

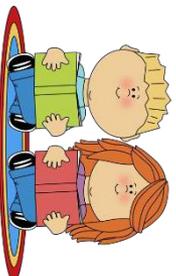
Language Activities for English Learners

Listening



Speaking

Reading



Writing



Learning Strategies



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Listening and Speaking

PLDs, ELPS and Teacher Behaviors





BEGINNING LISTENING

PLDs	ELPS SE: (2) Cross-curricular second language acquisition/ LISTENING	TEACHER BEHAVIOR
<p>English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> • struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures) • struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs • may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues 	<p>The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade- level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> A. distinguish sounds and intonation patterns of English with increasing ease; B. recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters; C. learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions; D. monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed; E. use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language; F. listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment; G. 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; H. understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations;and I. 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-levelneeds. 	<ul style="list-style-type: none"> • Speak in a clear, concise manner, such as using shorter sentences and fewer pronouns. • Provide and/or allow clarification in their native language, including assistance from peers. • Implement gestures, visuals and movement for added emphasis to communicate language and expectations (kinesthetic and phonemic awareness). • Frequently check for understanding since most students will not have the ability to seek clarification. • Expect student to struggle to understand simple conversations. • Model "survival" language by saying and showing the meaning – point to visuals when speaking. (For example— Say: "Open your book," then open a book while student observes.) <p align="center">(Emerging)</p> <ul style="list-style-type: none"> • Pre-teach social and academic vocabulary before discussions or reading. • Teach phrases for student to request repetition, slowing down, or rephrasing. • Use gestures for memorization of routines and some academic tasks.

INTERMEDIATE LISTENING		
PLDs	ELPS SE: (2) Cross-curricular second language acquisition/ LISTENING	TEACHER BEHAVIOR
<p>Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, pre-teaching to preview or build topic-related vocabulary) often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic Instructional interactions that have not been intentionally modified for ELLs have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech 	<p>The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.</p> <p>The student is expected to:</p> <ol style="list-style-type: none"> distinguish sounds and intonation patterns of English with increasing ease; recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters; learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions; monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed; use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language; listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment; 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; understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and 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. 	<ul style="list-style-type: none"> Break down multi-step oral directions to one step at a time. Extensively use visual and verbal cues to reinforce spoken or written words, especially for academic tasks. Employ simplified language, high-frequency vocabulary, and pre-teach academic vocabulary for unfamiliar topics. Stress key ideas and vocabulary through intonation and slower speech, such as longer natural pauses. Provide students with phrases or simple sentence frames to seek clarification. Provide opportunities for listening to peers in social and classroom settings Allow for some processing time. Provide opportunities for students to request clarification, repetition, and rephrasing.

ADVANCED LISTENING		
PLDs	ELPS SE: (2) Cross-curricular second language acquisition/ LISTENING	TEACHER BEHAVIOR
<p>Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings</p> <p>These students:</p> <ul style="list-style-type: none"> usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLS occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear 	<p>The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.</p> <p>The student is expected to:</p> <ol style="list-style-type: none"> distinguish sounds and intonation patterns of English with increasing ease; recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters; learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions; monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed; use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language; listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment; 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; understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and 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. 	<ul style="list-style-type: none"> Allow extra processing time when academic tasks are complex and unfamiliar Allow extra processing time when academic tasks are complex and unfamiliar. Provide opportunities for student to request clarification, repetition, slowing down and rephrasing Utilize some visuals, verbal cues, and gestures to support understanding, especially when topics are unfamiliar.

ADVANCED HIGH LISTENING		
PLDs	ELPS SE: (2) Cross-curricular second language acquisition/ LISTENING	TEACHER BEHAVIOR
<p>Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> • understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used • understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions • rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear 	<p>The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.</p> <p>The student is expected to:</p> <ol style="list-style-type: none"> distinguish sounds and intonation patterns of English with increasing ease; recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters; learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions; monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed; use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language; listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment; 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; understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations;and 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. 	<ul style="list-style-type: none"> • Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions. • Provide visuals, verbal cues, and gestures when material is complex and unfamiliar • Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings. • Allow student to seek clarification as needed. • Allow some extra processing time when academic material is complex and unfamiliar

BEGINNING SPEAKING

PLDs	ELPS SE: (3) Cross-curricular second language acquisition/ SPEAKING	TEACHER BEHAVIOR
<p>Beginning English language learners (ELLs) have little or no ability to speak English in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> • mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate • speak 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 • lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material • exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material • typically use pronunciation that significantly inhibits communication 	<p>The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.</p> <p>The student is expected to:</p> <ol style="list-style-type: none"> A. 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; B. 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; C. speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired; D. speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency; E. share information in cooperative learning interactions; F. 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; G. 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; H. narrate, describe, and explain with increasing specificity and detail as more English is acquired; I. adapt spoken language appropriately for formal and informal purposes; and J. respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. 	<ul style="list-style-type: none"> • Respect a student's silent period and do not force them to speak if the student is hesitant to participate • Accept responses consisting of single words and phrases from high familiar or memorized vocabulary. • Frequently model intonation and correct pronunciation in a variety of social and academic contexts. • Expect pronunciation errors that may inhibit communication • Provide words and short sentence stems with simple sentence structures and tenses to support speaking • Allow peer practice before individual students speak in group or to whole class • Allow non-verbal responses: yes-no, nods, pointing • Provide word wall with visuals and short sentences • Provide word bank of key vocabulary • Use visuals and have students point to pictures then say and act out new vocabulary <p align="center">(Emerging)</p> <ul style="list-style-type: none"> • Model pronunciation of academic terms and clap out syllables • Provide practice in pronunciation of academic terms

INTERMEDIATE SPEAKING

PLDs	ELPS SE: (3) Cross-curricular second language acquisition/ SPEAKING	TEACHER BEHAVIOR
<p>Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> • are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning • speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense • exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English • use pronunciation that can usually be understood by people accustomed to interacting with ELLs 	<p>The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all Instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.</p> <p>The student is expected to:</p> <ol style="list-style-type: none"> A. 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; B. 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; C. speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired; D. speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency; E. share information in cooperative learning interactions; F. 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; G. 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; H. narrate, describe, and explain with increasing specificity and detail as more English is acquired; I. adapt spoken language appropriately for formal and informal purposes; and J. respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. 	<ul style="list-style-type: none"> • Allow for extra processing time • Allow for peer interaction before expecting a response • Focus only on corrections that directly interfere with meaning. Reinforce learning by modeling the correct usage. • Allow sufficient wait time so a student can process and communicate their response. • Provide simple sentence frames, answer choices, or graphic organizers for students to use in their response. • Focus on the content of student's response and not on pronunciation or grammatical errors. • Realize that students may speak mostly in simple, present tense sentences and rarely with any details. • Provide sentence stems with more complex grammar, vocabulary and advanced academic language structures (to justify, compare, etc.) • Provide opportunities for social conversation on unfamiliar topics • Provide students with phrases/language used in presentations • Provide opportunities for students to practice presenting with partners before getting in front of class

ADVANCED SPEAKING		
PLDs	ELPS SE: (3) Cross-curricular second language acquisition/ SPEAKING	TEACHER BEHAVIOR
<p>Advanced ELLs have the ability to speak using grade- appropriate English, with second language acquisition support, in academic and social settings.</p> <p>Thesestudents:</p> <ul style="list-style-type: none"> • are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning • discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics • have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features • make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions • may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs 	<p>The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency.</p> <p>The student is expected to:</p> <ol style="list-style-type: none"> 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; 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; speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired; speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency; share information in cooperative learning interactions; 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; 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; narrate, describe, and explain with increasing specificity and detail as more English is acquired; adapt spoken language appropriately for formal and informal purposes; and respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. 	<ul style="list-style-type: none"> • Assign oral presentations to practice using content-based terms and common abstract vocabulary. • Use graphic organizers and sentence stems to develop student’s ability to use present, past, and future tenses and complex grammar with unfamiliar academic topics while speaking. • Have student participate cooperative group work to support peer interactions. • Provide opportunities for extended discussions. • Practice idiomatic phrases in context

ADVANCED HIGH SPEAKING		
PLDs	ELPS SE: (3) Cross-curricular second language acquisition/ SPEAKING	TEACHER BEHAVIOR
<p>Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers make few second language acquisition errors that interfere with overall communication may mispronounce words, but rarely use pronunciation that interferes with overall communication 	<p>The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.</p> <p>The student is expected to:</p> <ol style="list-style-type: none"> 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; 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; speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired; speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency; share information in cooperative learning interactions; 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; 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; narrate, describe, and explain with increasing specificity and detail as more English is acquired; adapt spoken language appropriately for formal and informal purposes; and respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment. 	<ul style="list-style-type: none"> Ask students to narrate and describe problem-solving strategies using complex sentences. Introduce, model, practice, and review the use of idioms and colloquialisms in a variety of social and academic contexts. Encourage students to participate in a variety of extended social and academic discussions. Provide sentence stems with past, present, future, complex grammar, content-based vocabulary and abstract terms



Listening and Speaking

Activities



Relay the Message

This classic game, otherwise known as “running dictation,” is a [great active ice breaker](#), as well as a natural way to introduce a topic.

- Put students in pairs or groups of three, assigning one (or two) as runner and one as writer. Sit the writers at tables at one end of the room.
- Stick pre-printed messages at the other side of the room, one for each group or pair. These messages can be the same or different, easy or difficult, long or short, depending on the level and goals of the class.
- When you shout the word “go,” the runner runs to the message, reading and remembering what they can. This can be as much as a few sentences or as little as one word. The aim is to be able to relay it accurately to the writer.
- The runner goes back to the writer to relay the part of the message that they memorized. The writer (you guessed it!) writes it down.
- Repeat until the message is complete. Teams score points for speed but more importantly for accuracy of spelling and punctuation.



Back to Back Interview

This is a great activity for practicing listening without relying on lip reading or actions. It also incorporates speaking practice, thus killing two birds with one stone. You can use this activity to introduce famous people you want to talk about during your lesson

- Pairs of students sit back-to-back, one as the interviewer with a list of questions.
- The interviewee is given a [famous person to role play](#), with a list of answers. (This can also be done as an exercise to learn more about each other personally. For example, at the beginning of a course when students don't know each other well).
- The interviewer asks the questions, writing down the answers as they go along.
- The fastest interviewer to work out who they're talking to wins!



Minimal Pairs Pronunciation Activities

A minimal pair is a pair of words which differ only in one sound. They are a great way to help your students become more aware of their problems with pronunciation. For example, Spanish speaking students often struggle with the pairs "sheet" and "seat", or "cat" and "cut". They can really improve their pronunciation by practicing these pairs.

Note: these are short activities (5-15 minutes, depending on how much teacher input is necessary). They can focus on just two sounds (e.g. /s/ and /z/) or lots of different sounds - it's up to you. There is also a [list of minimal pairs here](#) if you want some words to use with the activities

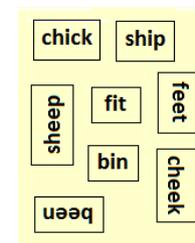
Idea 1: Number dictation

Write the minimal pairs on the board in a table, as in the example opposite. Drill the pronunciation around the class. Then, dictate four of the words, but tell the students they only need to write the number, not the word. So, if you say "cut, but, ankle, fun" the students should write "1,1,2,1". Then the students work in pairs - one dictates the words, the other says which number.

1	2
cut	cat
but	bat
uncle	ankle
fun	fan

Idea 2: Silent dictation

Exactly as above, but instead of saying the word, you mouth it silently. Note this only works for words which occur in a different place in the mouth - sounds like /p/ and /b/ will look pretty much the same when mouthed!

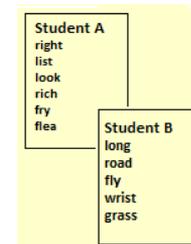


Idea 3: Vocab-Grab Game

Students work in groups of 3-4. Put a few minimal pairs on slips of paper (one word per paper) and give a set to each group. Then call out a word. The students race to grab the correct word. Keep calling until there's none left. Then get the students working within their groups. One student calls out the words, the others grab the word he/she said. Encourage lots of competition to keep them motivated.

Idea 5: Shouting Dictation

A bit noisy, but great to get students exaggerating the mouth shapes. Students work in pairs. Each student has a different set of words which they must dictate to their partner. But, get them to stand on opposite sides of the room, so they must shout. Play background music to make it even more challenging



Minimal Pairs Pronunciation Activities cont.

Idea 6: Stand-up, sit down

As Idea 1, you put the table with your minimal pairs on the board. Assign each sound an action. For example, the sound /r/ could be "stand up", and the sound /l/ could be "sit down". Then you call out the words, and the students should perform the action. The last student to do the correct action becomes 'caller' and calls out the next word.

Idea 7: Minimal Pair Exploration

You need two different minimal pairs for this (e.g. s + z, p + b). Put some words from each pair on the board and drill them. Assign each of the sounds a direction (e.g. s=left, z=right, p=up, b=down). Draw a 5*5 grid on the board. Draw some obstacles and some treasure in the grid. Then give directions by saying the words from the minimal pairs - students follow the directions and say where you end up. Then they draw their own grids and give directions to each other.

Idea 9: Minimal Pair Fruit Salad

You could use a few minimal pairs for this - one pair for each 6 - 8 students. Give each student a sound (e.g. for 18 students you could have three students with /s/, three with /z/, three with /r/, three with /l/, three with /b/ and three with /v/). Students sit in a circle. Then you call out a word (e.g. 'right'), and students who have their sound in that word (all the /r/ students) should stand and race to swap seats. You should try to steal one of the chairs, so one of the students is left standing. That student then calls out another word and play continues.

Minimal Pairs Lists

p	f	r	l	t	θ	ʃ	tʃ	æ	eɪ
poor	four	fry	fly	tin	thin	shoes	choose	hat	hate
pair	fair	right	light	true	through	sheep	cheap	mad	made
pine	fine	grammar	glamour	tree	three	wash	watch	lack	lake
pill	fill	wrong	long	taught	thought	mash	match	back	bake
please	fleas	wrist	list	boat	both	cash	catch	cap	cape

w	v	ŋk	ŋ	æ	ʌ	v	b	ɪ	i:	a:	ɔ:
wine	vine	think	thing	cat	cut	vote	boat	ship	sheep	far	four
west	vest	sank	sang	ankle	uncle	very	berry	it	eat	tart	taught
while	vile	bank	bang	ran	run	van	ban	hit	heat	part	port
wet	vet	rink	ring	drank	drunk	vest	best	bin	bean	farm	form
wary	vary	sunk	sung	match	much	vet	bet	live	leave	barn	born

æ	e	p	b	s	θ	d	ð	ɜ:	ɔ:	ʃ	s
bat	bet	pin	bin	sin	thin	doze	those	work	walk	ship	sip
dad	dead	pest	best	sum	thumb	day	they	bird	bored	she	sea
pack	peck	pig	big	sank	thank	dare	there	fur	for	sure	sore
sad	said	pit	bit	sink	think	den	then	shirt	short	shoot	suit
tan	ten	poured	bored	saw	thaw	dough	though	sir	saw	shy	sigh

s	z
sip	zip
sue	zoo
place	plays
rice	rise
ice	eyes



Inside/ Outside Circle

As a way of facilitating conversations, students create two concentric circles facing one another, an inside circle and an outside circle. Students participate in short, guided discussions or review information with a partner. After the discussion, the outside circle rotates one person to the right while the inside circle remains in place. All students have a new partner with whom to speak. (Kagan, 1990)

Reciprocal teaching

In reciprocal teaching (Palincsar & Brown, 1985), a student leader guides the class through four stages: summarizing, question generating, clarifying, and predicting. Hill and Flynn(2006) suggest adapting this strategy for use with ELLs by providing vocabulary, modeling language use, and using visuals during the discussion.

Reciprocal Teaching Strategy

Summarizing

Given an assigned text, pupils highlight important information.

Question Generating

Pupils generate questions from the information highlighted.

Clarifying

Pupils make concerted attempts to clarify concepts or vocabulary that is not understood.

Predicting

Pupils deliberate on what is implied in the text and make connections to prior knowledge.

Follow Directions

This activity provides excellent English listening practice which will prepare students to ask for directions in a foreign country. It allows students to gain audio rather than visual practice with receiving directions, giving the ability to understand step by step instructions.

- Provide students with a street map, either a real one or something tailored to the activity and their level. You can even go crazy and create a big one for the classroom floor!
- Split the students into teams, and have one person go at a time.
- [Read instructions for the student to follow](#), such as “go straight two blocks.” To win a point, the student must successfully navigate the map until they find the right store, the lost friend or the buried treasure.



Telephone

In this game, students are responsible for listening carefully to their peers as well as successfully relaying a message. It encourages students to determine similar sounding words from one other, and can be used as a starter activity to introduce any topic.

- Create two teams of students and set up both teams in lines. The end of each team line should be [at the whiteboard](#).
- Whisper a word or sentence to the student farthest away from the whiteboard, and then have them whisper the message they heard to the next student. Each student whispers to the next until the end of the line.
- The last student writes the message on the board. The winner is the team with the most accurate spelling, pronunciation and content, although bonus points for originality and hilarity may be awarded!



Framed Oral Recap

This oral review involves two students using sentence starters. Students are given stems such as: “Today I realized...,” “Now I know...,” and “The most significant thing I learned was...” The students work with a partner to discuss what they have learned in a lesson or unit. (Adapted from Zwiers, 2008)



Whip Around



A way of getting input from all students during a class discussion is to ask students to write a bulleted list in response to an open-ended question. Students write their responses to the question and stand up. The teacher calls on students one at a time to respond to the question. If students share the same answer, they cross it off their lists. The teacher continues to call on students, and students continue to cross off items from their lists as they hear duplicate responses. When all items on the students' lists have been crossed off, they sit down. The activity continues until all students are seated. (Fisher & Frey, 2007)

Accountable Conversation Questions

Teach students the following responses to use instead of “I don’t know.”:

- May I please have some more information?
- May I have some time to think?
- Would you please repeat the question?
- Where could I find information?
- May I ask a friend for help?

Model for the students how to use the questions when they are unsure of what to say when called on by a teacher. Explain that when they are called on for response, they can either respond or ask for help and then respond.

Encourage students to frame their responses in complete sentences. (Seidnitz & Perryman, 2008) Newcomer English learners should not be pressured to speak in front of the class before they are ready. (Krashen, 1982)



W.I.T. Questioning

To promote elaboration in discussion, students can be taught to use three stems. (Seidnitz & Perryman, 2008):

What do you think...?

Is there another...?

Tell me more about...?

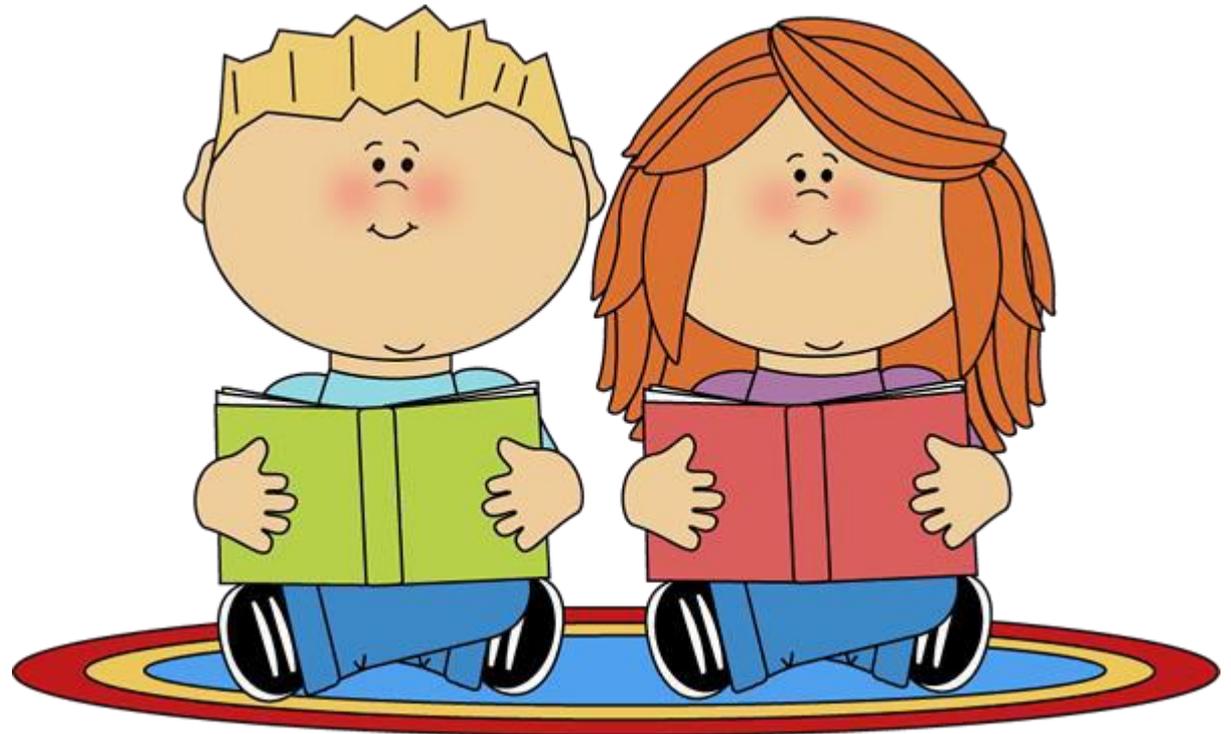
Expert / Novice

In this simulation, one student takes the role of an expert and the other, of a novice. The expert responds to questions asked by the novice. The procedure can be used for lower level cognitive activities such as having students introduce one another to classroom procedures, as well as higher level activities such as explaining content area concepts in depth. The procedure can also be used to model the differences between formal and informal English, with the expert speaking formally and the novice informally.



Reading

PLDs, ELPS and Teacher Behaviors



BEGINNING READING 2ND – 12TH

PLDs	ELPS SE: (4) Cross-curricular second language acquisition/READING	TEACHER BEHAVIOR
<p>Beginning English language learners (ELLs) have little or no ability to read and understand English used in academic and social contexts.</p> <p>These students:</p> <p>read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes</p> <ul style="list-style-type: none"> - environmental print - some very high-frequency words - concrete words that can be represented by pictures <ul style="list-style-type: none"> • read slowly, word by word • have a very limited sense of English language structures • comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text • are highly dependent on visuals and prior knowledge to derive meaning from text in English <p>are able to apply reading comprehension skills in English only when reading texts written for this level</p>	<p>The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. 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.</p> <p>The student is expected to:</p> <p>(A) 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;</p> <p>(B) recognize directionality of English reading such as left to right and top to bottom;</p> <p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;</p> <p>(D) use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text;</p> <p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;</p> <p>(F) 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;</p> <p>(G) 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;</p> <p>(H) read silently with increasing ease and comprehension for longer periods;</p> <p>(I) 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;</p> <p>(J) 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; and</p> <p>(K) 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.</p>	<ul style="list-style-type: none"> • Display and explain multiple examples of environmental print including but not limited to labels, signs, and logos. • Respect that students may not feel comfortable reading aloud since they may read slowly, word by word. • Read aloud to model enunciation and the use of English language structures. • Use simplified (adapted), decodable texts with visuals and highly-familiar English they have learned. • Use visual support • Use adapted text or leveled readers • Allow students to practice with audio texts or computerized text • Practice high frequency words, concrete terms • Organize reading in chunks • Allow students to work in pairs

INTERMEDIATE READING 2ND – 12TH

PLDs	ELPS SE: (4) Cross-curricular second language acquisition/READING	TEACHER BEHAVIOR
<p>Intermediate ELLs have the ability to read and understand simple, high- frequency English used in routine academic and social contexts.</p> <p>These students:</p> <ul style="list-style-type: none"> • read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes <ul style="list-style-type: none"> - everyday oral language - literal meanings of common words - routine academic language and terms - commonly used abstract language such as terms used to describe basic feelings • often read slowly and in short phrases; may re-read to clarify meaning • have a growing understanding of basic, routinely used English language structures • understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pre- taught topic-related vocabulary, story predictability, and teacher/ peer assistance to sustain comprehension • struggle to independently read and understand grade-level texts <p>are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level</p>	<p>The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. 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.</p> <p>The student is expected to:</p> <p>(A) 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;</p> <p>(B) recognize directionality of English reading such as left to right and top to bottom;</p> <p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;</p> <p>(D) use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text;</p> <p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;</p> <p>(F) 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;</p> <p>(G) 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;</p> <p>(H) read silently with increasing ease and comprehension for longer periods;</p> <p>(I) 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;</p> <p>(J) 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; and</p> <p>(K) 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.</p>	<ul style="list-style-type: none"> • Allow students to read independently providing them with additional time to read slowly and reread for clarification. • Use high-interest (adapted text) texts that use common vocabulary used routinely in everyday oral and academic language. • Increase student's comprehension of text with visuals, peer support, pre- taught topic-related vocabulary and predictable stories. • Provide visual and linguistic supports • Provide leveled readers for grade level content • Help students make connections with new vocabulary by teaching derivations or word families such as, "important, importance, importantly"

ADVANCED READING 2ND – 12TH

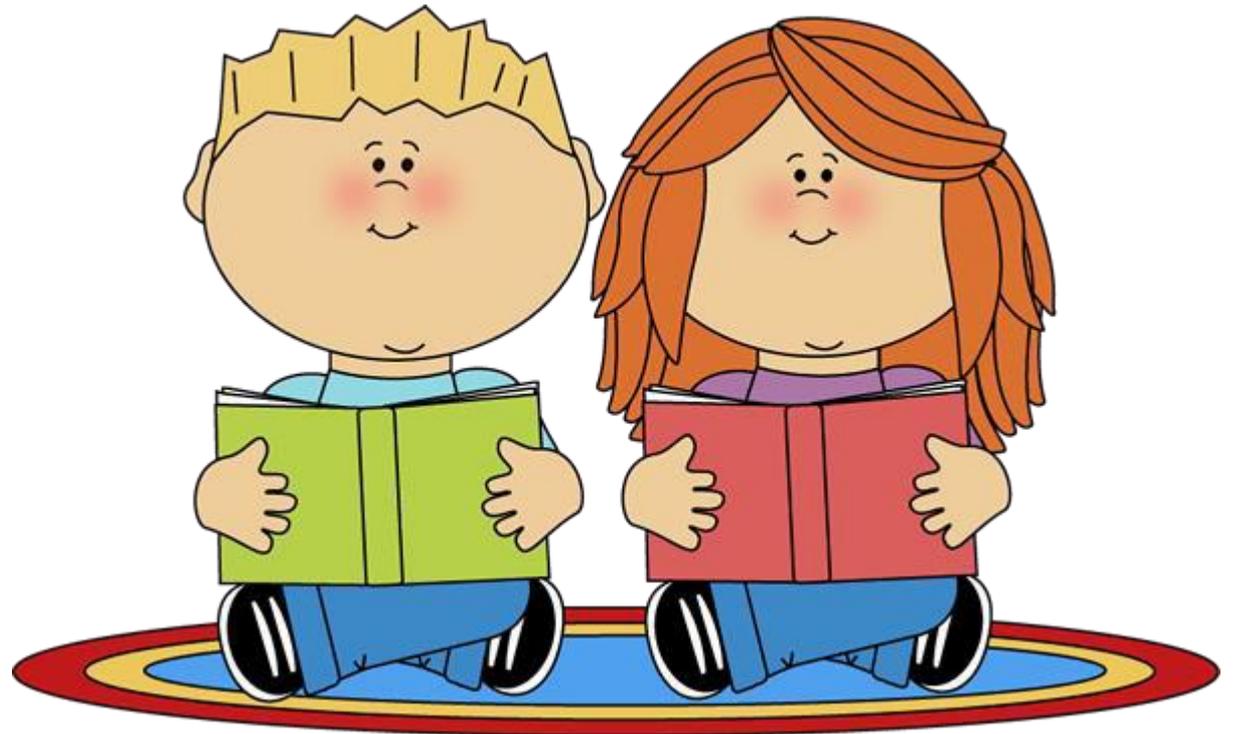
PLDs	ELPS SE: (4) Cross-curricular second language acquisition/READING	TEACHER BEHAVIOR
<p>Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts. These students:</p> <ul style="list-style-type: none"> • read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts: <ul style="list-style-type: none"> - with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words - demonstrate an emerging ability to understand words and phrases beyond their literal meaning • understand multiple meanings of commonly used words • read longer phrases and simple sentences from familiar text with appropriate rate and speed • are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text • are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics 	<p>The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. 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.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> (A) 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; (B) recognize directionality of English reading such as left to right and top to bottom; (C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials; (D) use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text; (E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned; (F) 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; (G) 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; (H) read silently with increasing ease and comprehension for longer periods; (I) 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; (J) 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; and (K) 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. 	<ul style="list-style-type: none"> • Read and think aloud to focus on main points, details, context clues, and abstract vocabulary. • Pre-teach low-frequency and multiple-meaning vocabulary used in social and academic contexts. • Using varied cooperative groups to encourage and provide student with oral reading opportunities. • Provide visual and linguistic supports including adapted text for unfamiliar topics

ADVANCED HIGH READING 2ND – 12TH

PLDs	ELPS SE: (4) Cross-curricular second language acquisition/READING	TEACHER BEHAVIOR
<p>Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.</p> <p>These students:</p> <ul style="list-style-type: none"> read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text 	<p>The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. 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.</p> <p>The student is expected to:</p> <p>(A) 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;</p> <p>(B) recognize directionality of English reading such as left to right and top to bottom;</p> <p>(C) develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials;</p> <p>(D) use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text;</p> <p>(E) read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned;</p> <p>(F) 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;</p> <p>(G) 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;</p> <p>(H) read silently with increasing ease and comprehension for longer periods;</p> <p>(I) 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;</p> <p>(J) 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; and</p> <p>(K) 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.</p>	<ul style="list-style-type: none"> Use grade-appropriate texts that will promote vocabulary development of low-frequency or specialized, content-specific words. Assign research projects that are grade and/or content specific. Have students read texts that require higher-order comprehension skills such as understanding expository text, drawing conclusions and constructing meaning of unfamiliar concepts. Provide abstract grade level reading with support for comprehending and analyzing text Provide some visual and linguistic supports Allow students to complete graphic organizers to demonstrate comprehension Allow students to collaborate on analysis of texts

Reading

Activities





Partner Reading

partner
reading



This strategy involves two students reading together to process information in a text. Each can alternate a paragraph while the other summarizes, or one can read and the other student summarizes and asks questions. (Johnson, 1995)

Retelling

Students retell a narrative text in their own words or summarize an expository text in their own words.





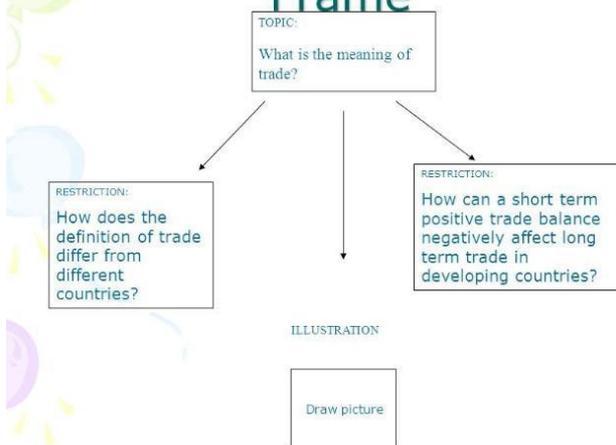
Readers/Writers/Speaker Response Triads

In this model, text is processed as students work in cooperative groups. Students form groups of three. One student will read the text aloud, one will write the group's reactions or responses to questions about the text, and a third will report the answers to the group. After reporting to the group, the students switch roles. (Echevarria & Vogt, 2007)

Summarization Frames

This technique creates a structure for the summarization of content area text. The frames involve specific questions that help students summarize different kinds of texts. (Marzano, 2001) Hill & Flynn (2006) discuss seven frames; narrative frame, topic restriction frame, illustration frame, definition frame, argumentation frame, problem solution frame, and conversation frame.

Topic-Restriction Illustration Frame



The Topic-Restriction-Illustration Frame

1. T – What is the general statement or topic?
2. R – What information narrows or restricts the general statement or topic?
3. I – What examples illustrate the topic or restriction?

Argumentation Frame

What information is presented that leads to a claim?	
What is the basic statement or claim that is the focus of the information?	
What examples of explanations are presented to support this claim?	
What concessions are made about the claim?	

Conversation Frame

Questions

1. How did the members of the conversation greet each other?
2. What question or topic was revealed or referred to?
3. How did their discussion progress?
 - Did either person state facts?
 - Did either person make a request of the other?
 - Did either person demand a specific action of the other?
 - Did either person threaten specific consequences if a demand was not met?
 - Did either person indicate he/she valued something that the other had done?
4. How did the conversation conclude?



Summary Frames for the Content Areas

Narrative Text Frame

In narrative text, the author's purpose is to tell a story or give an account of a sequence of events. It usually contains the following elements:

Characters	Setting	Plot:
Theme	Conflict:	Rising Action
Dialogue	Internal	Climax
	External	Falling Action
		Resolution/Denouement

Narrative Frame Questions:

1. Who are the main characters, and what distinguishes them from others?
2. When and where did the story take place? What were the circumstances?
3. What prompted the action in the story?
4. How did the characters express their feelings?
5. What did the main characters decide to do? Did they set a goal, and, if so, what was it?
6. How did the main characters try to accomplish their goal(s)?
7. What were the consequences?

The Concept Definition Frame

The purpose of this pattern is to define a concept by using description and examples.

Concept Definition Frame Questions:

1. What concept is being defined?
2. To which general category does the item belong?
3. What are the attributes or characteristics of this concept?
4. What examples are given to illustrate this concept?

Problem/Solution Frame

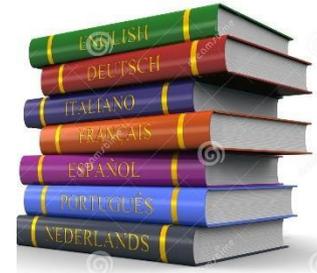


Questions

1. What is the problem?
2. What is a possible solution?
3. What is another possible solution?
4. Which solution has the best chance of succeeding?

Native Language Texts

Native language translations, chapter summaries, word lists, glossaries, or related literature can be used to understand texts used in content area classrooms. Many textbook companies include Spanish language resources for the classroom, student and/or the teacher.



Scanning



Students scan through text backwards looking for unfamiliar terms. The teacher provides quick, brief definitions for the terms giving the students only the meaning of the word as it appears in context. Marzano, Pickering and Pollock (2001) 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 that students most likely will encounter when they learn new content”.

SQP2RS (Squeepers)

This strategy trains students to use cognitive/metacognitive strategies to process nonfiction text.

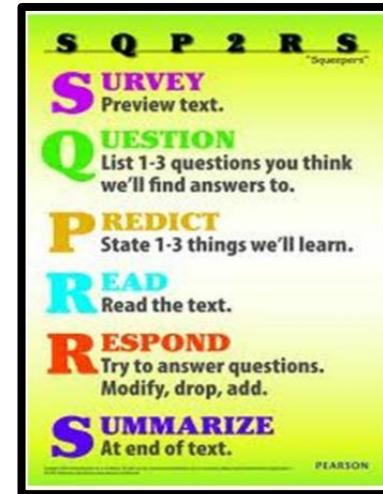
The steps are:

Survey: students scan the visuals, headings, and other text features. **Question:** Students write questions for which they might find answers.

Predict: students write predictions about what they will learn. **Read:** students read the text.

Respond: students revisit their questions and think through how they might respond to what they have read.

Summarize: students restate key concepts either individually or in groups. (Echevarria, Vogt, Short, 2008)



Literature Circles

In this activity, students form small groups similar to “book clubs” to discuss literature. Student roles include: discussion facilitators, passage pickers, illustrators, connectors, summarizers, vocabulary enrichers, travel tracers, investigators, and figurative language finders. ELLs will need to be supported with sentence starters, word lists, and adapted text as necessary, depending on language level. (Schlick & Johnson, 1999) For support in starting literature circles see: <http://litcircles.org>



Writing



PLDs, ELPS and Teacher Behaviors

BEGINNING WRITING 2ND – 12TH

PLDs	ELPS SE: (5) Cross-curricular second language acquisition/Writing	TEACHER BEHAVIOR
<p>Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p> <p>These students:</p> <ul style="list-style-type: none"> • have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English • Typical writing features at this level: • ability to label, list, and copy • high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate • present tense used primarily • frequent primary language features (spelling patterns, word order, literal translations, and words from the student’s primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs 	<p>The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. 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.</p> <p>The student is expected to:</p> <p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;</p> <p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;</p> <p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;</p> <p>(D) edit writing for standard grammar and usage, including subject- verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;</p> <p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:</p> <p style="padding-left: 40px;">(i) using correct verbs, tenses, and pronouns/antecedents;</p> <p style="padding-left: 40px;">(ii) using possessive case (apostrophe s) correctly; and</p> <p style="padding-left: 40px;">(iii) using negatives and contractions correctly.</p> <p>(F) 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; and</p> <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>	<ul style="list-style-type: none"> • Present, publish, and display whole class writing projects as examples of print conventions of high-frequency, concrete words and simple sentences. • Utilize various graphic organizers for vocabulary development such as the Frayer model, word wall, and personal vocabulary notebook/journal. • Implement shared writing activities such as using a visual context and familiar topics to elicit details. Use a familiar topic to brainstorm and model organization of thoughts using simple sentences. • Allow drawings with words and use of native language to express concepts • Allow students to “talk out” their writing before committing to paper • Provide short, simple sentence stems with present tense and high frequency words to facilitate writing • Encourage writing with each reading • Allow bilingual dictionaries <p align="center">(Emerging)</p> <ul style="list-style-type: none"> • Encourage writing on familiar and concrete topics • Provide simple sentence stems and scaffold writing assignments

INTERMEDIATE WRITING 2ND – 12TH

PLDs	ELPS SE: (5) Cross-curricular second language acquisition/Writing	TEACHER BEHAVIOR
<p>Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p> <p>These students:</p> <ul style="list-style-type: none"> • have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English. Typical writing features at this level: • simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English • high-frequency vocabulary; academic writing often has an oral tone • loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning • repetition of ideas due to lack of vocabulary and language structures • present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies • descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas • primary language features and errors associated with second language acquisition may be frequent • some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELLs 	<p>The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. 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.</p> <p>The student is expected to:</p> <p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;</p> <p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;</p> <p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;</p> <p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;</p> <p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:</p> <ul style="list-style-type: none"> (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe s) correctly; and (iii) using negatives and contractions correctly. <p>(F) 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; and</p> <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>	<ul style="list-style-type: none"> • Create an interactive word wall that students can use during independent or cooperative writing tasks. • Have a shared writing activity about a familiar expository or procedural topic to model the use of cohesive devices. • Assign independent reflective writing having students make personal connections using present and past tense. Expect student’s writing samples to have first language interferences such as literal translation, word order, etc. • Provide grade-level appropriate tasks • Model abstract & technical writing • Provide complex sentence stems to scaffold writing assignments • Use genre and text structure analysis with peer interaction • Provide a list of signal words for informational writing (structures) • Use structured graphic organizers or thinking maps • Demonstrate effective note-taking and provide a template • Allow bilingual dictionaries

ADVANCED WRITING 2ND – 12TH

PLDs	ELPS SE: (5) Cross-curricular second language acquisition/Writing	TEACHER BEHAVIOR
<p>Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns emerging grade-appropriate vocabulary; academic writing has a more academic tone use of a variety of common cohesive devices, although some redundancy may occur narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required occasional second language acquisition errors communications are usually understood by individuals not accustomed to the writing of ELLs 	<p>The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. 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.</p> <p>The student is expected to:</p> <p>(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English;</p> <p>(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary;</p> <p>(C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;</p> <p>(D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired;</p> <p>(E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:</p> <ul style="list-style-type: none"> (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe s) correctly; and (iii) using negatives and contractions correctly. <p>(F) 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; and</p> <p>(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>	<ul style="list-style-type: none"> Use concept mapping to develop student's ability to write more detailed and narrative writing samples. Read texts that require students to draw conclusions and understand abstract ideas to describe or explain in their writing journals. Have students write a personal narrative requiring the use of a graphic organizer to compose a first draft. Provide grade-level appropriate writing tasks Give linguistic support for abstract and technical writing Use genre and text structure analysis with peer interaction Provide complex sentence stems for scaffolding writing assignments

ADVANCED HIGH WRITNG 2ND – 12TH

PLDs	ELPS SE: (5) Cross-curricular second language acquisition/Writing	TEACHER BEHAVIOR
<p>Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.</p> <p>These students:</p> <ul style="list-style-type: none"> • are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction • know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English <p>Typical writing features at this level:</p> <p>nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing academically complex ideas, abstract ideas, or topics requiring frequency vocabulary</p> <ul style="list-style-type: none"> • occasional difficulty with naturalness of phrasing and • errors associated with second language acquisition are minor usually limited to low-frequency words and structures; errors interfere with communication 	<p>The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. 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.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> (A) learn relationships between sounds and letters of the English language to represent sounds when writing in English; (B) write using newly acquired basic vocabulary and content-based grade-level vocabulary; (C) spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired; (D) edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired; (E) employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as: <ul style="list-style-type: none"> (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe s) correctly; and (iii) using negatives and contractions correctly. (F) 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; and (G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. 	<ul style="list-style-type: none"> • Assign research projects that require the gathering of information to support or contradict their findings to present and publish. • Expose students to multiple examples of texts that were written for a variety of purposes and audiences. • Provide more complex grade-level writing assignments, with scaffolding as needed • Provide complex sentence stems for scaffolding writing assignments • Provide opportunities for students to use genre analysis to identify and use features of advanced English writing

Writing



Activities

Cloze Sentences

Fill in the

_____.

Fill-in-the-blank sentences are used to help students process academic text. These also serve as a tool for the teacher to determine students' prior knowledge. (Taylor, 1953; Gibbons, 2002)

Dialogue Journal

A journal is exchanged between the student and teacher or between two or more students. The journal focuses on academic topics and the language used by the teacher and student should be content focused and academic. (Samway, 2006)

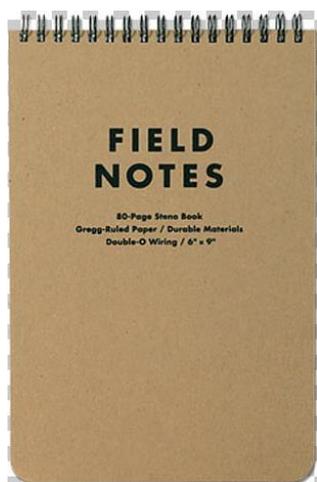


Double Entry Journal

A two-column journal is used for reflective writing about texts. In one column, students write words, phrases or ideas that they found interesting or significant. In the other column, students write the reasons they found them significant or ways they could use them in their own writing. (Samway, 2006)

Double Entry Journal

Words, Phrases, Ideas	How I an use them in my Writing

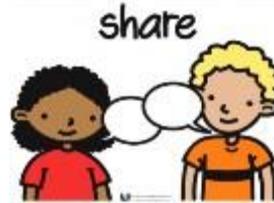


Field Notes

Students take notes in a journal and write reflections about what they are learning and experiencing. Field journals should be content focused, yet can contain both social and academic language as well as drawings. (Samway, 2006)

Read, Write, Pair, Share

This is a strategy for getting students to share their writing and ideas during interactions. Students read a text, write their thoughts on it using a sentence starter, pair up with another student, and share their writing. Students can also be given suggestions on how to comment on one another's writing. (Fisher & Frey, 2007)



How it is used?

R (**Read**) - Teacher or Student reads the text

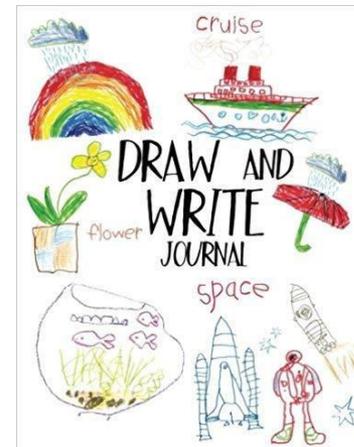
W (**Write**) - Student writes in response to question or strategy

P (**Pair**) - Students will share their response with a partner

S (**Share**) - Students will share out with class their responses

Draw & Write

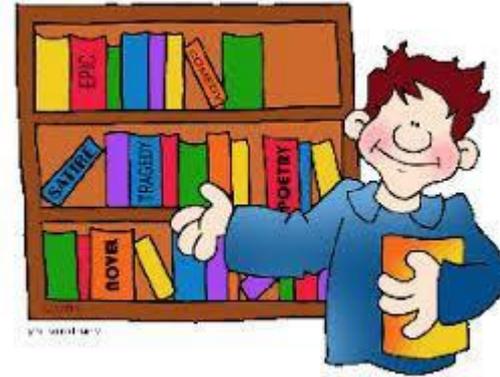
English learners express their knowledge of academic content using both drawing and writing. Students may use their native language to express ideas, but are encouraged to express new concepts using English. (Adapted from: Samway, 2006)



Genre Analysis/Imitation

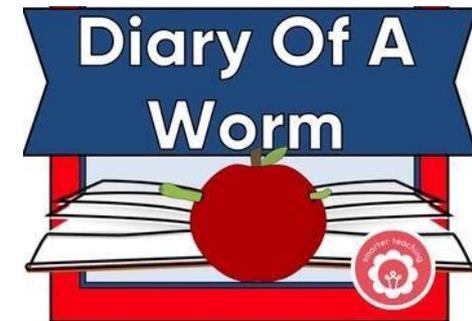
Students read high quality selections from a genre of literature. They note particular words, phrases and ideas they find interesting or effective and record those in a journal.

Students use their notes and observations as a resource when writing in that genre. (Adapted from Samway, 2006)



Perspective-Based Writing

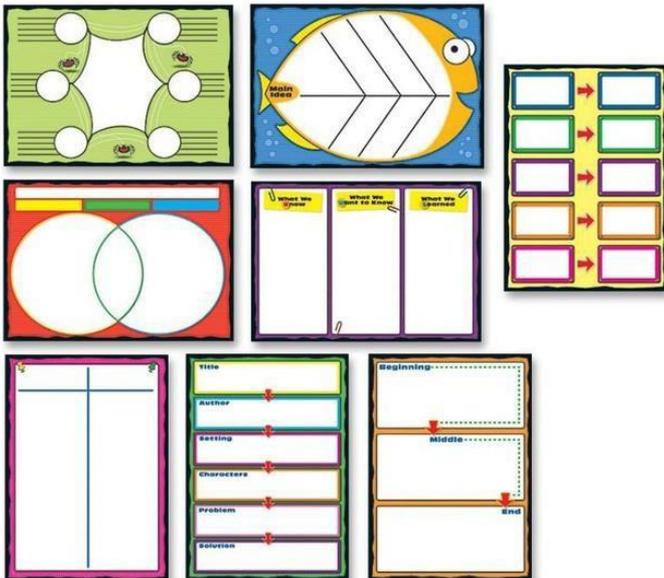
Students write from an assigned point of view using specific academic language. For example, students in a social studies class could write from the perspective of Martin Luther King Jr. in a letter explaining his participation in the Montgomery Bus Boycott to a fellow pastor. Students should be given specific words and phrases to integrate into the writing assignment. Students can also write from the point of view of inanimate objects such as rocks, water, molecules, etc. and describe processes from an imaginative perspective as if they were that object. In addition, students can take on the role of an expert within a field such as math, science, social studies or literature and use the language of the discipline to write about a particular topic. Genre studies can be particularly helpful as a way of preparing students for perspective-based writing activities. (Seidlitz & Perryman, 2008)



Sentence Mark

Up

Students use colored pencils to mark texts to indicate cause and effect, opposing thoughts, connecting words, and aid in understanding the relationship between clauses (Zwiers, 2008)

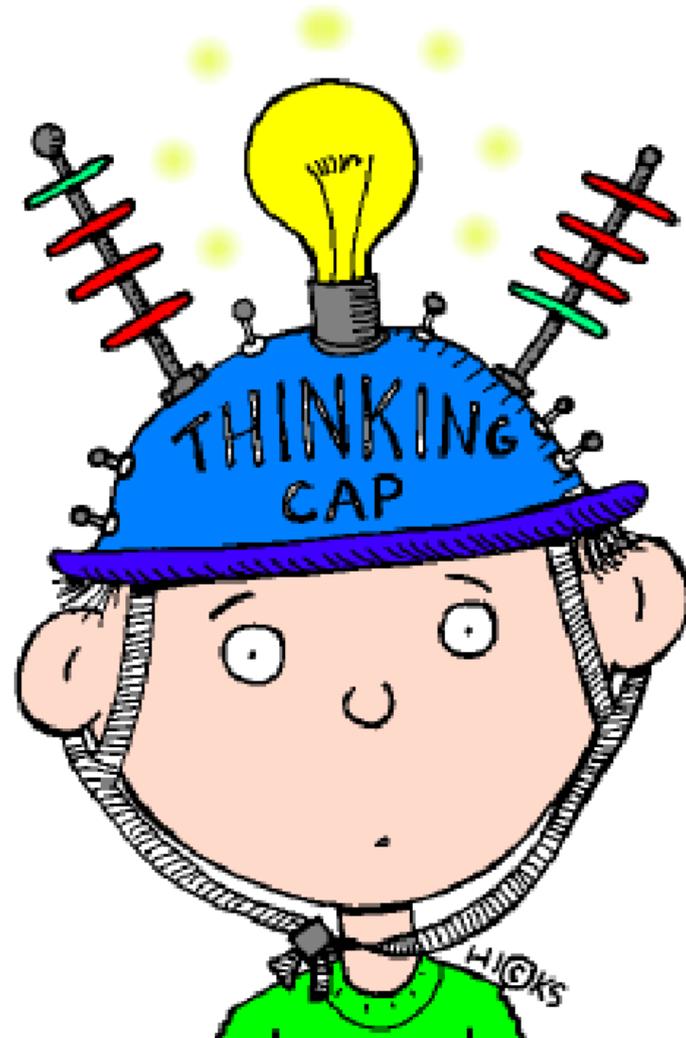


Graphic Organizers

Graphic organizers are a form of non linguistic representation that helps students process and retain new information. They develop the learner's schema by organizing information visually. Examples include the T-chart, Venn Diagram, Concept Map, Concept Web, Timeline, etc. (Marzano, Pickering & Pollock, 2001)

Learning Strategies

ELPS



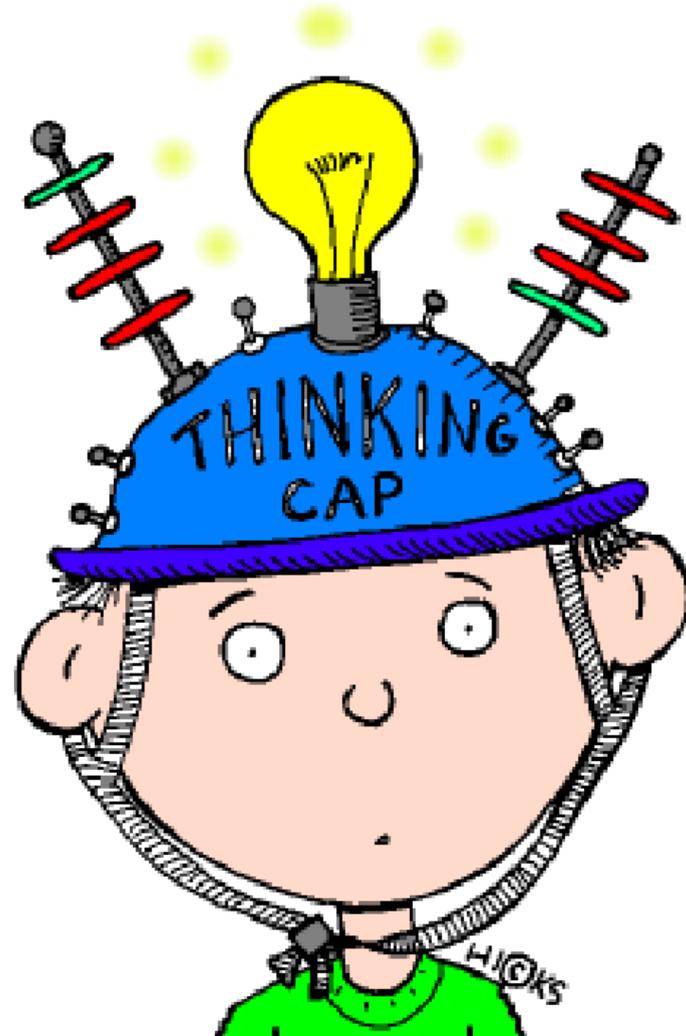
(1) Cross-curricular second language acquisition/learning strategies.

The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

- (A) use prior knowledge and experiences to understand meanings in English;
- (B) monitor oral and written language production and employ self-corrective techniques or other resources;
- (C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
- (D) 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);
- (E) 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;
- (F) use accessible language and learn new and essential language in the process;
- (G) 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; and
- (H) 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.

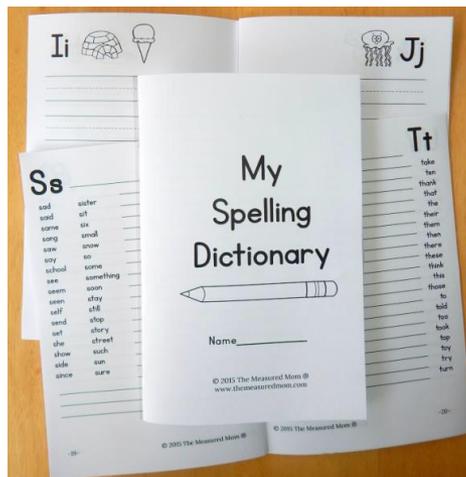
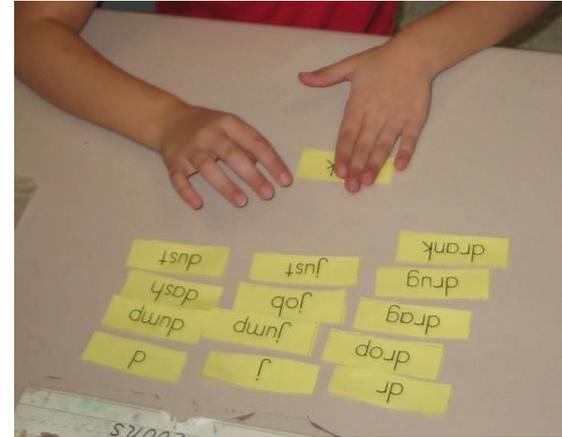
Learning Strategies

Activities



List/ Group/ Label

Students are given a collection of words or they brainstorm a list of words. Each word is placed or written on its own slip or card. Working together, students sort the words into piles that they can categorize and label. Words can be arranged by topic (planets, civil rights issues, scientific laws) or by word type (initial letter, suffix/prefix, part of speech). This activity helps students develop the thinking strategy of categorizing and labeling (Taba, 1967)



Personal Dictionary

Students choose words from the word wall, other wordlists, and/or words encountered in text. they record their words on note cards or in a notebook which becomes their personal dictionary. Students are encouraged to use drawing, reflection, and their native language when defining the meaning of terms. (Adapted from Echevarria, Vogt & Short, 2008)

Think Alouds

Teachers scaffold cognitive and metacognitive thinking by saying aloud the thinking involved in solving problems and making decisions.

(Bauman, Russel & Jones, 1992)

Anticipation Guides

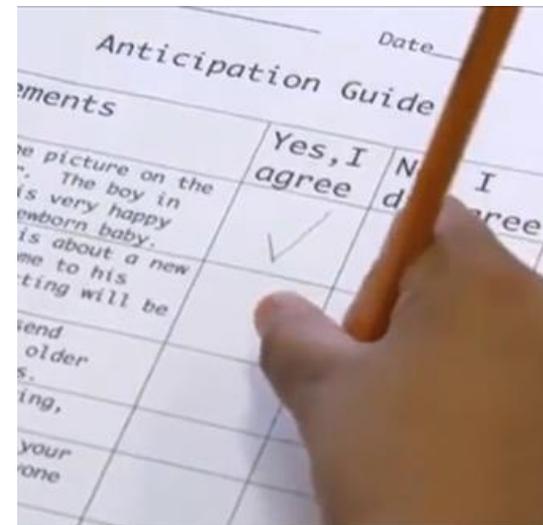
A structured series of statements are given to students before instruction. Students choose to agree or disagree with the statements either individually or in groups. After instruction, students revisit the statements and discuss whether they agree or disagree with them after having learned about the topic. Students develop the ability to compare previously held assumptions with new learning. (Head & Readence, 1986)

MODEL "THINK ALOUD"

- The teacher explains the strategy.
- The teacher demonstrates how to apply the strategy successfully.
- The teacher thinks aloud to model the mental processes she uses when she reads.

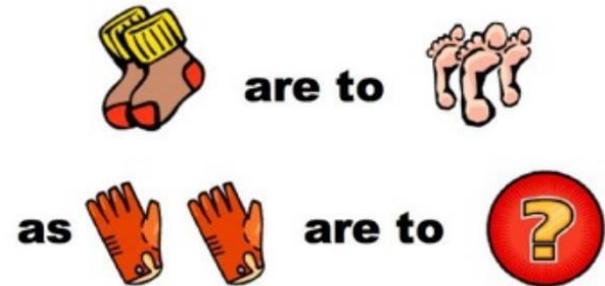


"I DO."



Creating Analogies

Students generate comparisons using the frame: _____ is to _____ as _____ is to _____. (Marzano, Pickering & Pollock, 2001)

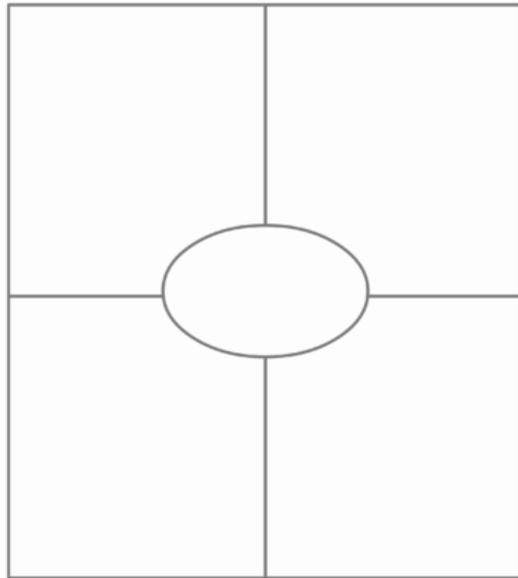


Coding Strategy

Students read text alone or with a partner and mark it with the following coding system: a checkmark to indicate the concept or fact already known, a question mark to indicate a concept that is confusing, an exclamation point to indicate something new or surprising, or a plus sign to indicate an idea or concept that is new. (Echevarria & Voqt, 2007)

Coding Strategy

- + = This is new information to me.
- * = I already knew this.
- ? = I have a question about this.
- ! = Wow! This is interesting.



Four Corners Vocabulary

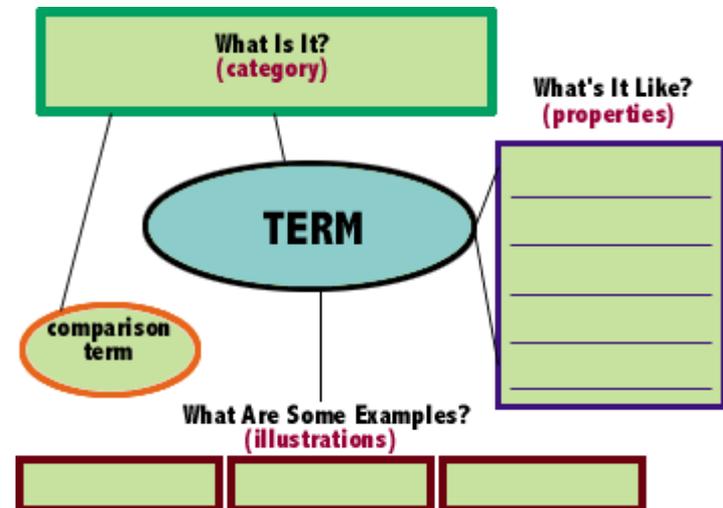
To process new vocabulary, the student uses paper or a note card divided into four sections labeled term, definition, sentence, and illustration. Adaptations of this approach might include synonym, antonym, part of speech or native language equivalent. (Developed by D. Short, Center for Applied Linguistics. Described in: Echevarria & Vogt, 2007)

Concept Definition Map

When using this graphic organizer, the student processes a term by asking/answering the following four questions:

1. What is the term?
2. What is it?
3. What is it like?
4. What are some examples?

(Echevarria, Vogt & Short, 2008)



Self Assessment of Word Knowledge

Students rank their knowledge of new words from the word wall and other word lists using total response signals or sentence starters. Responses range from no familiarity with the word, to understanding it well, to being able explain it to others. (Diamond & Gutlohn, 2006)

Word	Have No Clue	Have Seen or Heard It	I think it means	Know It Well	Definition
la pelota					
el fútbol					
el lanzador					
poder (o-ue)					
la pierna					
a veces					
el campo					
la portería					
entre					
interesar					
empatado(a)					
dormir (o-ue)					
tirar					
el béisbol					
querer (e-ie)					