quickly and how well a language is learned. Quality language courses and materials surround learners with language that is most useful to their language learning.

Students learn best when the language they hear and read is just beyond their current abilities in the language. Learners should be able to understand the language they are exposed to, but should also come across new vocabulary and structures so they can expand their knowledge of the language.

One way to assure that students are exposed to rich and meaningful language is for students to work with a variety of materials. Students should have experience with different written and spoken styles. For example, students can read texts from a variety of sources such as newspapers, maps, restaurant menus, academic texts, and scientific reports. When listening to language, learners can listen to conversations, news reports, academic lectures, or popular music and can listen to speakers of differing dialects of the language. Exposing learners to a variety of different types of language styles and purposes is key. Many educators feel that using authentic materials in class (materials such as news articles, restaurant menus, etc. that were prepared for native speakers and have not been modified for language learners) is highly effective for language learning. Authentic materials are a great way to provide learners with realistic, challenging language and are a good choice as long as the material is not beyond the abilities of the learner.

A12. Use all Modalities/Learning Styles

Learning styles research has given educators new directions for making changes in their classrooms. The single most widespread change has been to open classrooms to more than one approach to intellectual work. Different social groupings, alternative activities, and more complex projects have all been introduced as efforts to create opportunities for students to use their various strengths in dealing with course material.

Despite the wide range of models, the concept of learning styles has gained growing attention from educators because it provides a stable-enough characterization to plan pedagogical strategies. These strategies appear more responsive to students needs. They seem to provide better learning opportunities. They give fresh direction to alternative teaching. Below are listed some general conclusions for teachers that seem to cut across the various models:

- Students will learn better when using preferences in which they're successful.
- Students will be better learners when they can expand their preferences.
- When teaching accommodates various preferences, more students will be successful.
- Teachers can construct activities that include specific & multiple learning preferences. This can be done by adding alternatives **or**, completing learning cycles that incorporate all styles **or**, by utilizing holistic, complex tasks.

One consequence of studying learning styles is the recognition that teachers also have their own approaches to the classroom. While these may have become habitual and while the teacher may define the classroom according to their, not student preferences, teachers have to acknowledge that their styles will not necessarily suit clusters of students in their classroom. As teachers attempt to modify their classrooms, they need to begin by exploring their own styles.

A13. Use of Illustrations/Diagrams

Teach visual literacy by spending a good deal of time discussing the illustrations, charts, and graphs that appear on the cover and in the book. These materials have been provided to teach readers about the topic and provide essential information as well as to stimulate interest.

- Model looking at the illustrations before reading the text.
- Ask students what the illustrations tell us about the topic.
- Direct their attention to the use of diagrams, and have them notice that arrows are used to label parts of a picture or model.
- Direct their attention to the graphs. Ask what information they can get from them.
- Keep your questions open-ended so that students are processing the information and articulating it on their own. Ask questions like "What can you tell about from the graph/diagram, etc.?"

A14. Use of Substitution, Expansion, Paraphrase, Repetition

Using brief excerpts or passages from text students are reading, have students paraphrase what they have read, accounting for the vocabulary words and concepts that are important to the excerpt. Students can compare their paraphrasing to see if they put the vocabulary words and concepts into their own words without leaving out essential information.

Substitution

At times, rereading a sentence that contains an unfamiliar term and substituting a word or phrase for it that makes sense can help the student to unlock the meaning of the unfamiliar word

Steps in the substitution strategy are as follows:

Step 1: When a student reads a sentence that he has trouble understanding because of an unfamiliar word in it, have the student reread the sentence and substitute a word that seems to make sense in the context.
Step 2: Read on. If the word substituted does not make sense in the context of the rest of the paragraph, try again.
Step 3: If the sentence still does not make sense and the student does not understand the main point the author is making in the paragraph, look for synonym, definition, and antonym clues. If the student is still uncertain, check a dictionary.

A15. Use Simple, Direct Language
Monitor and adapt speech to ELL students

In using English with ELL students, the teacher should also listen carefully to his/her own language use and try to adapt it to meet the students' level of understanding of English. For example, the following can help a student to gain a better understanding of what is being said:

- ☐ restate complex sentences as a sequence of simple sentences;
- ☐ avoid or explain use of idiomatic expressions;

Repeated and correct exposure to idioms can build understanding and give students confidence to use the idioms themselves.

- ☐ restate at a slower rate when needed, but make sure that the pace is not so slow that normal intonation and stress patterns become distorted;
- ☐ pause often to allow students to process what they hear;
- ☐ provide specific explanations of key words and special or technical vocabulary, using examples and nonlinguistic props when possible; use everyday language; and
- ☐ provide explanations for the indirect use of language (i.e., indirect management strategies may need to be explained. For example, an ELL student may understand the statement; "I like the way Mary is sitting" merely as a simple statement rather than as a referenced example of good behavior).

A16. Vary Complexity of Assignment

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

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

- *Content* refers to the concepts, principles, and skills that teachers want students to learn. All students should be given access to the same core content. ELL's should be taught the same big ideas as their classmates, not given watered-down content.

- *Content* also refers to the means teachers use to give students access to skills and knowledge, such as texts, lectures, demonstrations, and field trips. For example, a teacher might direct an advanced learner to complex texts, Web sites, and experts to interview, while providing a student of more modest capacity with reading buddies, videos, demonstrations, and "organizers that distill information and make it more accessible."

- *Process* refers to the activities that help students make sense of, and come to own, the ideas and skills being taught. Teachers can modify these activities, to provide some students with more complexity and others with more scaffolding, depending on their readiness levels. (Examples of scaffolding include step-by-step directions, retouching, and additional models.) Like content, process can be varied by student interest and learning preferences as well.

- *Products* refers to culminating projects that allow students to demonstrate and extend what they have learned. Products reveal whether students can apply learning beyond the classroom to solve problems and take action. Different students can create different products, based on their readiness levels, interests, and learning preferences. For example, some students might work alone on a product, while others might work in groups.

B. VOCABULARY

B1. Categorize Vocabulary
In a word sort, students categorize vocabulary or concepts according to categories arranged by the teacher. Students learn how the concepts are related, how they belong together or how they differ. Teachers can group words according to classroom content or word similarities or parts of speech.

B2. Explain Key Concepts
There are times when not only ELLs but also all students need to learn new and possibly difficult ideas or concepts. For example, the concepts of democracy or envy may be difficult for all students to understand at first. Give examples that your students can relate to.

B3. Interactive Word Walls
A word wall is a systematically organized collection of words displayed in large letters on a wall or other large display placed in the classroom. It is a tool to use, not just display. Word walls are designed to promote group learning and be shared by a classroom of students.

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

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

B4. Semantic Feature Analysis

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

How to Use Semantic Feature Analysis:

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

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

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

4. Discuss completed grids with students. Regardless of when students complete the grids, it is important to discuss their grids with them after they are finished reading. Doing so will allow students to learn from one another, and will reinforce the ideas in the grid.

B5.   Structural Analysis

Once students are competent at using letter-sound relationships to decode words, they begin to recognize meaningful units of words, such as graphemic bases (-an, -ain), affixes (-ed, re-), or syllables (be•cause, to•geth•er). Structural elements of words follow predictable patterns. Able readers deduce these patterns without giving them much thought. They perceive common roots and affixes, divide words rapidly, and decode accurately. On the other hand, ELL students may not be adept at recognizing or utilizing structural cues, so they need formal instruction. All students, even those who read with ease, spell more accurately as cognizance of orthographic features advances.

Step 1 - Teach students to identify prefixes/root words/suffixes

When introducing prefix/root word/suffix identification and usage to students, it is preferable to use roots that are English words after affixes are removed. Students grasp these concepts more readily when dealing with affixes on known words. The third example below contains a Latin root (voc, vok - to call), an example of root words to avoid in phonics exercises.

Prefix	Root	Suffix	
dis	grace	ful	
re	turn	ing	
pro	vok	ed	(Latin root)

Step 2 - Teach or review common suffix usages

Suffixes are added to the end of words to modify usage. These are common suffix usages:

- s or -es to form plurals or third-person-singular verbs
- ed to form past tense verbs
- ing to form present participle verbs
- er to form comparative adjectives or -est to form superlative adjectives.

In addition, suffixes are used to change words from one part of speech to another (act -> actor, verb -> noun). As students are learning about orthographic characteristics of words, it is suffix recognition that is the goal. Complexities of usage can be learned once they read proficiently.

Step 3 - Teach how prefixes are used to change word meaning

Prefixes are placed at the beginning of words to change meaning. "Pre" in "prefix" is a prefix meaning "before" or "in front of." The study of prefixes and their effect on meaning is a valuable strategy for expanding word knowledge and is covered in the vocabulary section. As a word analysis strategy, prefix recognition and general usage concepts are the objectives. Students need to be able to recognize and remove prefixes when breaking down words.

B6.   Use of Cognates

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

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

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

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

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

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

1. Have students read the text silently or aloud to a partner. Discuss what it means with the partner or in a small group.
2. Discuss the vocabulary with the whole class. Use cognates and context clues to figure out meanings. Point out spelling patterns, like *–tion* in English becomes *–ción* in Spanish.

3. Discuss grammatical differences between English and Spanish such as word order for nouns and adjectives.
4. Read the text aloud as students follow along. Have students listen for words they recognize orally.
5. Clarify and explain words in the texts that cannot be figured out from cognates or context.

B7.   Vocabulary Improvement Strategy (VIS)

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

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

B8.   Vocabulary with Context Clues

Types of Context Clues
Definition
Synonym
Antonym
Examples
Explanation
Experience
Knowledge of Subject

Learning new words when reading
The first way to figure out the meaning of a word is from its context. The **context** is the other words and sentences that are around the new word. To figure out the meaning of a word from context, a student makes a guess about what the word means. To do this, use the hints and clues of the other words and sentences. A student might not be able to guess the exact meaning of a word, but may be close enough to get the meaning of the sentence it is in. A basic strategy for unlocking the meaning of an unfamiliar word is to search the context of the sentence in which a new word appears for clues.

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

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

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

Strategy

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

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

Context Clues: Multiple Meanings

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

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

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

B9.   Word Banks

Word banks can be used to generate ideas, encourage the use of new vocabulary, and remove anxieties about spelling. They can also build each student's vocabulary based on the student's individual needs and backgrounds. Supplying a word bank before reading will also give a purpose for reading.

C. VISUALS & GRAPHIC ORGANIZERS

C1. Charts
Visual aids that assist teachers in demonstrating relationships between words and concepts

C2. Computer Software
Technology can be used to supplement instruction and learning. Computer Software programs can assist ELLs gain access to stories through visual as well as verbal information. Other programs allow students to develop their language proficiency and supplement the curriculum being used.

C3. Flowcharts
This graphic organizer strategy assists students in representing position, role and order relationships among group elements. Students draw a representation of a sequential flow of events, actions, character roles, and/or decisions. Based on the situation, the graphic frame for the flowchart can be student and/or teacher generated.

C4. Graphs
Visual aids that assist teachers in demonstrating relationships between words and concepts

C5. K-W-L (Knows/Wants to Know/Learned)
An introductory or pre-activity strategy that provides a defined structure for recalling and stating: What the student knows regarding a concept or a topic; what the student wants to know, and finally lists what has been learned and/or what is yet to be learned. To use this strategy, the student lists all the information he/she knows or thinks he/she knows under the heading "What We Know", then the learner makes an inventory of "what We Want to Know", categorizing the information about the topic the student expects to use. After reading, the students add the information learned about the topic. This column can also be used for further learning and/or research.

C6. Labeling
Labeling items in the classroom will assist ELL students in the identification of items and in relating them to written words.

C7. Maps
Visual aids that assist teachers in demonstrating relationships between words and concepts

C8.   Pictures
Visual aids that assist teachers in demonstrating relationships between words and concepts

C9.   Semantic Webbing/Mapping
This strategy provides ELL students with a visual picture of how words or phrases connect to a concept or a topic. The instructor lists the target topic or concept, and builds a web-like structure (by circling and connecting the words) of words, phrases and verbs that students offer as being connected with the central topic. Class discussion may follow, with the instructor as the facilitator, to argue against or to defend the perceived relationships of the called out words to the topic, and eventually a consensus is reached as to what the class believes constitutes a "web" for that concept.

C10. Story Maps
Story maps are visual outlines that help students understand, recall and connect key terms and ideas from a text. Story maps may be developed individually or by the class as a whole.

C11. T-Charts
T-Charts are used to examine a particular problem or issue. They can be used to compare/contrast topics, examine causes and effects, etc.

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

C12. Timelines
Timelines are graphic organizers, which allow learners to organize sequential events chronologically, and also give meaningful practice in the past and present tenses.

C13. Venn Diagrams
Venn diagrams can be used to create a visual analysis of information that represents similarities and differences among concepts, peoples and things. This graphic organizer is constructed by using two or more overlapping geometrical figures (i.e.: circles, squares, rectangles) that share an area in common. Students list the unique characteristics of each concept or object being compared on the area not being shared with any other figure, and those elements that are common to all in the common shared area.

D. OTHER AUDIO/VISUALS

D1. Audio Books

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

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

D2. Captioning

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

Steps for using Captioning in the Classroom:

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

D3. Language Master

Auditory practice through the use of Language Master Cards to provide repetitive tasks, which increase vocabulary and pronunciation skills

D4. Music/Songs/Jazz Chants/Raps

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

D5. Realia/Manipulatives

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

D6. Video/Films/CD-Rom/DVD

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

E. INTERACTIVE STRATEGIES & COOPERATIVE LEARNING SETTINGS

E1. Dialogue Journals

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

E2. Flexible Grouping

Teachers who use flexible grouping strategies often employ several organizational patterns for instruction. Students are grouped and regrouped according to specific goals, activities, and individual needs. When making grouping decisions, the dynamics and advantages inherent in each type of group must be considered. Both teacher-led and student-led groups can contribute to learning.

Teacher-Led Groups

Teacher-led groups are the most common configuration used in classrooms today. They include whole-class, small group, and individual instruction. In general, communication paths in teacher-led groups are almost exclusively between teacher and student. Teacher-led groups are an effective and efficient way of introducing material, summing-up the conclusions made by individual groups, meeting the common needs of a large or small group, and providing individual attention or instruction.

- **Whole-Class Instruction** Whole-class instruction is often used to introduce new materials and strategies to the entire class. Working with the whole class to introduce new concepts can build common experiences and provide a shared basis for further exploration, problem solving, and skill development. Whole-class instruction also can help identify students' prior knowledge and experiences that will affect new knowledge acquisition.

- **Small-Group Instruction** Small-group instruction is familiar to most teachers; it is an often-used strategy. Small groups can provide opportunities for working with students who have common needs, such as reinforcement or enrichment.

- **Students Working Alone in Teacher-Directed Activities** Although learning to work cooperatively constitutes an important educational goal, students must also learn to work independently. Individual responses may prove especially helpful for students in refining their own thoughts. For example, after sharing strategies in small, student-led groups, each student might reflect on the group's problem-solving methods and formulate a personal problem-solving strategy.

Student-Led Groups

Student-led groups can take many forms, but they all share a common feature-students control the group dynamics and maintain a voice in setting the agenda for the group to follow. Student-led groups provide opportunities for divergent thinking and encourage students to take responsibility for their own learning. One of the benefits of student-led groups is that they model "real-life" adult situations in which people work together, not in isolation, to solve problems. Students working in groups learn to work with people from varying backgrounds and with different experiences, sharpening social skills and developing a sense of confidence in their own abilities. A variety of group types and a sampling of activities that may be appropriate for each are described below.

- **Collaborative Groups** The essence of collaborative learning is the team spirit that motivates students to contribute to the learning of others on the team. Because team success depends on individual learning, members share ideas and reinterpret instructions to help each other. In this environment, students convey to one another the idea that learning is valuable and fun.

  Students in collaborative-learning groups can make predictions or estimations about a problem, share ideas, or formulate questions. After working independently, group members might cooperate in composing either an oral solution or a written response. These groups prove particularly effective for open-ended problem-solving investigations. Collaborative groups come in all sizes and configurations, depending on the instructional goal to be achieved. Two strategies for using collaborative groups are described below.

- **Circle Sharing** In circle sharing, children sit in a large circle so that each student can see the rest. The leader (either the teacher or a selected student) presents an open-ended statement or problem, and each student in turn responds with his or her own conclusion. One student records each group member's response in order. Students may "pass" as their turn comes up, but they should have an answer ready when the circle is completed. As an alternative, students can pass a sheet of paper from one to the next. When the signal is given, the first group member writes down his or her idea for approaching the investigation.

The paper then passes to the person on the left. This strategy is excellent for brainstorming divergent approaches to a problem.

- **Four Corners** Pose a question or problem with four parts, operations, or solving strategies. Have students select which of the four is their choice to work with. Have each child go to the corner of the classroom where that problem part is displayed. This is a quick way to get children who have similar interests together to do further problem solving.

- **Performance-Based Groups** Sometimes groups of students with similar needs might benefit from additional support in the completion of a task. Unlike traditional ability groups, performance-based groups form for a short time and respond to the dynamic nature of learning. Performance-based groups are most effective when formed on the basis of a particular need rather than in response to predetermined performance levels. Performance-based groups provide a means for increasing students' access to a particular concept or skill. Suitable strategies for these groups include introducing language, using concrete models, playing a concept game for skill practice, or practicing strategies. Strategies for use with performance-based groups are listed below.

- **Group Study** Group study most often occurs after a session of whole-group instruction. After the main concept is discussed as a class, students get into small groups of two to four to complete a cooperative assignment that reinforces, expands on, or tests their knowledge. Groups can brainstorm ideas or complete various explorations or investigations.

- **Interview for Options** After working individually on an investigation, group members take turns interviewing each other to determine how each person approached the problem. After they have all had a chance to share their thinking, the group can summarize what they learned from the interviews. Use of graphic organizers or posters can be helpful.

E3.　Games
Games allow ELL students to develop conversational skills in a non-threatening format. Games are motivating for students and assist in reinforcing classroom material.

E4.　Group Reports/ Group Projects
Group Projects is a dynamic strategy through which students develop linguistic and academic skills simultaneously. In this highly successful strategy, ELL students work together in small intellectually and culturally mixed groups to achieve functioned, and an academic assessment tool for the instructor.

E5.　Jigsaw
This is a cooperative learning strategy in which everyone becomes an "expert" about a topic or sub-topic, and shares his/her learning within a group setting so that

eventually all members learn the content. To implement this strategy, the students are divided into groups; each group member is assigned a section or a part of the material selected for study. Each student meets with the members of other similar groups who have similar assignments, forming a new group. This new group learns together, becomes an expert on their assigned material, and then plans how to teach this material to members of their original groups. Students later return to their original groups (whose members each now represent one of the different areas of the topic being studied) and teach their area of expertise to the other group members. In this matter, a topic or subject of great length can be covered and learned in a fraction of the usual time. ELL students can learn the material much more effectively since they also must become teachers of the content they have learned to the members of their original groups. Jigsaw offers many opportunities for language acquisition, practice, enrichment and reinforcement.

E6.   Panel Discussion/Debate
This is also a cooperative learning strategy in which students organize planned presentation, where each member of the group takes one of the possible topic viewpoints. The individual presentation may have oral, written or multimedia components. Students form teams to research, develop and articulate their viewpoints. This strategy helps the students in developing the ability to organize information, to filet ideas and to draw conclusions.

E7.   Peer Pair
Use of small peer pair to provide home language assistance and opportunities to negotiate meaning in the development of second language communication skills in a non-threatening environment

E8.   Reader's Theater
Reader's Theater involves students in oral reading through reading parts in scripts. Unlike traditional theatre, the emphasis is mainly on oral expression of the part. Reader's Theater is "theatre of the imagination". It involves students in understanding their world, creating their own scripts, reading aloud, performing with a purpose, and bringing enjoyment to both themselves and their audiences. It is a simple, effective and risk-free way to get students to enjoy reading. As students write, read, perform and interpret their roles they acquire a better understanding of the literature.

E9.   Role Play
Students assume the roles of characters and collaboratively create stories. Students determine the actions of their characters based on their characterization, and the actions succeed or fail according to a formal system of rules and guidelines.

E10.   Think/Pair/Share

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

F.   OTHER STRATEGIES

F1.   Activating and/or Building Prior Knowledge

For material to be meaningful, it must be clearly related to existing knowledge that the learner already possesses. Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed.

Teachers should use visual displays (i.e., graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual/graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier.

F2.   Anticipation Guides

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

How could I use, adapt or differentiate it?

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

F3.   Demonstrations

Demonstrations involve step-by-step sequential procedures presented to the class using realia; (i.e., cooking lessons, arts and crafts lessons, etc.).

F4. Field Trips

This strategy consists of a planned learning experience in the community for the student group to observe, study, and participate in a real-life setting, using the community as a laboratory. The instructor and the students plan and structure the experience by preparing beforehand for activities during the visit and then engage in follow-up activities after the trip.

F5. Note Taking/Outline Notes

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

F6. Question-Answer Relationship (QAR)

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

A. *In the Book*
   1. Right There
      The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are Right There in the same sentence.
   2. Think and Search (Putting it Together)
      The answer is in the text, but you need to put together different text parts to find it. Words for the question and words for the answer are not found in the same sentence. They come from different parts of the text.

B. *In Your Head*
   1. Author and You
      The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.
   2. *On Your Own*
      The answer is not in the text. You can answer the question without even reading the text. You need to use your own experience.

F7. Read Aloud

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

Tips for reading aloud to students include:

- Discussing read-alouds with the class to enhance and expand students' understanding.
- Using the illustrations to encourage prediction and interpretation. Encourage students to use the illustrations to add to their understanding.
- Learning more about the authors and illustrators. Read other works by favorite authors.
- Helping students relate books to their own experiences.
- Getting other books about curriculum-related topics of interest to class members.

F8. Reading with a Specific Purpose

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

F9. Reciprocal Teaching

Reciprocal Teaching is a compilation of four comprehension strategies:

- summarizing
- questioning
- clarifying
- predicting

How Does It Work?

The order in which the four stages occur is not crucial; the teacher may want to try out different versions of the strategy to see if a particular protocol suits their teaching style, and their students' learning styles, better. The teacher will also want to choose text selections carefully to be certain that they lend themselves to all four stages of reciprocal teaching.

How can the Teacher Implement Reciprocal Teaching in the Classroom?

Before the teacher can expect reciprocal teaching to be used successfully by their students, they need to have been taught and have been modeled and practiced the four strategies that are used in reciprocal teaching.

One approach to teaching reciprocal teaching might be to have students work from a four-column chart, with each column headed by the different comprehension activities involved. Here's one way to use reciprocal teaching:

Put students in groups of four.
1. Distribute one note card to each member of the group identifying each person's unique role.

    A. summarizer
    B. questioner
    C. clarifier
    D. predictor

2. Have students read a few paragraphs of the assigned text selection.
3. Encourage them to use note-taking strategies such as selective underlining or sticky-notes to help them better prepare for their role in the discussion.
4. At the given stopping point, the Summarizer will highlight the key ideas up to this point in the reading.
5. The Questioner will then pose questions about the selection:
   _ unclear parts
   ☐ puzzling information
   ☐ connections to other concepts already learned
   ☐ motivations of the agents or actors or characters, etc.
6. The Clarifier will address confusing parts and attempt to answer the questions that were just posed.
7. The Predictor can offer guesses about what the author will tell the group next or, if it's a literary selection, the predictor might suggest what the next events in the story will be.
8. The roles in the group then switch one person to the right, and the next selection is read. Students repeat the process using their new roles. This continues until the entire selection is read.

F10. Survey, Question, Read, Recite, Review (SQ3R)
This is a pre-reading activity, which helps students focus on their topic, develop questions about that topic, and answer those questions based on the reading.

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

F11. Summarizing
Effective summary reading and writing are important study strategies. Yes, summarizing is often quite difficult for students. It requires them to categorize details, eliminate insignificant information, generalize information, and use clear, concise language to communicate the essence of the information. With practice, students can use summarizing to support their reading and learning. The next two strategies can be used to help ELL's comprehend informational writing.

1. Textbook chapter summaries provide a "big picture" of the chapter, thus it is useful for a student to read the chapter summary first. This establishes the mental framework to support effective learning of the details when the student reads; the good reader can then read the chapter and "plug" the details into the "big picture."

2. Summarizing while reading can also help students monitor their understanding of the information they have read. They can read a few paragraphs and put the information they have read in their own words. Students can write this summary down or share it orally with a partner. By putting information they don't know in their own words, learners can understand what they know and don't know. Then they can reread the information that they did not recall. This puts the reader in charge of his own learning.

Suggestions:
- After students have used selective underlining on a selection, have them turn the sheet over or close the handout packet and attempt to create a summary paragraph of what they can remember of the key ideas in the piece. They should only look back at their underlining when they reach a point of being stumped. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article in the single paragraph.
- Have students write successively shorter summaries, constantly refining and reducing their written piece until only the most essential and relevant information remains. They can start off with half a page; then try to get it down to two paragraphs; then one paragraph; then two or three sentences; and ultimately a single sentence.
- Teach students to go with the newspaper mantra: have them use the key words or phrases to identify only Who, What, When, Where, Why, and How.
- Take articles from the newspaper, and cut off their headlines. Have students practice writing headlines for (or matching the severed headlines to) the "headless" stories.

F12.   Think Aloud
A think aloud is a great strategy to use to slow down the reading process and let students get a good look at how skilled readers construct meaning from a text. Good readers develop their skills implicitly, by simply doing a lot of reading of all sorts of texts. Therefore, when modeling reading keep in mind that teachers must take what they know and do *implicitly* and make it *explicit* for the students, especially for the ELL readers.

F13.   Total Physical Response (TPR)
In TPR, teachers interact with students by delivering commands, and students demonstrate comprehension through physical response. Students are not expected to respond orally until they feel ready. This strategy involves little or no pressure to speak.

F14. Visualization

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

G. ALTERNATIVE ASSESSMENT INSTRUMENTS

G1. Checklist

Checklists can be used to determine at what levels of development students are performing based on the strategies they are using. Checklists serve as a reminder of what a teacher should be watching for when working with students. (e.g. language functions and patterns and use of effective strategies)

G2. Cloze Procedures

This is an open-ended strategy in which a selected word or phrase is eliminated from a sentence or paragraph, while the student is asked to complete the missing word. The Cloze concept has also been applied to second language oral development, in which the instructor proposes a serried of incomplete oral statements, and the student "fills in" the missing information.

G3. Dictation/Dictogloss

In the Dictogloss approach students hear repeated, fluent readings of text, which in many cases would involve academic language. Students take notes as they hear the dictation and then rewrite what they thought they heard from the dictation. It helps students learn note-taking skills as they focus on the main ideas of text.

ELLs benefit from this approach in that it combines language learning with content learning. All four language skills (listening, speaking, reading, and writing) are integrated in this approach. This strategy engages students in talking about language. By comparing notes and revising, students notice the details of language. This strategy provides students with good models of written language.

Procedure:
1. Present the topic of the text to be studied. It's best to use material the students know something about.
2. Read a short passage at normal speed while students just listen.
3. Reread once or twice at normal speed. Students write as much as possible, particularly keywords and phrases. The aim is to get as much information as possible.
4. Have students work in pairs discussing and improving their notes. Then, they work with another pair improving the notes further and writing a final product. The goal is to produce a coherent and complete text, using as much as possible the words from the text.

For the final version they should also work on grammar and spelling.
5. Compare original with student produced text to show differences.

G4. Graphic Representation

Graphic representation is a way to develop ELL's response to literature or informational text. This assists the students in expressing and defining their own individual responses and prepares them for verbally sharing in response groups when their language is more developed. The illustrations provide a communication channel beyond words for assisting comprehension.

G5. Interview

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

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

G6. Observation/Anecdotal

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

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

G7.   Portfolio

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

G8.   Retelling

Story retelling should not only be viewed as an assessment of comprehension. It is also a very powerful instructional strategy for teaching comprehension.

In retelling the students move beyond the emphasis on print strategies and focus on the importance of reading with understanding. Retelling requires students to organize information and provide a summary. Students are also encouraged to attend to the details of the text. Students engaging in retells must review all they know about a text, select key points that reflect main ideas and consider key events, problem, solution, characters, and setting.

They will learn to retell in their own words and correctly sequence the events of the story. Students can use visuals such as pictures or story maps as components of the retell.

The teacher should model a retell with a brief passage and then move on to more complex text. Retells can be for expository as well as narrative text. Students can practice retelling in partners or groups with others who have read the same text.

G9.   Rubrics

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

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

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

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

Ideally, students should be involved in the process of generating rubrics through the careful analysis of exemplars; by studying the models, students draw inferences about the criteria that are important to a successful product and then describe different levels of performance for each criterion.

G10. Student Self Assessment

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

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

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

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

G11. Writing Sample

Students generate narrative, expository, persuasive, or reference paper Student produces written document that can be scored on content or language components as a written sample. It can be scored with a rubric or rating scale. This writing sample can determine, what writing process the student needs direct instruction in.

H.   MULTICULTURAL RESOURCES

H1.   Cultural Sharing
H2.   Guest Speakers
H3.   Use of Community Resources
H4.   Varied Holiday Activities

Community resources, local organizations and clubs (e.g. Hispanic Unity, Haitian-American, German-American, Italian-American Clubs, etc.)

Organize cultural sharing through ESOL Parent Advisory Council, international fairs, parents as cultural representatives, business liaisons, multicultural guest speakers, ethnic folk music presentations, and multicultural students as resources for

academic classes. For samples of varied holiday activities see Multicultural Calendar.