Implementing the ELPS

Above titles are linked to pages indicated for your convenience.

ELPS Student Expectations

Learning Strategies	Listening	Speaking	Reading	Writing
			*For kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text.	*For kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system.
For suggested **Sentence Stems** and **Activities** for the ELPS below, see pages 7 - 9 below.	For suggested **Sentence Stems** and **Activities** for the ELPS below, see pages 10 - 12 below.	For suggested **Sentence Stems** and **Activities** for the ELPS below, see pages 13 - 16 below.	For suggested **Sentence Stems** and **Activities** for the ELPS below, see pages 17 - 22 below.	For suggested **Sentence Stems** and **Activities** for the ELPS below, see pages 23 - 25 below.
1A Use prior knowledge and experiences to understand meanings in English	2A Distinguish sounds and intonation patterns of English with increasing ease	3A Practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible	4A Learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words	5A Learn relationships between sounds and letters of the English language to represent sounds when writing in English
1B Monitor oral and written language production and employ self-corrective techniques or other resources	2B Recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters	3B Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	4B Recognize directionality of English reading such as left to right and top to bottom	5B Write using newly acquired basic vocabulary and content-based grade-level vocabulary

ELPS Student Expectations

1C Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary	2C Learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	3C Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	4C Develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	5C Spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
1D Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)	2D Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed	3D Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency	4D Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text	5D Edit writing for standard grammar and usage, including subject-verb agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired
1E Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment	2E Use visual, contextual, and linguistic support to enhance, and confirm understanding of increasingly complex and elaborated spoken language	3E Share information in cooperative learning interactions	4E Read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned	5E Employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: (i) Using correct verbs, tenses, and pronouns/antecedents; (ii) Using possessive case (apostrophe's) correctly; and (iii) Using negatives and

ELPS Student Expectations

				contractions correctly
1F Use accessible language and learn new and essential language in the process	2F Listen to and derive meaning from a variety of media such as audio tape, video, DVD, and reinforce concept and language attainment	3F Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments	4F Use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	5F Write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired
1G Demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations	2G Understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts, are familiar to unfamiliar	3G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics	4G Demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	5G Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired

ELPS Student Expectations

1H Develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations	2H Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations	3H Narrate, describe, and explain with increasing specificity and details as more English is acquired	4H Read silently with increasing ease and comprehension for longer periods	
	2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs	3I Adapt spoken language appropriately for formal and informal purposes	4I Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs	
		3J Respond orally to information presented in a wide variety of print, electronic, audio and visual media to build and reinforce concept and language attainment	4J Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and	

			finding supporting text evidence commensurate with content area needs	
			4K Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs	

Learning Strategies – Sentence Stems and Activities

ELPS	Sentence Stems	Activities
1A	(Prior Knowledge) • I know… • I want to know… • This word reminds me of… • I think	• Anticipation Chat • KWL / KWC • List/Group/Label • Free Write
1B	(Self Corrective Techniques) • I mean… • Let me say that again… • I meant to say/write … • How would I be able to check…?	• Oral Scaffolding • Think Alouds • Total Response Signals
1C	(Memorizing/Reviewing) • _____means… • I'm familiar/not familiar with_____ (Concept Mapping/ Drawing) • The main idea of my concept map/ drawing is… • I decided to represent _____ this way because… (Comparing/Contrasting) • _____ is the same as _____ because they are both… • _____ is different from/ similar to _____ because…	• Concept Mapping • Creating Analogies • Personal Dictionary • Scanning • Six Step Vocabulary Process • Total Response Signals • Total Physical Response (TPR) • Word Play

Learning Strategies – Sentence Stems and Activities

1D	(Requesting Assistance) • Can you help me…? • I don't understand… • Would you please repeat …? (Synonyms/Circumlocution) • It's the same as… • It's similar to …	• Instructional Scaffolding • Think, Pair, Share • Total Physical Response (TPR) • Accountable Conversation Questions –(What to say when you don't know)
1E	(Concept Attainment with New Words) • I think ____ is/ is not a … • All ____have/not have … • ____is /is not an example of___because … (Language Attainment with New Words) • _____means/ does not mean… • I can use the word ____ when… • I probably would not use the word ____ when ____ because…	• Concept Attainment • Creating analogies • Question, Signal, Stem, Share, Assess • Think, Pair, Share • Whip Around
1F	(Using Accessible Language) • If I want ____ I need to say… • Will you please explain what ___ means? • To find out how to say ____ I can look at …	• Accountable Conversation Questions • Instructional Scaffolding • Think Alouds

Learning Strategies – Sentence Stems and Activities

1G	(Formal and Informal English) • At school we say… • When we talk with our friends we can… • Scientists/Historians/Mathematicians/ Writers use the word/phrase… to say…	• Discussion Starter cards • Brick and Mortar Cards • Sentence Sort • Same Scene Twice
1H	(Deductive Reasoning) • All ___ are… • ____ is ____ so it must be an example of … (Inductive Reasoning) • All the ____ we saw were/had… • Every example we observed was/had… • So we can infer that all _____ are/have … (Patterns in Language) • I think the word/ phrase ____ means… • One pattern I noticed was… • One word/expression that was used a lot was…	• Instructional Conversation • Literature Circles • Question, Signal, Stem, and Share • Structured Conversation • Perspective-based writing

Listening– Sentence Stems and Activities

ELPS	Sentence Stems	Activities
2A	(Prior Knowledge) • I know… • I want to know… • This word reminds me of… • I think	• Anticipation Chat • KWL / KWC • List/Group/Label • Free Write
2B	(Self Corrective Techniques) • I mean… • Let me say that again… • I meant to say/write … • How would I be able to check…?	• Oral Scaffolding • Think Alouds • Total Response Signals
2C	(Memorizing/Reviewing) • _____means… • I'm familiar/not familiar with_____ (Concept Mapping/ Drawing) • The main idea of my concept map/ drawing is… • I decided to represent _____ this way because… (Comparing/Contrasting) • _____ is the same as _____ because they are both… • _____ is different from/ similar to _____ because…	• Concept Mapping • Creating Analogies • Personal Dictionary • Scanning • Six Step Vocabulary Process • Total Response Signals • Total Physical Response (TPR) • Word Play

Listening– Sentence Stems and Activities

2D	(Requesting Assistance) • Can you help me…? • I don't understand… • Would you please repeat …? (Synonyms/Circumlocution) • It's the same as… • It's similar to …	• Instructional Scaffolding • Think, Pair, Share • Total Physical Response (TPR) • Accountable Conversation Questions –(What to say when you don't know)
2E	(Concept Attainment with New Words) • I think _____ is/ is not a … • All _____have/not have … • _____is /is not an example of___because … (Language Attainment with New Words) • _____means/ does not mean… • I can use the word _____ when… • I probably would not use the word _____ when _____ because…	• Concept Attainment • Creating analogies • Question, Signal, Stem, Share, Assess • Think, Pair, Share • Whip Around
2F	(Using Accessible Language) • If I want _____ I need to say… • Will you please explain what ___ means? • To find out how to say _____ I can look at …	• Accountable Conversation Questions • Instructional Scaffolding • Think Alouds

Listening– Sentence Stems and Activities

2G	(Formal and Informal English) • At school we say… • When we talk with our friends we can… • Scientists/Historians/Mathematicians/ Writers use the word/phrase… to say…	• Discussion Starter cards • Brick and Mortar Cards • Sentence Sort • Same Scene Twice
2H	(Deductive Reasoning) • All ____ are… • ____is ____ so it must be an example of … (Inductive Reasoning) • All the ____ we saw were/had… • Every example we observed was/had… • So we can infer that all _____ are/have … (Patterns in Language) • I think the word/ phrase ____ means… • One pattern I noticed was… • One word/expression that was used a lot was…	• Instructional Conversation • Literature Circles • Question, Signal, Stem, and Share • Structured Conversation • Perspective-based writing

Speaking– Sentence Stems and Activities

ELPS	Sentence Stems	Activities
3A	(Producing Sounds) • The word ____ begins with the letter… • The letter ____ in the word ____ is long/short because …	• Fluency Workshop • Segmental Practice • Recasting • List Stressed Words
3B	(Description and simple Story Telling with High Frequency Words and Visuals) • I see… • I hear … • The picture(s) show(s) … • ____ could be described as ___ because … (Routine Language for Classroom Communication) • Where is…? • Where do I …? • When is it time to…?	• Conga Line • Numbered Heads Together • Partner Reading • Instructional Conversation • Summarization Frames • Think, Pair, Share

Speaking– Sentence Stems and Activities

3C

(Speaking using a variety of Structures)

Description
- _____ is/has/looks like ….
- _____ is an example of … because…

Sequence
- First…Second…Finally…
- At first … but now/later/subsequently…

Cause and Effect
- _____ causes ….
- When ___ then…
- _____ was one of the causes of _____ however…

Comparison
- _____ is the same as/ is different from _____.
- _____ on the other hand/ on the contrary…

Qualification
- Sometimes _____ because…
- Many ___ however …

Emphasis
- _____ is important.
- _____ is especially relevant due to …

Conclusion
- Finally/Therefore…
- _____ proves _____ because…

- Canned Questions
- Experiments/Labs
- Discovery Learning
- Numbered Heads Together
- R.A.F.T
- Summarization Frames
- Signal Words
- Literature Circles
- Story Telling
- Structured Conversation
- Instructional Conversation

Speaking– Sentence Stems and Activities

3D	• This word/phrase reminds me of… • I think this word probably means…because…	• Content specific Stems • Creating Analogies • Reciprocal Teaching • Self Assessment of Levels of Word Knowledge • Question, Signal, Stem, Share, Assess
3E	(Share in Cooperative Interactions) • I feel/think/believe… • In my opinion… • I agree/disagree that… because… • The way I would… • After considering _____ I think…	• Instructional Conversation • Literature Circles • Peer Editing • Interview Grids • Pairs View
3F	(Ask and Give Information) • What is…? • What did you notice about/in…? • Why do you think _____ is important? • What do you think caused…? • In my opinion _____ happened due to …	• Instructional Conversation • Interview grids • Literature Circles • Think, Pair, Share • Structured Conversation
3G	(Express Opinions, Ideas, and Feelings) • How do you feel when/about…? • What is your opinion about…? • Another ___ might be _____ since …	• Anticipation Chat • Instructional Conversation • Literature Circles • Question, Signal, Stem, Share, Assess • Reciprocal Teaching • W.I.T. Questioning

Speaking– Sentence Stems and Activities

3H	(Narrate, Describe, and Explain with Increasing Detail) • This is a… • It's important to remember … • It's significant that…because… • Some of the important details are…	• Instructional Conversation • Question, Signal, Stem, Share, Assess • Story telling • Structured Conversation • Summarization Frames • Literature Circles
3I	Formal and Informal Spoken English • At school we say… • Scientists/Historians/Mathematicians/ Writers use the word/phrase… to say… • I would describe _____ using scientific/social studies/mathematical/literary language by …	• Expert/Novice • Oral Scaffolding • Sentence Sort • Radio Talk Show • Word Sorts
3J	(Concept Attainment from a Variety of Media) • I noticed… • One characteristic/attribute of _____ that I heard observed is … (Language Attainment from a Variety of Media) • I see/hear… • I think the word/phrase means/does not mean…	• Concept Attainment • Concept Definition Map • Visual Literacy Frames • Pairs View • Chunking Input • Learning Logs and Journals

Reading - Sentence Stems and Activities

ELPS	Sentence Stems	Activities
4A	(Decoding) • The word ____ has a silent… • The letter ____ in the word ____ is long/short because … (Cognates) • A cognate is … • The word ____ sounds like ____ in my language and means… • The word ____ sounds like ____ in my language, but does NOT mean … (Affixes, Roots and Base Words) • A prefix/suffix/root is … • A base word is … • Some other words with this prefix/suffix/root are … • The word ____ is common in (history/geography/science/math/ language arts) because…	• Direct Teaching of Affixes • Direct Teaching of Cognates • Direct Teaching of Roots • Self Assessment of Levels of Word Knowledge • Word Generation • Word Walls
4B	(Directionality of English Text) • In English, words go… (students gesture to indicate directionality) • In _____(Chinese, Arabic, Hebrew)words go…but in English words go…	• Total Physical Response (TPR) • Directionality Sort

Reading - Sentence Stems and Activities

4C	(Sight Vocabulary/ Environmental Print) • My friend's name is … • When I see the word/ phrase_____ it means… (students demonstrate actions with gestures or simple phrases to explain classroom vocabulary) • This sign says _____ it tells me … (students demonstrate actions with gestures or simple phrases to explain classroom vocabulary)	• Expert/ Novice • Oral Scaffolding • Total Physical Response (TPR)
4D	(Prereading Support) • This story/article is about… • These illustrations tell me the story is about… • The strategy that will help me to understand this text the best is …	• Advance Organizers • Backwards Book Walk • Comprehension Strategies • Scanning • Note Taking • Word Walls • Visuals • SQP2RS
4E	(Use of Linguistically Accommodated Material) • _____ (native language summary, native language wordlist, picture dictionary, outline, simplified English Text, sentence starters, etc.) helped me to understand/write/say … • I should use _____ when …	• Adapted text • Graphic organizers • Native Language texts • Margin Notes • Taped Text

Reading - Sentence Stems and Activities

4F

(Using Visual/Contextual Support to Understand Text)

Reading

- The diagram tells me the text us about…
- The organizer shows me that ____ is significant because…

Confirming Understanding

- I raise my hand when…
- I can check if I understand what I'm reading by…

Developing Vocabulary and Background Knowledge

- When I come across an unfamiliar word or phrase, I can…

Grasp of Language Structures

- When I see _____ in a text, it tells me …
- I noticed a lot of ____ in the text. It probably means…
- I noticed the writer tended to use (tense, mood, structure, etc.)…

(Using Teacher/Peer Support to understand Text)

Reading

- What is the main idea of…?
- What should I pay attention to in..?

Confirming Understanding

- It seems like _____. Is that right?
- Where can I find out how to…?
- Can I ask someone for help with…?

Developing Vocabulary and Background

- Will you please explain what ____ means?
- Why does the text have…?

Grasp of Language Structures

- What does the word/expression

- Anticipation Chat
- Graphic Organizers
- Insert Method
- Nonlinguistic Representations
- Question, Signal, Stem, Share, Assess
- Scanning
- Question the Author (QtA)
- Improv. Read Aloud

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Reading - Sentence Stems and Activities

4G	(Shared Reading) • Can you help me understand…? • I will read… (Retelling, Summarizing) • The story is about_____. • The general idea is …Some ideas I heard that support the main idea include… (Responding to Questions/Requests) • I heard you say_____, so I need to… • I think you're asking… (Taking Notes) • The main ideas I wrote down were… • I can organize the ideas I wrote by… (making an outline, concept map, Venn Diagram, chart, etc.)	• Cornell Notes • Guided Notes • Keep, Delete, Substitute • Literature Circles • Story Telling • Summarization Frames • Question, Signal, Stem, Share, Assess
4H	(Read Silently with Increasing Comprehension) • I read about… • The text I read today described…	• Book Reviews • Dialog Journal • Double Entry Journal • Idea Bookmarks • SSR Program • Interactive Reading Logs

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Reading - Sentence Stems and Activities

| 41 | (Supporting Ideas)
• The text talked about things like…
• _____supports the idea that…
(Details)
• This talks about things/people/events like…
• Some significant features/facts about ____ include …
(Graphic Sources)
• The illustrator showed _____ by…
• The author(s) included a diagram/graph/chart showing ____ because…
(Summarizing)
• The main characters/ideas are…
• The main arguments/actions/problems discussed in the passage are…
(Distinguishing Main Ideas and Details)
• One detail that supports the main idea is…
• _____ is an example of a detail because… | • Comp. Strategies
• Graphic Organizers
• Nonlinguistic Representations
• Learning Logs
• Question, Signal, Stem, Share, Assess
• Scanning
• Summarization Frames
• Structured Conversation
• Question the Author
• Numbered Heads Together |

Reading - Sentence Stems and Activities

4J	(Predicting) • I think ____ will… • Based on the information in the passage, it seems that ____ will probably… (Making Connections Between Ideas) • ____ reminds me of…. • ____ relates to what happened when ____ because… (Drawing Inferences and Conclusions) • I think____ probably… • I can assume ____ because… • From the information found in ___ I can infer that ____ because… (Finding Supporting Text Evidence) • I think ____ because… • I think ____ is evidence that… • Based on the information found in ____ I can conclude that ____ because…	• Scanning • Graphic Organizers • Learning Logs and Journals • Prediction Café • Structured Academic Controversy • Question, Signal, Stem, Share, Assess
4K	(Evaluating Written Information) • The setting/plot/conflict/genre of this text is… • The author could have used ___ in order to… • I would describe___ as ___ because… (Performing Critical Analysis) • The author wrote this to… • The intended audience for this text is… • The writer's motive for ____ was probably… • I would agree/disagree with the author that ____ because…	• Comp. Strategies • Dialogue Journal • Learning Logs and Journals • Scanning • Nonlinguistic Representations • Structured Academic Controversy • Structured Conversation • Summarization Frames

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Writing - Sentence Stems and Activities

ELPS	Sentence Stems	Activities
5A	(Letter/ Sound Relationships in Writing) • The word ____ has the consonant blend… • The ____ is silent in the word ____ because… • The word ____ is pronounced____ because…	• Homophone/ Homograph Sort • Word Sorts • Word Study Books • Word Walls
5B	(Write Using New Vocabulary) • I learned the word… • I can use the phrase____ in order to show… • The word/phrase would/would not be appropriate for…	• Choose the Words • Cloze Sentences • Read, Write, Pair, Share • Word Sort • Word Walls • Ticket Out • Dialogue Journal
5C	(English Spelling Patterns and Rules) • _____ is spelled … • These words are all similar because… • The spelling rule that applies to this word is ___ because… • I can check my spelling by…	• Homophone/ Homograph Sort • Word Sorts • Word Walls • Peer Editing • Personal Spelling Guide

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Writing - Sentence Stems and Activities

5D	(Grammar and Usage) • The subject _____ agrees/disagrees with the verb _____ because… • The present/past/future/conditional tense is appropriate/inappropriate in this sentence because…	• Contextualized Grammar Instruction • Daily Oral Language • Sentence Mark Up • Peer Editing • Sentence Sort
5E	(Using Correct Verb Tenses) • A subject of a sentence is … • A verb is … • A subject and verb agree when… (Using Possessive Case/Contractions Correctly) • An apostrophe is … • A contraction is … • The apostrophe in this contraction is correct/incorrect because… (Using Negatives) • The word (no/not/none) is used when… • Neither is used when… • Hardly, scarcely, and barely are used to show…	• Contextualized Grammar Instruction • Daily Oral Language • Sentence Mark Up • Peer Editing • Sentence Sort • Reciprocal Teaching

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Writing - Sentence Stems and Activities

5F	(Writing Using a Variety of Sentence Structures) *Cause and Effect* • ____ caused/led to… • When ___ then… • ____ was one of the causes of _____ however… *Comparison* • ____ differs from/is similar to ____ in that… • ____ however/whereas/nevertheless… *Qualification* • Sometimes/few/many… • Rarely/seldom _____ yet… *Emphasis* • ____ is important. • It's important to note…since… *Conclusion* • Finally/therefore… • ____ proves _____ because…	• Dialogue Journal • Field Notes • Double Entry Journal • Hand Motions for Connecting Words • Draw and Write • Free Write • Perspective-Based Writing • Read, Write, Pair, Share • Genre Analysis/ Imitation
5G	(Narration) • At first…but now/later/subsequently… • First…second…finally… (Description and Explanation) • ___ is/tends to/seems/becomes/is able to/ appears to be… • ___ shows/is/has ___ which means…	• Dialogue Journal • Field Notes • Double Entry Journal • Learning Logs and Journals • Draw and Write • Free Write • Perspective-Based Writing • Book Reviews • Genre Analysis/ Imitation

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Implementing the ELPS:

Effective Activities, Techniques and Strategies - Descriptions

The following descriptions of activities, techniques and strategies have been extracted from different sources and researchers' studies that have been published in the areas of *Building Academic Language, Sheltered Instruction Observation Protocol, English Language Proficiency Standards* and *English Language Learners.* They are intended to help English Language Learners develop social and academic language during classroom instruction in all content areas. *Navigating the ELPS: Using the New Standards to Improve Instruction for English Learners* was utilized as a primary resource.
RRISD – Bil./ESL Department, 2010

Accountable Conversation Questions - Poster displayed in the classroom which states options for questions that students may ask when they don't understand a concept or if they need clarification. It is recommended for students who have passed the silent period of language development; it is beneficial for the intermediate or advanced student in language proficiency. (Seidlitz and Perryman, 2008) (Krashen, 1982)

Adapted Text - A series of techniques that are introduced to the students to help them fully comprehend academic language. Some examples are graphic organizers, highlighted text, native language glossaries, word lists and margin notes. (Echeverria, Vogt & Short, 2008)

Advance Organizers – Information that is presented to the student prior to reading or being instructed on the new concept. This facilitates the understanding of the student by providing the information ahead of time to be able to have time for activating prior knowledge and organizing the information given. Some examples are graphic organizers and KWL charts. (Mayer, 2003)

Anticipation Chat – Before introducing a new concept, a teacher facilitates the conversation between students about a concept that will be learned. Students are encouraged to make inferences about the new concept based on their prior knowledge and experiences they may have about the concept. (Zwiers, 2008)

Backwards Book Walk – Students are given the opportunity to skim through a nonfiction book paying attention to the illustrations, headings, captions and bolded or highlighted keywords in the text. Then, they discuss what they think they will learn from the text based on what they have seen on the text. (Echeverria & Vogt, 2008)

Book Reviews – After thoroughly reviewing the genre of a book, ELLs write short reviews which can be published and be read by others. (Samway, K. 2006)

Brick and Mortar Cards – Students are given a group of 5 cards (bricks) containing academic vocabulary which they need to organize in whatever way they think makes sense. Then, they have to link cards together using language. The teacher may choose to give students cards (mortar) where they write the language or words to connect the concepts or give them cards with connecting words or sentence terms that will help them link the brick cards. (Zwiers, 2008)

Canned Questions – Students are given a selection of sentence stems to discuss ranging from the lowest to the highest cognitive level of questioning in the Bloom's Taxonomy.   An example might be "What is…?", "How do you…?", "What would be a better way to…?", "How do you think …?" (Echeverria & Vogt, 2008)

Choose the words – The learner chooses a word from the word wall to use in writing or a conversation with a partner.

Chunking Input – The process of breaking down material whether it be visual or auditory (like concepts or words) allowing time for student to internalize and organize the new information and the details and create his/her schema.

Cloze Sentences – Sentences that contain fill in the blanks to help students understand academic text. (Taylor, 1953; Gibbons 2002)

Comprehension Strategies – Strategies used by proficient readers to comprehend what they just read. The strategies they are taught to use every time they read any kind of text; they learn to use prediction, monitoring, self questioning, summarizing and determining importance. (Echeverria, Vogt, & Short, 2008; Dole, Duffy, Roehler & Pearson, 1991; Baker, 2004)

Concept Attainment – A strategy in which students develop conceptual categories at an increasing level of depth and comprehension. This strategy calls for the teacher to use examples and nonexamples of a concept so students categorize and understand.   (Boulware, B. J., & Crowe, M., 2008; Bruner, J., 1967)

Concept Definition Map – A visual organizer used to help the learner understand a word. (Echeverria, Vogt, & short, 2008) Similar to the Frayer Model –

- What is the Term? (Word),
- What is it? (Definition),
- What is it like? (Synonym),
- What are some examples?

Concept Mapping – This is a technique in which a visual diagram is made to develop a new concept and its relationship to other ideas. It resembles a web where the concept is written in the center with lines extending outward to show ideas related to the concept. (Novak, J. D., 1995)
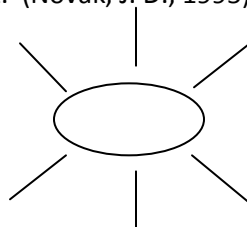
Conga Line – Students form two lines facing each other. Students have a discussion with the person in front of them; they review a concept, asking each other questions or share ideas. After a few minutes, one line moves, and each student has a new partner to hold a discussion. (Echeverria & Vogt, 2008)

Content-Specific Stems – Sentence stems that have content vocabulary embedded in them. An example would be "In my observation of the life cycle of a butterfly, I noticed…"

Contextualized Grammar Instruction – Instructing grammar skills in mini-lessons format that apply to specific and meaningful tasks that a student will perform. The purpose of the mini-lessons is to enable students to communicate effectively in writing and orally. (Weaver, 1996)

Creating Analogies – Creating analogies to compare ideas using frames such as "_____is to _____as ____ is to _____". (Marzano, R., Pickering, D., & Pollock, J, 2001)

Dialog Journal – A journal that is shared between the teacher and the student or between two students to focus on academic concepts and language. It may be comments, reflections or questions on a particular topic. (Samway, K., 2006)

Direct Teaching of Affixes – Lessons on affixes and prefixes that build a word structure in the English language. (White, Sowell, & Yanagihara, 1989)

Direct Teaching of Cognates – Lessons that teach students words that sound the same or similar in the first and second language. Not all words are cognates, although they might sound similar; an example of a false cognate would be exit-éxito, the English word "exit" (salida) and the Spanish word "éxito" (success). A list of cognates in English and Spanish is available in the following website: http://colorincolorado.org/pdfs/articles/cognates.pdf.

Direct Teaching of Roots – Teaching the roots of words that are Greek- or Latin- based.

Directionality Sort – Having students work into groups to determine the perceived directionality of a given text. For some examples of newspapers in a variety of languages, visit www.newoxxo.com.

Discussion Starter Cards – Cards that contain sentence stems that will facilitate or extend academic language conversations. For Example "I think…," "I agree with…," "In my opinion…" (Thornburry, 2005)

Double Entry Journals – A journal that is divided into two columns. On one side they may write words, phrases or ideas that they find significant from their reading and on the other side they write why they find it significant or how they can use it in their writing. (Samway, K., 2006)

Draw and Write – English Language Learners are allowed the opportunity to express their ideas drawing and writing. The learner may express ideas in the native language; however, they are encouraged to write the new concepts in English. (Adapted from: Samway, K., 2006)

Expert/Novice – When you pair up to students to simulate the expert and the novice to in any situation. It could be as simple as the expert explaining classroom procedures to the novice or the expert explaining the academic concept to the novice. (Seidlitz & Perryman, 2008)

Field Notes – Writing or drawing in a journal reflections of their learning and experiences focusing on content although they may have academic and social language. (Samway, K., 2006)

Fluency Workshop - Students are given three opportunities to speak to and listen to another student speak about a particular topic. Students alternate roles from listening to speaking. When the student is listening to the other student speak, he/she may ask questions about the topic, but cannot express an opinion about the topic. The purpose is for student to reflect on their level of fluency between the first discussion and the third discussion. (Maurice, K., 1983)

Four Corners Vocabulary – A strategy to process vocabulary that consists of dividing a card or a paper into four squares; one for the word, one for the definition, one for a sentence using the word and one for an illustration that represents the word. (Developed by D. Short, Center of Applied Linguistics. Described in: Echeverria & Vogt, 2008)

Framed Oral Recap – Two students are paired up to orally review and share what they learned in a lesson using sentence stems to start their conversation. "Today I realized…," "The most significant thing I learned was…,"

Free Write – Students are given five to ten minutes to write about anything that comes to mind non-stop. It could contain ideas in native language, sketching or just write the words "I don't know what to write" over and over, if no ideas come to mind. (Elbow, P., 1998)

Genre Analysis/Imitation – After students read high quality literature on a particular genre, they note particular words, phrases and/or ideas that they found effective on that particular genre. Then, they record them on a journal to use in their writing about the genre at a later time. (Adapted from Samway, K., 2006)

Graphic Organizers – They are examples of Nonlinguistic Representations that develop the learner's schema by organizing new information visually. Examples of graphic organizers may include Venn Diagrams, Concept maps, T-Charts, Timelines, Concept Web and other visual organizers. (Marzano, R., Pickering, D. & Pollock, J., 2001)

Hand Motions for Connecting Words – These are gestures or hand motions/signals that represent a transitional word such as also, including, without, excluding, neither, etc. Teacher or students may come up with the hand motions that would better make these words understandable. These may also be utilized in categories such as cause and effect, comparing and contrasting, sequence among others. (Adapted from: Zwiers, 2008)

Homophone/Homograph Sort – Teacher prepares cards of words that sound the same but have different spelling pattern and words that are spelled the same way, but have different meanings. Students need to group word cards that sound the same and explain the meanings of each word.

IEPT: Inter-Ethnolinguistic Peer Tutoring – A method that is research-based where an English learner is paired up with a fluent English speaker with a structured task that promotes more extensive interaction. The fluent English speaker is trained to accomplish this task. (Johnson, D., 1995)

Instructional Conversation – An interaction between the teacher and a small group of students that engage in an open-ended dialog about literature that promotes complex language and expression. (Goldenberg, C., 1992)

Instructional Scaffolding – A way of teaching that achieves high levels of independence in students by following the pattern; teach, model, practice and apply. (Echeverria, Vogt & Short, 2008)

Interview Grids – This is a grid that is used to record student's responses to specific questions. Students walk around the room in search for that student who will answer those specific questions on the grid. (Zwiers, 2008)

KWC – A variation of the KWL strategy (see below) that is adapted specifically for mathematical problem solving. Unlike the KWL, the third question, or the "C" in KWC, is asked prior to solving the problem (unlike the L, which is asked after the topic has been studied). The K-W-C questions are asked after or during reading of a math word problem but prior to solving the problem, and they are designed to aid with comprehension and to focus students' attention on the important aspects of the problem. **K:** "What do you **k**now – what are the facts of the problem?" **W:** "**W**hat are you being asked to do or to find out?" and **C:** "Are there any special **c**onditions in the problem?" Special conditions may be something such as a limit to the size of the numerical answer, a "not" in the problem, the "least" or "greatest" or ordering from greatest to least or vice-versa; indications to estimate; need for conversions to answer in required units, and so forth. (Hyde, Arthur, 2006, *Comprehending Math: Adapting Reading Strategies to Teach Mathematics K-6*)

KWL – A strategy that is used to access prior knowledge and set up new learning experiences by asking students three questions. (Ogle, 1986) The answers to the first two questions are recorded on a chart before reading about the topic "What do you know about…?", "What do you want to know about…?" and the answers to the third question is asked after they have studied about the topic; "What have you learned about…?".

K	W	L

Learning Log and Journals - The place where students record observations or questions about their learning on a particular topic in any content area. Teacher may use sentence starters to facilitate their reflections. (Samway, K. 2006)

List Stressed Words – Students highlight content words from a written paragraph that would be stressed about a particular concept.

List/Group/Label – Students are given a group of words that would need to be grouped and labeled by its commonality. Examples could be grouping by a topic, beginning sound, verb tense, etc… (Taba, Hilda, 1967)

Literature Circles – Similar to "book clubs", the members of these groups have a role when discussing literature. Roles vary from discussion facilitators, passage pickers, illustrators, connectors, summarizers, vocabulary enrichers, travel tracers, investigators, and figurative language finders. English Language Learners will have sentence starters, wordlist and adapted text to facilitate the discussion. (Schlick, N. & Johnson, N., 1999)

Margin Notes – An example of adapted text in which teachers and students write key terms, translations, hints, clarifications and short native language summaries that help students understand the content of the text in the book. (Echeverria, Vogt & Short, 2008)

Native Language Texts – Translations, chapter summaries, wordlists, glossaries and related literature that is made available to the students to use as a resource in their native language (particularly in Spanish since some book companies have resources in Spanish). These may be used in content area classes.

Nonlinguistic Representations – A nonverbal way to represent knowledge through different means such as illustrations, physical models, graphic organizers, kinesthetic activities (Marzano, R. , Pickering, D., & Pollock, J., 2001) including Total Physical Response. (Asher, J., 1967)

Note Taking Strategies – Strategies that help students to organize the information presented in lectures or in texts whether they are generated by the teacher or students. Some strategies might include concept webbing, and outlines. English language learners are at different stages of language development; expectations should differ depending on the stage they are in; in pre-production stage they might need to respond to teacher notes by gestures and motions, early stages might need to respond to teacher-created notes using sentence frames. These might include guided notes, native language wordlists, summaries and opportunities to clarify with peers. (Marzano, R. , Pickering, D., & Pollock, J., 2001) (Hill, J., and Flynn, K., 2006)

Numbered Heads Together – Teacher assigns each student in a group with a number 1, 2, 3 and 4. Over time, teacher asks a question to the students with a particular number in each group providing a sentence stem for the response. After they respond teacher opens up the question to discussion with everyone else. Teacher repeats the same process with the rest of the numbers; they could be called in random order. (Kagan, 1992)

Oral Scaffolding – A process in which teachers teach the academic language explicitly, model academic language, provide opportunities to use the language in structured ways and then write the language that they have seen modeled and used. (Adapted from Gibbons, 2002)

Pairs View – A strategy in which a pair of students has different roles while processing viewed material at a deeper level. While watching a video, each is responsible for a specific role. For example, one might find the important people in the video and the other person might be responsible to find important dates. This will keep students engaged and focused in the process. (Kagan, S., 1992)

Partner Reading – A strategy that helps students process text while taking turns reading a paragraph and summarizing (or asking questions) with a partner. (Johnson, D., 1995)

Peer Editing – Students review each other's work using a rubric based on specific strategies they have been trained to include in their writing. (Berg, C., 1999)

Personal Dictionary – Students create a wordlist or word cards to create their own dictionary. These may include an illustration, definition, reflection or translation to their native language. (Adapted from: Echeverria, Vogt, & Short, 2008)

Personal Spelling Guide – Students write the correct spelling to words they misspelled on note cards to review with a partner at a later time. Cards may also be categorized by spelling patterns or parts of speech.

Perspective-Based Writing – It refers to writing from the point of view of an important person in history, a character of a story, or even an inanimate object such as rocks, water, molecules, Sun, etc… Students are given specific academic language to include in the assignment. It could be to describe an imaginative process, an event in history, or relate information from an expert's perspective. (Seidlitz & Perryman, 2008)

Posted Phrases and Stems – Posting in a visible location, sentence stems or frames for learners to have access to when they need the functional language to ask a question, converse with a partner about any specific assignment.

Question, Signal, Stem, Share, Assess – A strategy that provides opportunities for the learner to use academic language during a cooperative group interaction. It starts with the teacher asking a question and giving them a sentence stem to respond, students in the group signal they are ready to share, When all groups have finished, they share using the sentence stem provided, students are then assessed by the teacher through random calling or on a written assignment. (Seidlitz, J. & Perryman B., 2008)

Radio Talk Show –Students create a talk show where they play the role of an expert. The purpose is for learners to use academic language and make a distinction between formal and informal English. (Wilhelm, J., 2002)

R.A.F.T. – Similar to Perspective-Based Writing, it is a social studies strategy that allows students to write from different points of view. It stands for Role, Audience, Format and Topic. This kind of writing is more specific to the audience that it is presented to, the format of the writing, the (role) point of view of the writer and the topic to be discussed in the writing. (Fisher, D. & Frey, N., 2007)

Read, Write, Pair, Share – A strategy for getting learners to share their writing and ideas with a partner. Students read a text, write reflections of the text, pair up with a partner and share their writing. (Fisher, D., & Frey, N., 2007)

Reader/Writer/ Speaker Response Triads – A group of three students working cooperatively have different roles. One reads aloud the text, the other one writes responses to questions about the text, and the third reports the answers to the group. Then, they switch roles. (Echeverria J., & Vogt M., 2008)

Recasting – Repeating an English learner's incorrect statement or question correctly without changing the meaning to ensure student feels comfortable to take a risk at communicating. (Leeman, J. 2003)

Reciprocal Teaching – This technique involves the interaction among students collaborating in creating meaning of a text. (Palincsar & Brown, 1985)For ELLs, vocabulary is provided, language use is modeled, and pictorial presentation is utilized to help them communicate meaning. (Hill and Flynn, 2006) It also may involve a student leader who guides class through summarizing, question generating, clarifying and predicting steps.

Same Scene Twice – Students perform a skit discussing a topic the first time around as novices using informal language, and the second time as experts using correct academic terminology and academic English language. (Adapted from Wilhelm, J., 2002)

Scanning – Skimming through a book backward to look for self selected unfamiliar words. Teacher then provides brief definitions for the terms as it is used in context. Researchers state that "even superficial instruction on words greatly enhances the probability that student will learn the words from context when they encounter them in their reading" and that "the effects of vocabulary instruction are even more powerful when the words selected are those the students most likely will encounter when they learn new content." (Marzano, Pickering and Pollock 2001)

Segmental Practice – Activities that require student to listen to and discriminate sounds/syllables. Pronunciation practices involve tongue twisters and poems using long and short vowel sounds, syllable brainstorming with a particular sound such as pan, pen pal, pon, pas. (Celce-Murcia, M., Brinton, D. & Goodwin, J., 1996)

Self Assessment of Levels of Word Knowledge – Students rank their knowledge of words on the word wall from the unfamiliar meaning and usage of the word to the words they could use and explain the meaning to others. (Diamond & Gutlohn, 2006: as cited in Echeverria, Vogt, Short, 2008)

Sentence Mark Up – Using the method of colored pencils to mark texts by indicating cause and effect, connecting words, opposing thoughts in order to understand how the clauses are related. (Zwiers, J., 2008)

Sentence Sort – Teacher- or student-generated categories where the learners sort sentences according to their characteristics. Sentences can be taken from the text in a book or any other source and categorized. Some example might be simple sentences, complex sentences, description sentences, sentences connecting/comparing/opposing ideas, sentences with correct/incorrect usage, sentences in formal/informal English, etc…

Signal Words - These are similar to transitional words that determine a pattern of a text whether it be to compare/contrast ideas, make generalizations, show process, determine cause and effect or sequence. For signal words see http://www.nifl.gov/readingprofiles/Signal_Words.pdf

Six Step Vocabulary Process – Teachers use this research-based process developed by Marzano (2004) to develop academic vocabulary. Teacher provides a description. Students restate the explanation in their own words. Students create a nonlinguistic representation of the word. Students engage in activities where they use the word and add more knowledge about the word. Students discuss the words with peers. Students are involved in games using the words.

Sound Scripting – A writing program where students mark text to show pauses and stress. They use paragraph breaks, to show pauses, and bold or capital letters to show stress words. (Powell, M. 1996)

SQP2RS (Squeepers) – a reading strategy that trains students to use cognitive and metacognitive strategies to understand nonfiction text. It stands for Survey (scanning the visuals, headings and text features), Question

(questions they might find answers to), Predict (what are they think they will learn about), Read (read the text), Respond (see questions and reflect about how you respond to how you read), and Summarize (restate key concepts individually or in groups). (Echeverria, Vogt, Short, 2008)

Structured Conversation - A pre-arranged conversation between two students where the language and content are planned by giving the students sentence frames and specific questions about a concept.

Summarization Frames – A way to summarize text in the structures of various content areas. Students are provided frames by asking specific questions that help students summarize different texts. Seven frames Marzano (2001 p.27-42) and Hill and Flynn (2006) refer to include narrative, topic restriction, illustration, definition, argumentation, problem solution and conversation.

Taped Text – This is a way of adapting text for ELLs by recording text. (Echeverria, Vogt, Short, 2008)

Think Alouds – A scaffolding technique by which teachers say aloud what they are thinking when solving problems and making decisions. This technique demonstrates cognitive and metacognitive thinking. (Bauman, Russel & Jones, 1992)

Think, Pair, Share – An interactive method by which students are allowed time to think about a question stated by the teacher, share with a partner their answer and then selected students share to the whole class. (Lyman, 1981)

Ticket Out – At the end of a lesson, students write a short reflection about what they have learned. Teacher specifies vocabulary and phrases for students to use when writing the reflection.

Tiered Questions – Questions that vary based on the levels of language development of the students. (Hill & Flynn, 2006)

Tiered Response Stems – Teacher asks a particular question to the entire class but students may choose from a variety of sentence stems that are based on different levels of language knowledge and proficiency. (Seidlitz & Perryman, 2008)

Total Physical Response (TPR) – Using gestures and movement to make content comprehensible for English Language Learners. (Asher, J., 1967)

Total Response Signals – Also called active response signals, active responses students use such as thumbs up/thumbs down, white boards, and response cards. These signals are used for teachers to check for student understanding.

Visual Literacy Frames – A framework for improving visual literacy focusing on affective, compositional and critical dimensions of processing visual information. (Callow J., 2008)

Visuals – Graphic organizers, models, manipulatives, illustrations, and real world objects used to make content comprehensible for ELLs.

W. I. T. Questioning – A strategy to help student elaborate in discussion. Students are trained to use the following three stems: "Why do you think…?", "Is there another…?", "Tell me more about…" (Seidlitz & Perryman, 2008)

Whip Around – It is a method to get input from all students. The teacher asks a question to the class. The students write responses on a paper or card and stand up. Teacher calls on students one by one to respond. When the students hear a response that they have on their paper, they mark it off from their paper. The teacher continues calling on students to share their answers. When all answers have been marked off, students sit down. When all students are seated the activity concludes. (Fisher, D. & Frey, N., 2007)

Word Generation – Students predict the meaning of the word based on the roots. (Echeverria, Vogt & Short, 2008)

Word Play – Games which students play to manipulate words to increase understanding of word formations, word associations, figures of speech and expressions. (Johnson, von Hoff Johnson, & Shlicting, 2004)

Word Sorts – Students sort words based on structure and spelling pattern to improve orthography. (Bear, D., & Invernizzi, M. 2004)

Word Study Books – A notebook in which words are organized based on their spelling and structures such as affixes and roots. (Bear, D., & Invernizzi, M. 2004)

Word Walls – Words posted in the classroom organized by content area, topic, sound or spelling to improve literacy. (Eyraud et al., 2000)

Bibliography

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