

***The GO TO Strategies:  
Scaffolding Options for Teachers of  
English Language Learners, K-12***

**by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood**

Developed as part of Project EXCELL  
(EXceptional Collaboration for English Language Learning),  
a partnership between  
the University of Missouri-Kansas City  
and North Kansas City Schools  
under a 2007 National Professional Development Grant  
from the U.S. Department of Education PR Number T195N070316



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## **Section I**

### **Overview of the GO TO Strategies**

*The GO TO Strategies: Scaffolding Options for Teachers of  
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## Overview of the GO TO Strategies

The GO TO Strategies Project originated with Project EXCELL (EXceptional Collaboration for English Language Learning), a five-year federally funded grant partnership between North Kansas City Schools (NKCS) and the University of Missouri-Kansas City (UMKC). Project EXCELL provided Missouri ESOL certification to 59 NKCS teachers, with courses taught by instructors from the Center for Applied Linguistics and UMKC adjunct faculty.

The GO TO Strategies Project is an outcome of the Project EXCELL professional development delivered to the NKCS teachers. It was designed to be used as a resource by general education teachers of English language learners (ELLs), ELL teachers, special education teachers, principals, and other supervisors overseeing the instruction of diverse groups of students in North Kansas City Schools and elsewhere.

Strategies were chosen as the focus of this project because of their usefulness in helping teachers to scaffold content and language input to children in the process of learning English as a new language.

The term *instructional strategy* refers to a generalized learning or teaching technique that is applicable across content areas. Effective teachers have knowledge of a wide array of instructional strategies, and they choose the most effective ones for specific teaching and learning environments (Marzano, 2003; Marzano, Pickering, & Pollock, 2001). Most strategies are content-neutral and can be used flexibly in a variety of teaching environments. The strategies described here have been chosen to reflect five research-based principles of scaffolded instruction for English language learners: 1) to focus on academic language, literacy, and vocabulary; 2) to link background knowledge and

culture to learning; 3) to increase comprehensible input and language output; 4) to promote classroom interaction and 5) to stimulate higher order thinking and the use of learning strategies (Levine, Smallwood, & Haynes, 2012 a, 2012 b). These five core principles are essential to academic success for English language learners, representing both research findings and best practices.

## **Sections of this Document**

This document contains the following sections:

- *Strategic Teaching and Learning Guided by Five Principles of Instruction for English Language Learners* sorts the strategies by the five principles of sheltered instruction.
- The *GO TO Strategies Matrix* itemizes selected strategies by language skill (listening, speaking, reading, writing) and by language proficiency levels 1-5.
- The *Inventory* sorts and describes the 78 strategies according to teaching purpose.
- The *Glossary* lists and describes the 78 strategies alphabetically.

## **Description of the Sections**

*Strategic Teaching and Learning Guided by Five Principles of Instruction for English Language Learners* provides definitions of and the research foundation for each of the five principles of sheltered instruction. The core of this section is five charts that list the strategies that are primarily or additionally useful, aligned with the principles. Teachers can easily use these charts to select strategies that will ensure that all five principles are implemented in their classes.

The *GO TO Strategies Matrix* consists of a one-page chart listing from three to six exemplary strategies for each of the skills of listening, speaking, reading, and writing at five different language proficiency levels. The strategies identified for a specific proficiency level can be modified by teachers for students at other proficiency levels

(either lower or higher). The chart is intended to be a quick reference guide for teachers in planning and implementing instructional modifications for ELLs in their content classes. On the back of the matrix, sample strategies are briefly defined to demonstrate how to scaffold instruction for ELLs across the proficiency levels in each language domain.

The *Inventory* includes a Table of Contents listing each strategy according to seven key teaching or learning purpose. These categories are

- Community Building Strategies
- Interactive Strategies
- Teaching Strategies
- Student Learning Strategies
- Vocabulary Teaching Strategies
- Reading Strategies
- Writing Strategies

Individual strategies are described in a two-column chart characterizing the Teacher's Actions and the Student's Actions for each strategy. These descriptions help to clarify the instructional context of the strategies. In addition, each strategy is labeled by language proficiency, teaching/learning purpose, and classroom grouping configuration.

The *Glossary* lists the strategies alphabetically. It describes each strategy, identifying its primary purpose and the ways that the strategy can be modified for different groups of students, and providing examples in the form of charts and graphs to further clarify the strategies.



## References

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## **Section II**

# **Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners**

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## **Strategic Teaching and Learning Guided by The Five Principles of Instruction for English Language Learners**

Five research-based principles of second language instruction form the basis for the education of English language learners in grades PreK – 12 and for the strategies described in this document. Teachers use the five principles and specific teaching and learning strategies to accelerate the learning process, promote academic achievement, and foster academic language acquisition (Levine, Smallwood, & Haynes, 2012a, 2012b). (See also the discussion of the research base for the five principles later in this section.)

**Principle 1. Focus on academic language, literacy, and vocabulary:** Teach the language and language skills required for content learning.

**Principle 2. Link background knowledge and culture to learning:** Explicitly plan and incorporate ways to engage students in thinking about and drawing from their life experiences and prior knowledge.

**Principle 3. Increase comprehensible input and language output:** Make meaning clear through visuals, demonstrations, and other means and give students multiple opportunities to produce language.

**Principle 4. Promote classroom interaction:** Engage students in using English to accomplish academic tasks.

**Principle 5. Stimulate higher order thinking and the use of learning strategies:** Explicitly teach thinking skills and learning strategies to develop English language learners as effective, independent learners.

Specific instructional strategies are listed below under the five principles for second language instruction. Many of the strategies can be used to accomplish more than one

principle. The strategies in the left-hand columns are **primary** to the implementation of the principle, while those in the right-hand column are additional strategies that are **compatible** with implementation of the principle.

Definitions and descriptions of the strategies are provided in the *Inventory and Glossary* sections of this document.

<b>Principle 1. Focus on Academic Language, Literacy, and Vocabulary</b>	
<p><b>Primary Strategies:</b></p> <ul style="list-style-type: none"> <li>• 4 to 1</li> <li>• Anticipation Guides</li> <li>• Choral Reading</li> <li>• Closed Sort Tasks</li> <li>• Cloze Passages</li> <li>• Cognates</li> <li>• Collaborative Dialogues</li> <li>• Content Learning Logs</li> <li>• Dialogue Journals</li> <li>• Dictations</li> <li>• Directed Reading/Thinking(DRTA)</li> <li>• Graphic Organizers</li> <li>• Graphic Organizers for Writing</li> <li>• Guided Reading</li> <li>• H Charts</li> <li>• Information Gap</li> <li>• Inside - Outside Circle</li> <li>• Jigsaw Reading</li> <li>• Key Sentence Frames</li> <li>• Language Experience Approach (LEA)</li> <li>• Mix and Match</li> <li>• Model Academic Language</li> <li>• Open Sort Tasks</li> <li>• Peer-Assisted Learning Strategies (PALS)</li> <li>• Paraphrase Passport</li> <li>• Picture Walk</li> <li>• Question-Answer Relationships (QAR)</li> <li>• Reader's Theatre</li> <li>• Reciprocal Teaching</li> <li>• Report Frames</li> <li>• Shared Reading</li> <li>• Shared Writing</li> <li>• Story Maps</li> <li>• Teach the Text Backward</li> <li>• Teacher Read Aloud</li> <li>• Text to Graphics and Back Again</li> <li>• Think-Write-Pair-Share</li> <li>• Word/Picture Banks</li> <li>• Write a Letter</li> </ul>	<p><b>Additional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Concept/Idea Maps</li> <li>• Contextualize Language</li> <li>• Cornell Notes</li> <li>• Give One – Get One</li> <li>• I Have... Who Has...?</li> <li>• Line Up</li> <li>• Patterned Oral Language</li> <li>• Roving Charts</li> <li>• Self-Assessment Scales for Vocabulary Learning</li> <li>• Snowball</li> <li>• Structured Note-Taking</li> <li>• Stir the Class</li> <li>• T Charts</li> <li>• Teacher Talk</li> <li>• Think-Pair-Share</li> <li>• Think-Pair-Share Squared</li> <li>• Ticket to Leave</li> <li>• Total Physical Response</li> <li>• Varied Grouping Formats</li> <li>• Varied Questioning Formats</li> <li>• Wait Time</li> <li>• Wait Time Two</li> </ul>

<b>Principle 2. Link Background Knowledge and Culture to Learning</b>	
<p><b>Primary Strategies:</b></p> <ul style="list-style-type: none"> <li>• Anticipation Guides</li> <li>• Cognates</li> <li>• Content Learning Logs</li> <li>• Dialogue Journals</li> <li>• K-W-L Charts</li> <li>• Language Experience Approach</li> <li>• Marvelous Modifiers</li> <li>• Picture Walks</li> <li>• Shared Writing</li> <li>• Teach the Text Backward</li> <li>• Team Names</li> <li>• Things in Common</li> <li>• Three Truths and a Lie</li> <li>• Varied Grouping Formats</li> <li>• Varied Presentation Formats</li> <li>• Varied Questioning Formats</li> <li>• Word/Picture Banks</li> <li>• Word Squares</li> </ul>	<p><b>Additional Strategies:</b></p> <ul style="list-style-type: none"> <li>• Contextualize Language</li> <li>• Four Corners</li> <li>• Person of the Week</li> <li>• Teacher Talk</li> <li>• Video Observation Guide</li> </ul>

### **Principle 3. Increase Comprehensible Input and Language Output**

#### **Primary Strategies:**

- Closed Sort Tasks
- Collaborative Dialogues
- Comprehension Checking
- Contextualize Language
- Graphic Organizers
- Guided Reading
- Jigsaw Readings
- Language Experience Approach
- Model Academic Language
- Patterned Oral Language
- Reader's Theatre
- Shared Reading
- Signal Responses
- Teacher Read Aloud
- Teacher Talk
- Total Physical Response
- Varied Presentation Formats
- Varied Questioning Formats
- Video Observation Guides

#### **Additional Strategies:**

- Cloze Passages
- Cognates
- Concept/Idea Maps
- Cornell Notes
- Directed Reading/Thinking (DRTA)
- H Charts
- Structured Note-Taking
- T Charts
- Open Sort Tasks
- Person of the Week
- Picture Walks
- Self-Assessment Scales for Vocabulary Learning
- Story Maps
- Teach the Text Backward
- Word/Picture Banks
- Word Squares
- Question-Answer Relationships (QAR)
- Reciprocal Teaching

### **Principle 4. Promote Classroom Interaction**

#### **Primary Strategies:**

- 10-2
- Four Corners
- Give One – Get One
- I Have... Who Has...?
- Information Gap
- Inside-Outside Circle
- Line Up
- Numbered Heads Together
- Paraphrase Passport
- Round the Clock Learning Partners
- Roving Charts
- Snowball
- Stir the Class
- Think-Pair-Share
- Think-Pair-Share Squared
- Think-Write-Pair-Share
- Varied Grouping Formats

#### **Additional Strategies:**

- 4 to 1
- Gallery Walk
- Jigsaw Readings
- Key Sentence Frames
- Language Experience Approach
- Mix and Match
- Peer-Assisted Learning Strategies (PALS)
- Shared Writing



## **Principle 5. Stimulate Higher Order Thinking and the Use of Learning Strategies**

<b>Primary Strategies:</b>	<b>Additional Strategies:</b>
<ul style="list-style-type: none"> <li>• 4 to 1</li> <li>• Cloze Passages</li> <li>• Concept/Idea Maps</li> <li>• Content Learning Logs</li> <li>• Cornell Notes</li> <li>• Directed Reading/Thinking (DRTA)</li> <li>• Graphic Organizers for Writing</li> <li>• H Charts</li> <li>• Mix and Match</li> <li>• Open Sort Tasks</li> <li>• Peer-Assisted Learning Strategies (PALS)</li> <li>• Question-Answer Relationships (QAR)</li> <li>• Reciprocal Teaching</li> <li>• Report Frames</li> <li>• Rubrics</li> <li>• Story Maps</li> <li>• Structured Note-Taking</li> <li>• T Charts</li> <li>• Wait Time</li> <li>• Wait Time Two</li> <li>• Word/Picture Banks</li> <li>• Word Squares</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipation Guides</li> <li>• Choral Reading</li> <li>• Closed Sort Tasks</li> <li>• Dialogue Journals</li> <li>• Dictation</li> <li>• Person of the Week</li> <li>• Self-Assessment Scales for Vocabulary Learning</li> <li>• Shared Writing</li> <li>• Text to Graphics and Back Again</li> <li>• Ticket to Leave/Exit Ticket</li> <li>• Write a Letter</li> </ul>

## Research Base for the Five Principles

The principles of instruction for English language learners (Levine et al., 2012a, 2012b) are grounded in evidence-based research. The following citations underscore some of the research supporting each principle.

1. ***Focus on Academic Language, Literacy, and Vocabulary:*** English language learners who appear to be fully fluent in English may nonetheless struggle to express themselves effectively in academic settings (Cummins, 2000; Scarcella, 2003; Short & Echevarria, 2005). Research shows that students should be explicitly taught the language skills they need to succeed in the classroom (Saunders & Goldenberg, 2010).
2. ***Link Background Knowledge and Culture to Learning:*** Numerous studies show that students perform better when their home culture and background knowledge are incorporated into the academic environment (Doherty, Hilberg, Pinal, & Tharp, 2003; Fránquiz & Reyes, 1998; Garcia, 2000; Park & King, 2003).
3. ***Increase Comprehensible Input and Language Output:*** English language learners learn both through the language they encounter (input) and the language they produce (output). Input should be at a level that is challenging but nonetheless comprehensible (Krashen, 1985). Students should also be given ample opportunity to produce language, and they should receive direct feedback to increase their comprehension and improve their language skills (Saunders & Goldenberg, 2010; Short & Echevarria, 2005; Swain, 2005).
4. ***Promote Classroom Interaction:*** English language learners' vocabulary, grammar, and pronunciation develop faster when there are opportunities for interaction in the classroom using the language being learned (Mackey & Goo, 2007). Interaction among students and with the teacher is crucial in the language acquisition process (Fang, 2010; Gass, 1997; Long, 1983, 1996).
5. ***Stimulate Higher Order Thinking Skills and the Use of Learning Strategies:*** All students benefit from learning the thinking skills and learning strategies that are used naturally by the highest-performing English language learners (Tharp, Estrada, Dalton, & Yamauchi, 2000; Zohar & Dori, 2003).

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## **Section III**

### **The GO TO Strategies Matrix**

*The GO TO Strategies: Scaffolding Options for Teachers of  
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## The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> <li>Use physical gestures to accompany oral directives.</li> <li>Modify <b>*Teacher Talk</b>.</li> <li>Label visuals and objects with target vocabulary.</li> <li>Introduce <b>Cognates</b> to aid comprehension.</li> <li>Ask for <b>Signal Responses</b> to check comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Give two step <b>Contextualized</b> directions.</li> <li>Restate/rephrase and use <b>*Patterned Oral Language</b> routines.</li> <li><b>Model Academic Language</b> and vocabulary.</li> <li>Ask for <b>Total Physical Responses</b> from students.</li> </ul>	<ul style="list-style-type: none"> <li>Provide graphics or objects to sequence steps in a process.</li> <li><b>Check Comprehension</b> of all students frequently.</li> <li>Use <b>*Wait Time</b>.</li> <li>Provide <b>Anticipation Guides</b> for previewing content reading.</li> </ul>	<ul style="list-style-type: none"> <li>Compare/contrast relationships from auditory information using a <b>Venn Diagram</b>.</li> <li>Require students to restate and rephrase from auditory input as in <b>*Paraphrase Passport</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Outline lectures on the SmartBoard.</li> <li>Use <b>*Video Observation Guides</b>.</li> <li>Confirm students' prior knowledge of content topics.</li> <li>Extend content vocabulary with multiple examples and non-examples.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>Provide wall charts with illustrated academic vocabulary.</li> <li>Ask simple WH (who, what, when, where), yes-no or either-or questions.</li> <li>Elicit <b>*Choral Responses</b>.</li> <li>Encourage participation in group chants, poems, and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>10-2</b> structures.</li> <li>Assign roles in group work.</li> <li>Use <b>Clock Buddies</b>.</li> <li>Use <b>Numbered Heads Together</b>.</li> <li>Use <b>*Think-Pair-Share-Squared</b>.</li> <li>Develop <b>Key Sentence Frames</b> for pair interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>Graphic Organizers</b> or notes to scaffold oral retelling.</li> <li><b>Prompt</b> for academic language output.</li> <li>Use <b>Think-Pair-Share</b>.</li> <li><b>Repeat and Expand</b> student responses in a <b>*Collaborative Dialogue</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Require full sentence responses by asking open ended questions.</li> <li>Use <b>Varied Presentation Formats</b> such as role plays.</li> <li><b>* Scaffold</b> oral reports with note cards and provide time for prior practice.</li> <li>Use <b>Reader's Theatre</b> to scaffold oral language growth.</li> </ul>	<ul style="list-style-type: none"> <li><b>* Structure</b> debates requiring various points of view with graphic organizers and/or outlines.</li> <li>Require the use of academic language.</li> <li>Require oral reporting for summarizing group work.</li> <li>Include oral presentations in the content classroom.</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Preview the text content with pictures, demos, charts, or experiences.</li> <li>Pair students to read one text together.</li> <li>Preview text with a <b>Picture Walk</b>.</li> <li>Use <b>Choral Reading</b>.</li> <li>Use <b>*Teacher Read Alouds</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>Card Sorts</b>.</li> <li>Use <b>K-W-L</b> charts before reading.</li> <li>Use the <b>Language Experience Approach</b>.</li> <li>Provide a list of important concepts on a graphic organizer.</li> <li>Use <b>*Shared Reading</b> and/or simplify the text.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a content vocabulary <b>Word Bank</b> with non-linguistic representations.</li> <li>Teach skimming for specific information.</li> <li>Use <b>Teach the Text Backwards</b>.</li> <li>Use <b>4 to 1</b> for main ideas from text.</li> <li>Use <b>*Guided Reading</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Model the creation of a <b>Story Map</b> from a narrative.</li> <li>Provide <b>Question Answer Relationship</b> questions for student pairs to research.</li> <li>Use <b>Directed Reading Thinking Activity</b>.</li> <li>Use <b>Cornell Notes</b>.</li> <li>Use <b>*Jigsaw Reading</b> to scaffold independent reading.</li> </ul>	<ul style="list-style-type: none"> <li>Require computer and library research.</li> <li>Ask students to analyze text structure and select an appropriate <b>Graphic Organizer</b> for summarizing.</li> <li>Use <b>*Reciprocal Teaching</b> to scaffold independent reading.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Require students to label visuals and/or create language balloons.</li> <li>Require vocabulary notebooks with L1 translations or non-linguistic representations.</li> <li>Provide <b>*Key Sentence Frames</b> with word and picture banks.</li> </ul>	<ul style="list-style-type: none"> <li>Teach note taking on a <b>Graphic Organizer</b>.</li> <li>Use a <b>Roving Chart</b> in small group work.</li> <li>Use <b>Interactive Journals</b>.</li> <li>Use <b>*Think-Write-Pair-Share</b>.</li> <li>Provide <b>Cloze</b> sentences with a <b>Word Bank</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Require <b>Learning Logs</b> for summaries of learning.</li> <li>Use <b>Text to Graphics and Back Again</b>.</li> <li>Teach <b>Signal Words</b> (comparison, chronology, cause-effect, and listing) for academic writing.</li> <li>Provide <b>*Cloze</b> paragraphs with a <b>*Word Bank</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide <b>Rubrics</b> and exemplars to scaffold writing assignments.</li> <li>Teach and utilize the writing process.</li> <li>Provide an outline for the standard five-paragraph essay.</li> <li>Provide <b>*Report Frames</b> for independent, structured, content writing.</li> </ul>	<ul style="list-style-type: none"> <li>Require academic writing and the use of target academic vocabulary.</li> <li><b>*Teach</b> the process of writing a research paper.</li> <li>Address students' cultures in differing genres of writing.</li> <li>Hold frequent writing conferences with teacher and peers.</li> </ul>

\* Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

## The GO TO Strategies Matrix: Scaffolding Across Language Proficiency Levels

### Listening

**Level 1 Teacher Talk** is accompanied by hand and body gestures. Talk is clearly enunciated, directions are modeled, speech is slower, and idioms are avoided.

**Level 2 Patterned Oral Language** uses a similar sentence structure and vocabulary within the context of a familiar classroom activity to help learners comprehend classroom routines.

**Level 3 Wait Time** of three to eight seconds provides the time needed for ELLs to comprehend the teacher's question.

**Level 4 Paraphrase Passport** encourages learners to listen to their peers' responses.

**Level 5 Video Observation Guides** pose guiding questions, topics, or chronology to activate a students' prior knowledge and to increase auditory comprehension of the video before, during, and after viewing.

### Speaking

**Level 1 Choral Reading** includes learners in the classroom conversation.

**Level 2 Think-Pair-Share Squared** encourages students to speak with other students.

**Level 3 Collaborative Dialogues** between the teacher and student promote academic language through strategies such as repeat, recast, reformulate, and prompt.

**Level 4** Students can begin to give oral reports at this level, if their reports are scaffolded with note cards and opportunities to practice the presentation.

**Level 5** Academic debates on various viewpoints can be scaffolded with **Graphic Organizers** or **Outlines**.

### Reading

**Level 1 Teacher Read Alouds** scaffold the text content and provide an excellent model of reading in English.

**Level 2 Shared Reading** scaffolds the reading process through enlarged texts, activation of prior knowledge, pre-teaching vocabulary, and teacher instruction of basic reading skills.

**Level 3 Guided Reading** scaffolds the reading process through targeted instruction at a student's proficiency level, increased teacher intervention, and leveled texts.

**Level 4 Jigsaw Reading** scaffolds independent reading by limiting the amount of the text provided and requiring students to share text information orally with peers.

**Level 5 Reciprocal Teaching** scaffolds the independent reading process through instruction and practice of four critical strategies: summarizing, clarifying, questioning, and predicting.

### Writing

**Level 1 Key Sentence Frames** structure early attempts at writing when supported with word and picture banks.

**Level 2 Think-Write-Pair-Share** scaffolds early independent writing with extra time and a supportive learning partner.

**Level 3 Cloze Passages** that begin with sentences and lead into paragraphs provide structure and can be scaffolded with word or picture banks.

**Level 4** Longer pieces of independent writing can be scaffolded with **Report Frames** that structure the discourse.

**Level 5** Instruction in the process of writing a research paper can be scaffolded with opportunities for multiple conferences with teachers and peers

## **Section IV**

### **Inventory of the GO TO Strategies**

*The GO TO Strategies: Scaffolding Options for Teachers of  
English Language Learners, K-12*

**by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood**

Developed as part of Project EXCELL  
(EXceptional Collaboration for English Language Learning),  
a partnership between  
the University of Missouri-Kansas City  
and North Kansas City Schools  
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# Inventory of the GO TO Strategies

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## Inventory of the GO TO Strategies for English Language Learners, K-12

### Introduction

The term *instructional strategy* refers to a generalized learning or teaching technique that is applicable across content areas. Effective teachers have knowledge of a wide array of instructional strategies and they choose the most effective ones for specific teaching/learning environments (Marzano, 2003; Marzano, Pickering, & Pollock, 2001). Most strategies are content free and can be used flexibly in a variety of teaching environments. The Inventory of GO TO Strategies has been designed to reflect the five research-based principles of instruction for English language learners: 1) focus on academic language, literacy, and vocabulary; 2) link background knowledge and culture to learning; 3) increase comprehensible input and language output; 4) promote classroom interaction; and 5) stimulate higher-order thinking and the use of learning strategies (Levine, Smallwood, & Haynes, 2012a, 2012b). These core principles are essential to academic success for English language learners, representing both research findings and best practices.

The strategies included in this inventory are intended to be actively selected by either the teacher or the student to reflect these core principles of instruction for English language learners and help students meet lesson objectives and state/or national standards.

These strategies are also included because they were taught throughout Project EXCELL (EXceptional Collaboration for English Language Learning), a five-year federally funded grant partnership between North Kansas City Schools and the University of Missouri-Kansas City (UMKC). Project EXCELL provided Missouri ESOL certification to 59 teachers, with courses taught by instructors from the Center for Applied Linguistics and by adjunct faculty from UMKC.

### Categories of Strategies

- **Community Building Strategies** are introduced by the teacher to help develop a sense of community within the classroom and within small groups of students. Examples of community building strategies are Marvelous Modifiers and Whale of a Tale.
- **Interactive Strategies** are organized by the teacher to promote oral language development in the classroom. Examples of interactive strategies are Paraphrase Passport and Numbered Heads.

- **Teaching Strategies** are used by a teacher to scaffold the learning process and promote comprehension of oral or written language by students. Examples of these strategies are Teacher Talk and Wait Time.
- **Student Learning Strategies** are practiced by students to promote comprehension of content text. Examples of learning strategies are Cornell Notes and Idea Maps.
- **Vocabulary Teaching Strategies** are introduced into a learning unit to help students learn the academic vocabulary required for high achievement in schools. Examples of vocabulary strategies are Word Squares and Sort Tasks.
- **Reading Strategies** are taught to students to promote comprehension of written texts. Examples of reading strategies are Language Experience Approach and Anticipation Guides.
- **Writing Strategies** are taught by the teacher to enable students to develop academic writing abilities. Examples of writing strategies are Text to Graphics and Back Again and Report Frames.

Strategies that have a structural framework are often referred to as activity structures (Berlak, Berlak, Bagenstos, & Mikel, 1975; Saphier & Gower, 1997). Activity structures follow a patterned format but can be customized to accommodate learner age, proficiency, teaching objectives, and learning environment. Activity structures are initiated by the teacher, who makes decisions regarding the level and amount of the content, type of student behavior or participation, learning procedures to be followed, learning products, and closure of the activity. Examples of activity structures include Think-Pair-Share, the K-W-L chart, and Give One-Get One.

### Levels of Strategies

The strategies listed below are labeled with language proficiency levels at which the strategies will be most effective. With scaffolding, strategies can be used at lower proficiency levels. The levels (from 1 to 5) are aligned to the WIDA Performance Definitions for levels of English language proficiency: Entering, Emerging, Developing, Expanding, and Bridging. An explanation of each level can be found at [http://www.wida.us/standards/RG\\_Performance%20Definitions.pdf](http://www.wida.us/standards/RG_Performance%20Definitions.pdf).

## Community Building Strategies

### 1. Marvelous Modifiers (Smallwood, 2011)

**Purpose:** To use positive adjectives describing another student

**Grouping Format:** Interactive small groups

**Levels:**

1	2	3	4	5
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#### Teacher Actions

- Places students into small groups
- Models the use of adjectives to describe an individual. The adjective and the person's name begin with the same letter of the alphabet
- Cautions students to use positive modifiers – ones that are “marvelous”
- Directs students to create Marvelous Modifiers for each person in the group
- Shares the information with the whole class

#### Student Actions

- Listens to teacher's demonstration of the activity
- Reflects on appropriate adjectives for each group member
- Writes the names and modifiers on a group list

### 2. Team Names

**Purpose:** To develop community among a group of students

**Grouping Format:** Interactive small groups

**Levels:**

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

#### Teacher Actions

- Places students in small (semi-permanent) groups
- Gives each group a piece of card stock and magic markers
- Directs students to brainstorm a name for the group
- Indicates that the name should reflect the interests of the people in the group

#### Student Actions

- Shares information about personal interests
- Brainstorms team names
- Helps to write the team name on the card stock

**NOTE:** The shaded boxes indicate the appropriate language proficiency levels for each strategy.

Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

### 3. Things in Common

**Purpose:** To ask for and provide personal information to define commonalities

**Grouping Format:** Interactive small groups

<b>Levels:</b>	1	2	3	4	5
----------------	---	---	---	---	---

#### Teacher Actions

- Places students in small (semi-permanent) groups
- Models the activity by suggesting shared interests and abilities such as sports, music, athletics, technology, language spoken, and others
- Provides time for small group members to share personal information and attempt to find at least one thing (and ideally three or four) they all have in common. Encourages them to find “uncommon” commonalities
- Allows time for group members to report on their commonalities

#### Student Actions

- Listens as the teacher models the activity
- Provides information to and asks questions of group members in order to find their commonalities
- Writes commonalities down and reports to the whole class

### 4. Three Truths and a Lie / Whale of a Tale

**Purpose:** To provide personal information to strengthen relationships

**Grouping Format:** Interactive small group, individual writing time

<b>Levels:</b>	1	2	3	4	5
----------------	---	---	---	---	---

#### Teacher Actions

- Places students into small groups
- Distributes a handout with space for writing three or four pieces of information
- Models the activity by sharing four pieces of personal information. Three items are truthful but one is not true
- Asks students to put their heads together to determine which of the statements is not true
- Asks for a show of hands from the class to indicate a vote for the untrue statement
- Tells students which statement is not true
- Directs each student to write three or four truthful statements and one untrue statement about themselves
- Signals time and directs students to take turns reading their statements and voting on each one

#### Student Actions

- Listens to the teacher’s personal statements
- Talks within the small group to determine which statement is not true
- Votes on which statement is not true
- Writes four personal statements – three truthful and one not true
- Reads the statements
- Asks group members to vote on the untrue statement.
- Listens and votes on other students’ statements

**NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.**

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## Interactive Strategies

### 1. 10-2 (Saphier & Haley, 1993)

**Purpose:** To provide opportunities for students to process oral information

**Grouping Format:** Whole class instruction, interactive student pairs

**Levels:** 1 2 3 4 5

#### Teacher Actions

- Presents information orally
- Pauses after 10 minutes of oral input
- Provides processing time by asking a question, posing a problem or prompting students to discuss the oral input
- Waits for two minutes or more
- Asks for volunteers to share

#### Student Actions

- Listens to auditory input
- Listens to teacher's question, problem, or prompt
- Pairs with another student to discuss the question or solve the problem
- Volunteers a response

### 2. Four Corners (Merchant & Young, 2000)

**Purpose:** To encourage students to support their positions through oral language

**Grouping Format:** Whole class interaction, interactive small groups

**Levels:** 1 2 3 4 5

#### Teacher Actions

- Places four signs on walls of each of the four corners of the room
- Labels the signs with choices or categories that form possible responses to a single question or prompt
- Directs students to read the signs, listen to a corresponding question or prompt, and then move to one of the four choices in the room
- Encourages students to talk in their four small groups explaining their reasons for making the choice of that corner

#### Student Actions

- Reads the four signs in the room's corners.
- Listens to the teacher's explanation, question, or prompt
- Chooses one corner as a response to the teacher's prompt
- Explains why the choice was made in a small group setting

**NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.**

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### 3. Gallery Walk / Brainstorm Carousel

**Purpose:** To encourage oral language interaction among students regarding a content topic

**Grouping Format:** Interactive pairs or small groups

<b>Levels:</b>	1	2	3	4	5
----------------	---	---	---	---	---

#### Teacher Actions

- Tapes large pieces of chart paper on the walls of the classroom. Each chart has a question or topic written at the top
- Places students into pairs or small groups
- Asks students to respond to the question on each chart, writing what they know on a post it note or on the chart.
- Signals when it's time for students to rotate to the next chart

#### Student Actions

- Works with a partner or in a small group to read and respond to the teacher's prompts on chart paper
- As an option, one student is selected to present the chart information to the group or the class. This is called a Hosted Gallery Walk

### 4. Give One - Get One

**Purpose:** To require students to ask and answer questions regarding a content topic

**Grouping Format:** Whole-class instruction, interactive whole class or small groups

<b>Levels:</b>	1	2	3	4	5
----------------	---	---	---	---	---

#### Teacher Actions

- Prepares a handout with four quadrants
- Indicates the kind of information the students will share or collect
- Asks student to complete quadrant 1 by writing what they know about the topic or providing an example of the topic (an option for lower proficiency levels)
- Asks students to walk around the room or work in small groups, sharing the information they have compiled and collecting more information to complete quadrants 2, 3 and 4.

#### Student Actions

- Listens as the teacher models the process for completing the four quadrants
- Writes appropriate content information in quadrant 1
- Walks around the room or works in small groups to share the information and to collect new information for quadrants 2, 3, and 4

**NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.**

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## 5. I Have...Who Has...?

**Purpose:** To review content information through oral interaction

**Grouping Format:** Whole class instruction

<b>Levels:</b>	1	2	3	4	5
----------------	---	---	---	---	---

### Teacher Actions

- Prepares a series of cards (one for each student) that contains both a question and an answer: e.g. *I have Lake Erie. Who has the states that border Virginia?*
- Distributes one card to each student
- Directs students to walk around the class searching for the answer to the question on the card
- Tells students to swap cards when they make a match and the question card matches an answer card
- Directs students to search for a new question or answer match
- Optional: Lines students up or sits them in a circle and selects one student to begin by reading the question on the card
- Waits for a student to respond with an answer. Student #2 then proceeds to read another question
- Play continues until the last card is read and matches the first questioner's card

### Student Actions

- Reads a card silently and searches for the person who has the answer to the question on the card
- Reads the question and answer and swaps cards
- Continues to search for matches until the teacher calls *Time*
- Optional: Reads an answer to an appropriate question and then reads the question on the card to the class

## 6. Information Gap /Barrier Games

**Purpose:** To require students to ask and answer questions to discover missing information

**Grouping Format:** Whole class instruction, interactive pairs

<b>Levels:</b>	1	2	3	4	5
----------------	---	---	---	---	---

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### Teacher Actions

- Creates two sets of pictures, graphics, or texts which are identical except that there is different information missing on each set.
- Pairs students who each have one card from a set that is unseen by the partner.
- Demonstrates how to place a barrier between the two sets of cards, e.g. a file folder.
- Models how to question a partner to learn the missing information from a card.
- Urges students to use oral questions to discover the missing information from a card.

### Student Actions

- Listens as the teacher models the questioning patterns needed to complete the activity.
- Works with a partner to ask and answer questions – to provide and discover missing information

**NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.**

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### 7. Inside - Outside Circle (Kagan, 1994)

**Purpose:** To require students to orally quiz each other regarding a content topic

**Grouping Format:** Whole class interaction

<b>Levels:</b>	1	2	3	4	5
----------------	---	---	---	---	---

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Directs students to form two circles – one inside with students facing out and the other outside with students facing in. Each student faces a partner</li> <li>• Provides each student with a note card specifying a problem or content question on one side and the answer on the other. The cards and questions are different for each student</li> <li>• Directs student in the outside circle to begin asking the question on the card and listen to the answer. Students should confirm or supply the correct answer. Directs students on the inside circle to ask their questions in turn</li> <li>• Signals time and directs students to exchange cards while students in the outside circle move one place to the right facing a new learning partner</li> </ul>	<ul style="list-style-type: none"> <li>• Lines up according to teacher direction facing a partner</li> <li>• Listens to the learning partner's question and attempts to answer the question in complete sentences using target vocabulary</li> <li>• Asks a question on a note card and confirms or supplies the correct answer</li> <li>• Stops talking at the teacher's signal.</li> <li>• Exchanges note cards and moves on to a new learning partner to repeat the process</li> </ul>

### 8. Line Up (Kagan, 1994)

**Purpose:** To encourage students to state what they know about a topic orally

**Grouping Format:** Whole class interaction

<b>Levels:</b>	1	2	3	4	5
----------------	---	---	---	---	---

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Directs students to form two straight lines parallel to each other. Each student in line #1 faces a partner in line #2</li> <li>• Asks a recall or thinking question</li> <li>• Provides time for students to state their answers to a learning partner</li> <li>• Signals time and directs one student in line #1 to move to the end of that line while all the other line #1 students move up one place in line facing a new partner</li> <li>• Asks additional questions as students move down the line</li> </ul>	<ul style="list-style-type: none"> <li>• Lines up according to teacher direction facing a partner</li> <li>• Listens to the teacher's prompts</li> <li>• Listens to and responds to the learning partner</li> <li>• Stops talking at the teacher's signal</li> <li>• Moves on to a new learning partner and repeats the process</li> </ul>

**NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.**

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### 9. Numbered Heads Together (Kagan, 1994)

**Purpose:** To check comprehension and to promote oral language interaction

**Grouping Format:** Interactive small groups (3-5 students), individual responses shared with the whole class

<b>Levels:</b>	1	2	3	4	5
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#### Teacher Actions

- Puts students into small groups and directs students to *Number yourselves in your table group*
- Asks a thinking question, recall question, or poses a problem to the whole class
- Asks students in small groups to *Put your heads together to determine the answer collaboratively*
- Spins a number and asks all students with that number to stand
- Selects one or more students to respond to the question orally or in writing on the white board or on individual white boards

#### Student Actions

- Numbers each student within a small group
- Listens to the problem or question posed by the teacher
- Interacts with group members to determine the best answer
- Stands up when number is called
- Responds orally to the question
- Optional: Writes the answer on the white board or on individual whiteboards

### 10. Paraphrase Passport (Kagan, 1994)

**Purpose:** To promote active listening among students and to practice oral language

**Grouping Format:** Whole class instruction, individual student responses to the same question

<b>Levels:</b>	1	2	3	4	5
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#### Teacher Actions

- Asks a question of the whole class
- Calls upon a student volunteer to respond
- Listens to the response with no comment
- Asks another student *What did (previous student) say?*
- Listens while student paraphrases or repeats the prior response
- Nominates another student to paraphrase

#### Student Actions

- Listens to the teacher's question
- Listens to another student respond
- Prepares to respond by paraphrasing the previous student

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## 11. Round the Clock Learning Partners (Saphier & Haley, 1993)

**Purpose:** To provide processing time among students in an oral language modality

**Grouping Format:** Interactive student pairs

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Gives a clock graphic to each student</li> <li>• Directs students to meet with twelve other students to “make an appointment” by exchanging written names on lines next to each hour on the clock</li> <li>• Models the activity of making an appointment with appropriate language and interaction</li> <li>• Directs students to make appointments and calls time.</li> <li>• Checks to ensure that each student has a completed clock graphic</li> <li>• Directs students to pair with a partner by telling them to <i>Work with a ___ o'clock partner</i></li> <li>• Uses the clock during instruction to help students pair up to process a learning concept</li> </ul>	<ul style="list-style-type: none"> <li>• Meets with twelve other students</li> <li>• Signs up for an appointment with twelve other students</li> <li>• Checks to see that all signatures on the clock are completed</li> <li>• Meets with the appropriate learning partner when directed by the teacher</li> <li>• Processes the new learning with a partner</li> </ul>

## 12. Roving Charts

**Purpose:** To promote oral language recall of content instruction

**Grouping Format:** Interactive small groups

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Puts students into small groups</li> <li>• Allots a large piece of chart paper to each group</li> <li>• Instructs students to respond in writing to a thinking question or problem on the chart</li> <li>• Signals time to pass the chart paper to the next group and respond further to the new chart</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to the teacher’s question or problem</li> <li>• Discusses possible answers and solutions with the group</li> <li>• Writes solutions and answers on the chart</li> <li>• Passes the chart to a new group</li> <li>• Reads a new chart and adds to the answers written there</li> </ul>

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### 13. Snowball

**Purpose:** To promote recall of content learning through interactive writing

**Grouping Format:** Whole class instruction, individual writing time

<b>Levels:</b>	1	2	3	4	5
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#### Teacher Actions

- Provides each student with a piece of paper
- Directs students to respond in writing to a content related question or problem
- Directs students to crumple the paper into a small ball
- Directs students to toss the ball into the air toward the opposite side of the room
- Asks each student to retrieve one of the “snowballs” from the floor and read the response on the crumpled paper

#### Student Actions

- Listens to a teacher’s content question or problem
- Writes an answer or response on a sheet of paper
- Crumples the paper and tosses it in the air
- Retrieves another student’s response and reads it

### 14. Stir the Class (Rutherford, 1998)

**Purpose:** To encourage recall of content learning through small group oral interaction

**Grouping Format:** Interactive small groups, individualized writing, interactive whole class, interactive small group

<b>Levels:</b>	1	2	3	4	5
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#### Teacher Actions

- Puts students into small groups and prepares each student with a pencil and blank paper
- Tells students to write three names, reasons, examples, causes, about the topic under study
- Signals students to start walking around the classroom (*Walk. Walk.*), meeting other students, sharing their ideas, and collecting further ideas from classmates
- Signals students to *Freeze*
- Directs students to form new groups by asking questions with numbers as an answer: e.g. *How many sides are there in a triangle? How many musicians play in a duet?* Students form groups according to the numerical answer
- Provides time for students to share their information in the new group
- Continues to ask students to *Walk* and *Freeze* forming new groups and sharing information
- Asks students to prioritize, categorize, or sort the list items if appropriate

#### Student Actions

- Listens to the teacher’s request
- Writes three pertinent items on a piece of paper
- Walks around the room until the teacher says *Freeze*
- Forms a new small group by listening to the teacher’s question
- Shares the information gathered with the new group
- Collects new information from other students in the group
- Continues to respond to *Walk* and *Freeze* as the teacher directs
- Collects and shares information with multiple small groups
- Works collaboratively to share and sort the collected information

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**15. Think-Pair-Share** (Kagan, 1994)**Purpose:** To provide additional oral language processing time for content learning**Grouping Format:** Whole class instruction**Levels:** 1 2 3 4 5**Teacher Actions**

- Presents content information
- Poses a question, problem, or prompt
- Asks students to THINK individually about the answer
- PAIRS each student with a partner to discuss the answer
- Asks for student pairs to SHARE their responses with the class

**Student Actions**

- Listens to the teacher's instruction and question or problem
- THINKS about a response to a question
- PAIRS with another student to discuss the response
- SHARES the response with the class

**16. Think-Pair-Share Squared** (Kagan, 1994)**Purpose:** To provide oral language processing time for content learning**Grouping Format:** Whole class instruction, Interactive student pairs, Whole class sharing**Levels:** 1 2 3 4 5**Teacher Actions**

- Proceeds as in Think-Pair-Share
- After student PAIRS share their responses, asks each pair to meet with another pair and individually SHARE responses again

**Student Actions**

- Proceeds as in Think-Pair-Share
- After pairing with another student to share responses, the pair meets another pair and each partner SHARES again

**17. Think-Write-Pair-Share****Purpose:** To provide written and oral language processing time for content learning**Grouping Format:** Whole class instruction, individual writing time, interactive Student Pairs, whole class sharing**Levels:** 1 2 3 4 5**Teacher Actions**

- Proceeds as in Think-Pair-Share
- Asks students to WRITE their responses in English following the THINK step
- PAIRS each student with a partner to discuss and revise the written response if needed
- Asks for volunteers to SHARE their responses or collects each response

**Student Actions**

- Listens to the teacher's instruction and question or problem
- THINKS about a response to a question
- WRITES a response to the question or problem
- PAIRS with another student to discuss and revise the written response if needed
- SHARES the response with the class

**NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.**

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## Teaching Strategies

### 1. Collaborative Dialogues

**Purpose:** To support the comprehension and use of academic language structures

**Grouping Format:** Teacher – student dialogue

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Responds to student utterances in a one-to-one or small group conversation</li> <li>• Uses a variety of strategies that provide needed academic language information such as: Repetition, Recast, Reformulation, Prompt (see Glossary)</li> <li>• Models academic vocabulary and structures</li> <li>• Encourages students to continue responding by prompting for further academic language</li> </ul>	<ul style="list-style-type: none"> <li>• Interacts with the teacher by responding to oral language questions</li> <li>• Incorporates target vocabulary and academic language structures in the oral language conversation as the teacher models their usage</li> </ul>
<h3>2. Comprehension Checking</h3> <p><b>Purpose:</b> To determine the degree of content and language comprehension among all students</p> <p><b>Grouping Format:</b> Whole class instruction</p> <p><b>Levels:</b> 1 2 3 4 5</p>	
Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Uses a variety of comprehension checks including signal responses, individual white boards, short written responses, and multiple questioning on the same topic</li> <li>• Elicits both individual and whole group responses</li> <li>• Frequently checks student comprehension during instruction</li> <li>• Checks the comprehension of all students in the class</li> </ul>	<ul style="list-style-type: none"> <li>• Responds appropriately when the teacher checks comprehension of learning</li> </ul>
<h3>3. Contextualize Language</h3> <p><b>Purpose:</b> To increase the level of comprehension of oral language input</p> <p><b>Grouping Format:</b> Whole class instruction, small group instruction</p> <p><b>Levels:</b> 1 2 3 4 5</p>	
Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Provides visuals, gestures, facial expressions, body language, illustrations, realia (real objects), maps, graphs, timelines, diagrams, and manipulatives to increase comprehension of language and content</li> </ul>	<ul style="list-style-type: none"> <li>• Infers meaning of the language from the context provided in the gestures, illustrations, graphics, and realia</li> </ul>

**NOTE:** The shaded boxes indicate the appropriate language proficiency levels for each strategy.

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#### 4. Graphic Organizers

**Purpose:** To increase comprehension of oral or written language through a graphic

**Grouping Format:** Whole class instruction, small group instruction

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Models and teaches the use of a variety of graphic organizers (Venn diagrams, concept maps, timelines) to structure oral and written language with content information</li> </ul>	<ul style="list-style-type: none"> <li>Uses a graphic organizer to understand concepts in a text, to take notes, to report, and/or to structure writing</li> </ul>

#### 5. K-W-L Charts

**Purpose:** To activate prior knowledge and anticipate and confirm future learning

**Grouping Format:** Whole class instruction, individual reflections, questioning, and summarizing

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Labels a large chart with headers: What I Know, What I Want to Know, What I Learned</li> <li>Questions students about a new learning topic or concept to determine what they already know or understand.</li> <li>Lists student input in the first column</li> <li>Assists students in generating questions about what they want to know or learn about the topic</li> <li>Lists student questions on the chart</li> <li>Uses the chart as a reference throughout the learning unit</li> <li>Teaches students to summarize learning in column three on the chart at the end of the learning unit</li> </ul>	<ul style="list-style-type: none"> <li>Listens to teacher's questions and reflects on personal understandings of the concepts or topic</li> <li>Generates questions that indicate areas of further learning or interest</li> <li>Summarizes learning of the concept or topic either orally or in writing at the end of the learning unit</li> </ul>

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## 6. Key Sentence Frames

**Purpose:** To support the use of academic language structures

**Grouping Format:** Whole class instruction, small groups, student pairs

**Levels:**

1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Writes an academic sentence frame on the SmartBoard or whiteboard such as: <i>_____ is similar to _____ in that both _____.</i> <i>The characteristics of _____ include _____, _____, and _____.</i></li> <li>Selects sentence frames that are appropriate for and may be required by, the content topic</li> <li>Provides word and picture banks for Level 1 learners</li> <li>Provides opportunities for students to use the sentence frame in oral and written language</li> </ul>	<ul style="list-style-type: none"> <li>Uses the provided sentence frames to structure oral and written language appropriate for the content studied in the classroom</li> </ul> <p>Note: Please see Key Sentence Frames to increase the use of academic vocabulary under Vocabulary Teaching Strategies</p>

## 7. Model Academic Language

**Purpose:** To teach academic language structures and vocabulary

**Grouping Format:** Whole class instruction

**Levels:**

1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Models the academic language orally and the content vocabulary required by the lesson</li> <li>Writes target language on the whiteboard and points to the written language as it is spoken</li> <li>Displays a visual when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Comprehends, internalizes, and reads the language and vocabulary modeled by the teacher</li> </ul>

## 8. Patterned Oral Language

**Purpose:** To increase comprehension of oral language

**Grouping Format:** Whole class instruction

**Levels:**

1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Uses patterned language, simple consistent language chunks, when giving directions and initiating daily routines</li> <li>Example: <i>Today we are going to read about _____.</i> (Point to the title.) <i>Let's read the title together.</i></li> </ul>	<ul style="list-style-type: none"> <li>Comprehends and internalizes the language and vocabulary modeled by the teacher</li> </ul>

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## 9. Reader's Theatre (Black & Stave, 2007)

**Purpose:** To develop oral language related to literature and content topics

**Grouping Format:** Whole class instruction, interactive small groups

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Assists students in creating a script from a piece of literature or a content reading</li> <li>Assigns roles for the reenactment of the script</li> <li>Provides opportunities for multiple rehearsals of the script</li> <li>Encourages students to use props, gestures, and costumes to increase comprehensibility of the language</li> </ul>	<ul style="list-style-type: none"> <li>Writes oral dialog for a script based upon a piece of literature or a content reading</li> <li>Practices the role assigned by the teacher</li> <li>Re-enacts the script with classmates</li> </ul>

## 10. Rubrics

**Purpose:** To raise achievement levels through stating criteria for assessment

**Grouping Format:** Whole class instruction

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Prepares a rubric prior to beginning a content learning unit or project</li> <li>Lists the specific criteria that will be used to evaluate a student product or presentation</li> <li>Indicates and describes four separate performance levels on the rubric</li> <li>Shares a model or exemplar of the finished product and/or models the process on an anchor chart to help students understand the criteria</li> <li>Shares the rubric with students prior to the learning experience</li> <li>Provides clear explanations and examples to help students understand the criteria</li> <li>Uses the rubric to evaluate student performance</li> </ul>	<ul style="list-style-type: none"> <li>Listens as the teachers describes the criteria for evaluation of a content learning unit or project</li> <li>Uses the rubric throughout the unit to determine acceptable levels of performance and to improve performance</li> </ul>

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## 11. Signal Responses

**Purpose:** To check comprehension of all students

**Grouping Format:** Whole class instruction

**Levels:** 1 2 3 4 5

### Teacher Actions

- Requires students to signal their response (such as Thumbs or Hands Up/Thumbs or Hands Down, Card Responses, individual white boards ) to questions posed when checking comprehension

### Student Actions

- Signals a response to teacher's comprehension checking

## 12. Teacher Talk

**Purpose:** To increase comprehension of the oral language input

**Grouping Format:** Whole class instruction, interactive small groups

**Levels:** 1 2 3 4 5

### Teacher Actions

- Uses gestures, repetition, modeling of expected behaviors, patterned language, and simplified sentence structures to support comprehension of the oral language

### Student Actions

- Attends to teacher's language, gestures, and sentence patterns in an attempt to understand oral language

## 13. Total Physical Response (TPR) (Asher, 1979)

**Purpose:** to increase comprehension of oral language input

**Grouping Format:** Whole class instruction

**Levels:** 1 2 3 4 5

### Teacher Actions

- Gives oral commands (actions) to groups of students and models the appropriate kinesthetic response *e.g., Turn on the Bunsen burner, Write the fraction ten twelfths in numerals*
- Eventually, gives oral commands without modeling as students learn how to respond kinesthetically
- Checks that students can respond to the command appropriately (formative assessment)

### Student Actions

- Listens to the teacher's oral language and demonstration
- Responds to oral commands appropriately as comprehension increases

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## 14. Varied Grouping Formats

**Purpose:** To increase opportunity for oral language use

**Grouping Format:** Whole class instruction, interactive small groups, learning partners

**Levels:** 1 2 3 4 5

### Teacher Actions

- Places students into a variety of different grouping patterns depending on language proficiency level and the nature of the learning task (e.g., *learning partners, small groups, cooperative learning groups, whole class instruction*)

### Student Actions

- Works in a variety of grouping patterns and with a variety of different students at varying proficiency levels

## 15. Varied Presentation Formats

**Purpose:** To match the content and language input to student needs

**Grouping Format:** Varied instructional formats

**Levels:** 1 2 3 4 5

### Teacher Actions

- Uses a variety of formats to present new information to students
- Decides on an appropriate format by considering the nature of the content and the language proficiency levels of the students
- Considers the following formats for content instruction: *Direct Instruction, Role Plays, Group Work, Cooperative Learning, Project Based Learning, Inquiry Learning*

### Student Actions

- Takes part appropriately in the learning format as modeled and taught by the teacher

## 16. Varied Questioning Formats

**Purpose:** To match the level of questioning to student proficiency level

**Grouping Format:** Whole class instruction

**Levels:** 1 2 3 4 5

### Teacher Actions

- Uses a variety of questions depending on the student's language proficiency level and orders them beginning with *Yes/No and Either/Or Questions* at lower proficiency levels and leading to *WH Short Answer Questions* and then to *Open Ended Questions* at higher proficiency levels

### Student Actions

- Listens to and responds to teacher's questions at an appropriate level for current language proficiency

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## 17. Video Observation Guides

**Purpose:** To activate prior knowledge and increase comprehension of input

**Grouping Format:** Whole class instruction, small group interaction, learning partners

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Prepares an outline of the chronological progress of the video OR prepares a series of questions to activate students' prior knowledge of the video topic</li> </ul>	<ul style="list-style-type: none"> <li>Attends to the sequence of the advance organizer for the chronological development of the video OR attempts to answer the teacher's prepared questions on the video topic</li> </ul>

## 18. Wait Time (Rowe, 1986)

**Purpose:** To increase the quantity and quality of student responses

**Grouping Format:** Whole class instruction

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Asks a thinking question of the whole class</li> <li>Waits 5-7 seconds before calling on a volunteer</li> <li>Acknowledges student response without evaluating it</li> </ul>	<ul style="list-style-type: none"> <li>Listens to the teacher's question</li> <li>Thinks about the response and raises hand to answer</li> </ul>

## 19. Wait Time Two (Rowe, 1986)

**Purpose:** To further increase the quantity and quality of student responses

**Grouping Format:** Whole class instruction

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Asks a thinking question of the whole class</li> <li>Waits 5-7 seconds before calling on a volunteer</li> <li>Without comment, waits another 5-7 seconds</li> <li>Calls on another student to respond</li> </ul>	<ul style="list-style-type: none"> <li>Listens to the teacher's question</li> <li>Thinks about the response and raises hand to answer</li> <li>Listens to other student responses</li> </ul>

**NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.**

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## Student Learning Strategies

### 1. Concept/Idea Maps

**Purpose:** To increase comprehension, organization, and recall of content learning

**Grouping Format:** Whole class instruction, individual learning

<b>Levels:</b>	1	2	3	4	5
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#### Teacher Actions

- Models note-taking on a large chart in front of the class
- Shows how to take notes on the Concept Map
- Displays the map during content learning units
- Encourages students to create their own Idea Maps

#### Student Actions

- Attends as the teacher demonstrates the note-taking strategy
- Copies a smaller version of the Concept Map
- Uses the map to access vocabulary and information
- Uses Concept Maps in other learning experiences

### 2. Cornell Notes (Pauk & Owens, 2010)

**Purpose:** To facilitate listening and reading comprehension of class presentation content material

**Grouping Format:** Whole class instruction, individual learning

<b>Levels:</b>	1	2	3	4	5
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#### Teacher Actions

- Models the structure of Cornell note-taking (see Glossary)
- Guides students to complete the structure using current content concepts from a text
- Scaffolds the task by writing questions related to the content topic in the Cue column
- Provides time for students to question each other using the completed Cornell Notes form
- Encourages students to use the system for future studying and text readings

#### Student Actions

- Attends as the teacher introduces the note-taking system
- Completes the form with content from a text by responding to teacher-written questions in the Cue column
- Works with a partner to ask and answer questions using the completed Cornell Notes form
- Uses the Cornell system in future studying and content reading

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### 3. Structured Note-Taking

**Purpose:** To increase comprehension and recall of content learning

**Grouping Format:** Whole-class instruction, individual learning

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Models note-taking on a large chart in front of the class</li> <li>• Shows how to write data on various graphic organizers such as the Venn diagram, a time line, a flow chart, etc</li> <li>• Displays the graphics during content learning units</li> <li>• Encourages students to create their own note-taking graphic charts</li> </ul>	<ul style="list-style-type: none"> <li>• Attends as the teacher demonstrates the note-taking strategy</li> <li>• Copies a smaller version of the note-taking graphic</li> <li>• Uses the graphic to access vocabulary and information</li> <li>• Uses note-taking graphics in other learning experiences</li> </ul>

### 4. T Charts

**Purpose:** To increase comprehension and recall of content learning

**Grouping Format:** Whole-class instruction, individual learning

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Models note-taking on a large T chart in front of the class</li> <li>• Shows how to organize data related to a content lesson by classifying ideas into two categories, such as differentiating main ideas from subordinating ideas</li> <li>• Displays the T chart during content learning units</li> <li>• Encourages students to create their own T charts</li> </ul>	<ul style="list-style-type: none"> <li>• Attends as the teacher demonstrates the note-taking strategy</li> <li>• Copies a smaller version of the T chart</li> <li>• Uses the T chart to access vocabulary and information</li> <li>• Uses a T chart in other learning experiences</li> </ul>

**NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.**

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## Vocabulary Teaching Strategies

### 1. Closed Sort Tasks

**Purpose:** To increase comprehension of academic vocabulary

**Grouping Format:** Interactive learning partners

**Levels:**

1	2	3	4	5
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#### Teacher Actions

- Chooses the categories of vocabulary to be learned
- Selects critical target vocabulary that can be compared and contrasted (e.g. the names of *reptiles* vs. *mammals*,) or organized in other ways. Writes the vocabulary words on the whiteboard or prepares cards with one vocabulary item on each card
- Places students into learning partner groups and asks students to sort the vocabulary words into two, or more, separate groups
- Identifies the titles of the groups

#### Student Actions

- Works with a learning partner to sort vocabulary into two or more separate groups which have been identified by the teacher

### 2. Cognates

**Purpose:** To support learning of content vocabulary

**Grouping Format:** Whole class instruction

**Levels:**

1	2	3	4	5
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#### Teacher Actions

- Identifies, models, and displays the cognates from students' home languages that are similar to target vocabulary, especially in the content areas, e.g., *biografía*, *optimismo*

#### Student Actions

- Relates vocabulary from a home language to new target vocabulary in order to facilitate content vocabulary learning in English

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### 3. Key Sentence Frames

**Purpose:** To increase use of academic vocabulary

**Grouping Format:** Whole class instruction, interactive small groups, learning partners

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Writes an academic sentence frame on the Smart Board or whiteboard e.g., <i>I understand ____ to mean ____, ____ can be defined as ____</i></li> <li>Provides word and/or picture banks of required academic vocabulary</li> <li>Provides opportunities for students to use the sentence frame and the vocabulary in oral and written language</li> </ul>	<ul style="list-style-type: none"> <li>Uses the provided sentence frames to structure and define oral and written language using the required academic vocabulary in the content classroom</li> </ul> <p>Note: Please see Key Sentence Frames to support the use of academic language structures under Teaching Strategies.</p>

### 4. Mix and Match

**Purpose:** To practice reading and defining academic vocabulary

**Grouping Format:** Interactive whole class

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Prepares two card sets. Set 1 indicates an academic vocabulary term. Set 2 defines the term or pictures it</li> <li>Provides each student with one of the cards from either set</li> <li>Directs students to walk around the room (<i>Mix</i>) reading and trading cards with other students</li> <li>Alerts students to stop exchanging cards and to <i>Match</i> themselves with another student to form a pair: a term and its matching definition</li> </ul>	<ul style="list-style-type: none"> <li>Walks around the classroom reading and exchanging cards with other students</li> <li>At the teacher's signal, stops Mixing and begins to search for a Match for the term or the definition on a card</li> <li>Reads the term and the definition with a partner</li> </ul>

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## 5. Open Sort Tasks

**Purpose:** To increase comprehension of academic vocabulary and increase higher level thinking skills

**Grouping Format:** Interactive learning partners

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Selects critical target vocabulary that can be compared and contrasted or organized in various ways (e.g., <i>the characteristics of the 3 branches of government, types of minerals</i>) with no categories provided</li> <li>• Writes the vocabulary on the whiteboard or prepares cards with one vocabulary item on each card</li> <li>• Places students into learning partner groups and directs students to sort the vocabulary into two or more separate categories. Does not identify the titles of the categories</li> <li>• Directs students to provide titles for the categories</li> <li>• May ask students to re-categorize the vocabulary using a different sorting system</li> </ul>	<ul style="list-style-type: none"> <li>• Works with a learning partner to sort vocabulary into two or more categories</li> <li>• Works with a partner to provide a title for each category</li> <li>• Resorts the vocabulary using a different sorting system and renames the new categories</li> </ul>

## 6. Self-Assessment Scales for Vocabulary Learning

**Purpose:** To teach students to be aware of the level of their comprehension of academic vocabulary

**Grouping Format:** Whole class instruction, interactive learning partners

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Provides a self-assessment scale designed for the level of language proficiency. For Level 1 learners, uses smiley and sad faces. For more proficient learners uses a Likert Scale with descriptive headings</li> <li>• Teaches students to self-evaluate their understanding of vocabulary by modeling the task. This can be accomplished individually or in partner pairs and before, during, and after instruction</li> <li>• Provides lessons in studying vocabulary through peer tutoring or self-study</li> </ul>	<ul style="list-style-type: none"> <li>• Self-evaluates understanding of academic vocabulary by rating comprehension on a scale</li> <li>• Works alone or with a partner to assess knowledge</li> <li>• Works alone or with a partner in studying the unknown vocabulary</li> </ul>

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## 7. Word/Picture Banks

**Purpose:** To increase comprehension of academic vocabulary and study skills

**Grouping Format:** Whole class instruction, individual or paired activity

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Encourages students to use academic vocabulary in speaking and writing tasks by compiling content vocabulary into boxed lists which are displayed or provided to students</li> <li>Models how to collect vocabulary on note cards OR models how to use vocabulary lists and identify the vocabulary in a vocabulary notebook</li> <li>Teaches students to <i>use illustrations, symbols, synonyms/antonyms, foreign language translations, model sentences, and definitions</i> to illuminate the meaning of the vocabulary</li> <li>Directs students to periodically review the collected vocabulary and edit the collection</li> </ul>	<ul style="list-style-type: none"> <li>Collects or refers to critical academic target vocabulary during a learning unit</li> <li>Uses a variety of strategies to make the vocabulary comprehensible</li> <li>Returns to the Word Bank frequently (perhaps with a learning partner) to review the meanings of the words during a learning unit</li> <li>Periodically reviews and edits the collection of vocabulary</li> </ul>

## 8. Word Squares

**Purpose:** To increase comprehension of academic vocabulary and study skills

**Grouping Format:** Whole class instruction, individual or paired activity

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Provides students with 5" x 7" note cards divided into four quadrants</li> <li>Teaches students to write a target vocabulary item in the top right quadrant</li> <li>Models grade appropriate strategies for completing the other three quadrants: e.g., <i>illustrations, definitions, antonyms/synonyms, foreign language equivalents, non-examples</i></li> </ul> <p>Directs students to periodically review the collected vocabulary and edit the collection</p>	<ul style="list-style-type: none"> <li>Follows teacher's directions for completing a word square for a target vocabulary item</li> <li>Uses the word square format for compiling a "bank" of vocabulary cards throughout the learning unit</li> <li>Reviews word squares frequently, either alone or with a partner during a learning unit</li> <li>Periodically reviews and edits the collection of vocabulary</li> </ul>

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## Reading Strategies

### 1. 4 to 1

**Purpose:** To analyze a topic for critical concepts and share orally

**Grouping Format:** Individual writing task, interactive small groups, whole class instruction.

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Places students into small groups of four students</li> <li>• Asks each student to select a word or a phrase that summarizes the concepts from prior learning or a reading text</li> <li>• Asks students to share their ideas in the groups</li> <li>• Tells students to negotiate the selection of one idea from their group that represents the topic</li> <li>• Provides time for the groups to share their ideas and to justify their choices to the whole group</li> </ul>	<ul style="list-style-type: none"> <li>• Generates one word/phrase that captures important aspects of the reading, lecture, or discussion</li> <li>• Shares the word/phrase with the group, so that the group collects four words/phrases</li> <li>• Each small group negotiates the selection of the one big idea that best represents the topic</li> <li>• A spokesperson for the group shares the big idea with the whole class and justifies why the group chose it</li> </ul>

### 2. Anticipation Guides (Kauffman, 2007)

**Purpose:** To require students to assess their level of content understanding prior to reading a text

**Grouping Format:** Individual reading/writing, interactive small group, whole class instruction

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• In one example of an anticipation guide, the teacher prepares a list of true-false statements about a text that students will read</li> <li>• It includes a “you” column where students indicate whether they believe the statements to be true or false</li> <li>• Instructs students to complete the “you” column on the guide with their own opinions about the statements</li> <li>• Encourages students to share their ideas in a small group, justifying their choices</li> <li>• Assists students in reading the text and changing or adding to the information on the guide using the text information</li> <li>• Encourages students to return to the text to support their opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Reads a list of true-false statements and completes the “you” column in the guide with a personal opinion of the truth value of the statement</li> <li>• Shares answers within a small group and justifies the choices</li> <li>• Reads the text</li> <li>• Amends the guide by changing information or adding new information learned from the text</li> <li>• Shares opinions with the class and supports them with text information</li> </ul> <p>See Glossary for other variations of Anticipation Guides.</p>

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### 3. Choral Reading

**Purpose:** To provide a model of fluent reading

**Grouping Format:** Whole-class instruction

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Provides all students with copies of the text</li> <li>• Leads reading the text aloud while urging students to read along</li> <li>• When reading dialogue, assigns small groups roles in the narrative</li> </ul>	<ul style="list-style-type: none"> <li>• Reads aloud from the text with the teacher</li> </ul>

### 4. Cloze Passages

**Purpose:** To increase comprehension of a text and increase inferencing skills

**Grouping Format:** Individualized writing activity or learning partner activity

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Prepares a text where every fifth word or target vocabulary word is eliminated</li> <li>• Provides a Word Bank with the Cloze to scaffold the activity for Level 2-3 students</li> <li>• Teaches students to read the text and supply the missing word or a synonym of the word</li> </ul>	<ul style="list-style-type: none"> <li>• Uses information in the text and/or the Word Bank to fill in the blanks of a text</li> </ul>

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### 5. Directed Reading/Thinking Activity (DRTA) (Stauffer, 1969)

**Purpose:** To increase reading comprehension through student reflection and prediction

**Grouping Format:** Interactive Pairs, small group instruction, whole class instruction

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Selects an appropriate text</li> <li>• Previews the text for students by pointing out the headers, pictures, graphs or charts, and a general summary of the topic</li> <li>• Asks open-ended questions to encourage students to make predictions about the content of the reading, e. g., <i>What do you predict that this text will be about?</i></li> <li>• Reads, or directs students to read, a short segment of the text</li> <li>• Asks specific questions about the text segment and directs student to confirm or refine their predictions</li> <li>• Continues throughout the entire text</li> <li>• At the end of the reading, directs students to find supporting statements in their text to verify predictions and to summarize the content</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to the teacher’s introduction of text.</li> <li>• Responds to open-ended questions (orally or in writing) to predict text content</li> <li>• Reads the text in short segments, responding to specific teacher questions and evaluating predictions</li> <li>• Locates supporting statements in text to verify predictions or modifies predictions as a result of text content</li> </ul> <p>Note: Level 2 students may be scaffolded to participate in this strategy through pairs reading and sentence frames for prediction.</p>

### 6. Guided Reading (Fountas & Pinnell, 1996)

**Purpose:** To instruct students in reading skills using appropriately leveled texts

**Grouping Format:** Small group instruction

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Groups students with similar reading proficiencies into small groups</li> <li>• Chooses progressively leveled texts to introduce new vocabulary, phonics elements, features of print, and sophistication of content</li> <li>• Supports students in reading the whole text themselves</li> <li>• Observes reading closely and makes teaching points based on observations during and after the reading</li> </ul>	<ul style="list-style-type: none"> <li>• Listens carefully to teacher’s instruction regarding vocabulary, phonics elements, features of print, and other textual elements</li> <li>• Reads the text individually</li> <li>• Responds to teacher’s pointers relevant to improving fluency and comprehension of the text</li> </ul>

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## 7. H Charts

**Purpose:** To increase comprehension through scaffolding a comparison and contrast analysis of content texts

**Grouping Format:** Whole class instruction

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Prepares a large H Chart and smaller H Charts for students</li> <li>• Models the process of comparing two concepts or topics from a reading text</li> <li>• Writes contrasting information from a text on the two outside columns of the H</li> <li>• Writes similar information from a text on the center cross bar of the H</li> <li>• Provides opportunities for students to use the structure with other reading passages</li> </ul>	<ul style="list-style-type: none"> <li>• Listens as the teacher models use of the H Chart to analyze a reading passage</li> <li>• Writes contrasting and similar information in the appropriate spaces on the H Chart</li> <li>• Uses an H Chart when reading other comparison/contrast tests</li> </ul>

## 8. Jigsaw Reading (Aronson, 2008)

**Purpose:** To support text book reading through language interaction and the use of segmented texts

**Grouping Format:** Interactive small group, individual and/or partner reading

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Segments a text into four to six sections</li> <li>• Assigns students to home groups of four to six students</li> <li>• Assigns a different text section to each member of the home group</li> <li>• Asks students with the same text sections to meet together, read the text, and assist in group comprehension of the text. These are often called “expert groups”</li> <li>• Directs students to return to home groups and teach the information in each text section to the entire home group</li> <li>• Assesses students on the concepts in the text</li> </ul> <p>See Glossary for jigsaw variations.</p>	<ul style="list-style-type: none"> <li>• Reads the assigned text either individually or with other students in a small expert group</li> <li>• Discusses the meaning of the text and any unknown vocabulary with members of the small group</li> <li>• Asks questions of other students to clear up any misunderstandings</li> <li>• Returns to the home group and shares the information in the text with home group members</li> <li>• Makes the information clear to others by drawing/sharing pictures, defining new vocabulary, and/or questioning for comprehension</li> </ul>

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### 9. Language Experience Approach (Ashton-Warner, 2002)

**Purpose:** To develop initial literacy through retold oral language experiences

**Grouping Format:** Whole class instruction, small group instruction

**Levels:** 1 2 3 4 5

#### Teacher Actions

- Leads students to share or orally recall a shared, class or group experience. The experience can be an academic one, such as participating in a science experiment or reading a book
- Writes a student dictated narrative on a chart, projected on a smart board or document camera
- Models the revision and editing of the narrative
- Uses the narrative for subsequent readings and to teach vocabulary, phonics, text structures, language structures, reading fluency, and conventions of print

#### Student Actions

- Joins in a shared experience
- Recalls the experience orally with the class
- Dictates parts of a narrative describing the experience to the teacher
- Listens as the teacher revises and edits the narrative
- Re-reads the narrative frequently
- Learns aspects of reading from subsequent readings and teacher instruction

### 10. Peer-Assisted Learning Strategies (PALS) (Fuchs, Fuchs, Mathes, & Simmons, 1997)

**Purpose:** Peer instruction in specific reading strategies

**Grouping Format:** Whole class instruction, interactive small group instruction, interactive pair instruction

**Levels:** 1 2 3 4 5

#### Teacher Actions

- Teaches students the processes and routines needed to tutor each other in three reading strategies: retelling (sequencing information), paragraph shrinking (generating main idea statements), and prediction relay (generating and evaluating predictions). May use sentence frames as scaffolds for each strategy,
- Pairs students according to language and/or reading proficiency levels
- Assigns one student as the Coach and the other as the Reader
- Provides appropriate texts to involve students in 3 to 4 tutoring sessions per week up to a total of 90 minutes per week

#### Student Actions

- Learns to tutor other students in three reading strategies
- Works with a partner to correct reading errors, award points for correct responses, and provide encouragement and feedback

**NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.**

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## 11. Picture Walks

**Purpose:** Activates students' prior knowledge of the text topic

**Grouping Format:** Whole group instruction

**Levels:**

1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Prior to reading a fiction or non-fiction text, displays the pictures and other graphic elements throughout the text</li> <li>• Questions and prompts students to make inferences as to what the text will be about</li> </ul>	<ul style="list-style-type: none"> <li>• Listens and watches as the teacher introduces the text and displays the pictures or other graphic elements in the text</li> <li>• Makes inferences and shares them with the whole class as to the content of the text</li> </ul>

## 12. Question Answer Relationships (QAR) (Raphiel, 1984)

**Purpose:** To increase reading comprehension through the use of various questioning types

**Grouping Format:** Whole class instruction, interactive small groups

**Levels:**

1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Prepares a list of questions on four levels: <i>right there questions, think and search questions, author and you questions, on your own questions</i> (see Glossary)</li> <li>• Models the four levels of questions about a specific text.</li> <li>• Teaches students how to answer the questions</li> <li>• Places students in small groups and assists them in reading a text and answering the questions</li> <li>• Teaches students to select the QAR category for each question and justify their decisions in the small group</li> <li>• Teaches how to ask/write each of the four kinds of questions with a specific text</li> <li>• Allows time for students to practice asking/writing each of the four levels of questions</li> <li>• Directs student groups to exchange their questions with each other, answer them, and categorize them into QAR levels</li> </ul>	<ul style="list-style-type: none"> <li>• Listens as the teacher models and teaches four levels of questions about a text</li> <li>• Participates in answering the questions</li> <li>• Reads a text in a small group and answers the questions with the group</li> <li>• Selects the appropriate QAR category for each questions and shares with the group, justifying each choice</li> <li>• Listens as the teacher shows how to ask/write four levels of questions</li> <li>• Practices asking/writing four levels of questions</li> <li>• Exchanges questions with other groups</li> <li>• Answer another group's questions and categorize them by QAR levels</li> </ul>

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### 13. Reciprocal Teaching (Palinscar & Brown, 1984)

**Purpose:** To increase reading comprehension through the use of specific reading strategies

**Grouping Format:** Whole class instruction, interactive small groups

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Places students into groups of four with copies of a short text.</li> <li>Models the role of the “teacher” when using strategies of <i>summarizing, clarifying, questioning, and predicting</i></li> <li>Assigns one strategy to each student in the small group</li> <li>Allows time for students to practice the strategies in turn with a specific text</li> <li>Eventually, students rotate the roles in the small group</li> </ul>	<ul style="list-style-type: none"> <li>Listens as teacher models each of four reading strategies: <i>summarizing, clarifying, questioning, and predicting</i></li> <li>Practices using an assigned strategy as group discussion leader</li> <li>Continues to practice as new strategies are assigned by the teacher</li> <li>Takes turns using the different roles</li> </ul>

### 14. Shared Reading

**Purpose:** To increase participation in oral reading of a text

**Grouping Format:** Whole class instruction

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Uses a Big Book, an enlarged chart, or a projected text on a document camera as the source of the activity</li> <li>Leads pre-reading activities</li> <li>Points to words as students read along with the teacher</li> <li>Reads the text multiple times engaging more and more students to participate</li> <li>Leads follow up activities related to the text</li> </ul>	<ul style="list-style-type: none"> <li>Listens and participates in pre-reading activities</li> <li>Focuses on the text and follows the teacher’s pointer</li> <li>Reads aloud with the teacher</li> <li>Reads the text multiple times, each time with more confidence</li> <li>Participates in the follow up activities</li> </ul> <p><u>Note:</u> Level 1 students can be scaffolded to participate in this strategy through providing a learning partner, strategic front row seating, and multiple exposures to text with a reading partner.</p>

**NOTE:** The shaded boxes indicate the appropriate language proficiency levels for each strategy.

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## 15. Story Maps

**Purpose:** To instruct in the elements of a narrative

**Grouping Format:** Whole group instruction, interactive learning partners

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Provides a graphic to identify the important elements of a narrative: <i>setting</i> and <i>characters, problem, resolution, conclusion</i></li> <li>Teaches students to identify the elements of the story</li> <li>Writes these elements on a graphic</li> <li>Directs students to use the story map to retell the story orally</li> </ul>	<ul style="list-style-type: none"> <li>Completes a graphic story map as the teacher identifies the important elements</li> <li>Uses the story map to retell the story orally</li> </ul>

## 16. Teach the Text Backward (Jameson, 1998)

**Purpose:** To increase comprehension of a textbook chapter by frontloading the concepts and vocabulary needed for learning the material and connecting them with students' prior experiences

**Grouping Format:** Interactive student pairs, interactive small groups, teacher – student - peer discussion, whole class, interactive small group, and learning partners, individual or paired reading

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>Directs students to the application and expansion activities at the end of the textbook chapter, in the teacher's manual, or creates an application or expansion activity if none exists</li> <li>Leads students in "hands on" application activities to introduce the major concepts of the topic and to build on students' background experiences</li> <li>Engages students in discussion of the academic concepts, helping them to make their understanding of the topic explicit</li> <li>Provides time for students to read the summary questions at the end of the chapter and to answer them or to make guesses with present understandings</li> <li>Assists students with reading and comprehending the textbook chapter</li> </ul>	<ul style="list-style-type: none"> <li>Engages in application activities with the teacher and peers in order to understand major concepts of the text</li> <li>Discusses the applications activities with the teacher and peers in pairs and small groups to enlarge comprehension of the major concepts</li> <li>Reads the summary questions at the end of the chapter and attempts to answer them based upon current understanding of the concepts</li> <li>Reads and comprehends the textbook chapter</li> </ul>

**NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.**

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## 17. Teacher Read Aloud

**Purpose:** To increase comprehension of a text or to teach and model a reading / learning strategy

**Grouping Format:** Whole class instruction

**Levels:**

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

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Provides background information needed to understand the text</li> <li>• Reads the text aloud in one session if the text is short or reads in several sessions if the text is long</li> <li>• Asks and answers questions during the reading, defines unknown vocabulary, and provides context if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to the teacher’s input regarding the meaning and background of the text</li> <li>• Listens to the text as read aloud and attempts to comprehend the language</li> <li>• Asks questions for clarity and responds to teacher’s questions</li> </ul>

**NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.**

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## Writing Strategies

### 1. Content Learning Logs

**Purpose:** To increase skill of summarizing in writing

**Grouping Format:** Individualized writing activity

**Levels:** 1 2 3 4 5

#### Teacher Actions

- Requires students to keep a notebook (a log) of their learning in content classes
- Provides a format for the structure of a Learning Log
- Requires students to write a statement summarizing learning or identifying key points at the end of each content lesson
- Reads the learning logs occasionally to assess student progress

#### Student Actions

- Writes a statement summarizing understanding of content and concepts or identifying key points at the end of each content lesson

### 2. Dialogue Journals (Peyton & Reed, 1990 )

**Purpose:** To increase writing fluency

**Grouping Format:** Interactive paired writing

**Levels:** 1 2 3 4 5

#### Teacher Actions

- Encourages students to write frequently in a notebook about topics of their own choice
- Collects journals on a routine basis to exchange questions, offer contributions, share personal reflections, make promises, or state opinions
- Responds in writing in a way that models and provides feedback for spelling, grammar, conventions, and format

#### Student Actions

- Writes in a notebook with the teacher as the audience
- Reads teacher's comments from previous entries and responds to them
- Uses the teacher's writing as a model for future writing

### 3. Dictation

**Purpose:** To develop skill in listening and recording oral language

**Grouping Format:** Whole class instruction

**Levels:** 1 2 3 4 5

#### Teacher Actions

- Chooses short sentences with vocabulary that is familiar to students and related to their content learning and at students' language proficiency levels
- Instructs students to listen to an orally dictated sentence
- Signals students to begin writing
- Checks the sentences and provides feedback on correctness

#### Student Actions

- Listens attentively as the teacher dictates
- Waits for a signal to begin writing the dictated sentence
- Checks the writing for correctness and edits for errors

**NOTE:** The shaded boxes indicate the appropriate language proficiency levels for each strategy.

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#### 4. Graphic Organizers for Writing

**Purpose:** To scaffold academic writing

**Grouping Format:** Whole class, small group, individual

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Teaches four organizational text structures (Chronology, Simple Listing, Comparison and Contrast, Cause and Effect) through the use of content texts</li> <li>• Identifies an appropriate graphic organizer for a text structure (see Glossary) and models the process of outlining written information on the graphic</li> <li>• Identifies appropriate signal words for the text structure (see Glossary)</li> <li>• Teaches how to create a writing piece from the information on the graphic incorporating signal words</li> <li>• Proceeds to teach all four text structures in a similar fashion</li> <li>• Provides opportunities for students to write using specific graphic organizers and signal words</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies organizational text structure in sample content tests</li> <li>• Associates a specific graphic organizer and signal words with sample content text</li> <li>• Observes the procedure for outlining written information on a graphic organizer from a content text</li> <li>• Practices writing content material using appropriate graphic organizers and signal words</li> </ul>

#### 5. Person of the Week

**Purpose:** To communicate with a member of the community about a common concern

**Grouping Format:** Whole class, pairs, individual

**Levels:** 1 2 3 4 5

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Models formal letter writing style for the entire class and/or provides a letter writing frame for students</li> <li>• Poses a topic or problem related to the lesson objectives</li> <li>• Urges individuals or student pairs to write a letter to a specific person (a real person in the community, state, nation, or the world) explaining the topic and student concerns</li> <li>• Collects and sends the letters</li> <li>• Shares and posts any response with the class</li> </ul>	<ul style="list-style-type: none"> <li>• Listens and learns formal letter writing style</li> <li>• Writes a letter, as described by the teacher, summarizing understandings of content and student concerns about the topic</li> </ul>

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## 6. Report Frames / Outlines

**Purpose:** To support students in the writing of academic text

**Grouping Format:** Individual writing activity

<b>Levels:</b>	1	2	3	4	5
----------------	---	---	---	---	---

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Provides an outline of a text format to be used by students in producing longer pieces of writing such as reports, lab results, narratives, summaries, and other academic writing</li> <li>• Models how to compose a report using a frame and a content word bank</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the outline provided by the teacher to structure a written report, presentation, narrative, or other piece of academic writing.</li> </ul>

## 7. Shared Writing

**Purpose:** To develop reading and writing skills and to teach multiple writing strategies

**Grouping Format:** Whole group instruction

<b>Levels:</b>	1	2	3	4	5
----------------	---	---	---	---	---

Teacher Actions	Student Actions
<ul style="list-style-type: none"> <li>• Begins the lesson with a shared experience, memory, read-aloud text, or content concept</li> <li>• Encourages students to dictate their understanding of the experience to the teacher</li> <li>• Writes notes from student dictation</li> <li>• Generates words and ideas for the writing as the text is constructed</li> <li>• Assists students in reading the text</li> <li>• Leads a discussion of revisions which incorporate appropriate strategies and skills needed by the readers/writers</li> <li>• Incorporates elements of text into the writing such as sentence combination and/or text organization</li> <li>• Revises the text in front of the students, perhaps cutting and pasting and using other revision tools</li> <li>• Posts the writing (with illustrations) in the classroom</li> <li>• Finds other ways to use the writing piece to reinforce what students have learned</li> </ul>	<ul style="list-style-type: none"> <li>• Attends to teacher introduction of a whole class experience</li> <li>• Responds to teacher's questions to dictate understanding of the experience</li> <li>• Reads the text as it is being constructed</li> <li>• Suggests modifications of the text according to teacher input</li> <li>• Attends to text revisions strategies</li> <li>• Reads and re-reads the constructed text</li> <li>• Incorporates new writing strategies into future writing</li> </ul>

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## 8. Text to Graphics and Back Again (Jameson, 1998)

**Purpose:** To teach text organization formats

**Grouping Format:** Whole class instruction, individual reading and writing OR student pairs reading together and writing individually

<b>Levels:</b>	1	2	3	4	5
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Teacher Actions	Student Actions						
<ul style="list-style-type: none"> <li>• Previews a chapter and determines how the text is organized and what the major concepts are</li> <li>• Chooses a graphic organizer that reflects the text organization and provides space for major concepts</li> <li>• Models the process of reading the text and taking notes about major concepts on the graphic organizer</li> <li>• Models the process of taking information from the graphic organizer and creating sentences that summarize the text</li> </ul>	<ul style="list-style-type: none"> <li>• Watches and listens as the teacher models the process</li> <li>• Reads and takes notes onto a graphic organizer from a content text</li> <li>• Watches and listens as the teacher models a written summary</li> <li>• Writes a written summary of the text from notes on the graphic organizer</li> </ul>						
<h2>9. Ticket to Leave/Exit Ticket</h2> <p><b>Purpose:</b> To assess student comprehension through writing</p> <p><b>Grouping Format:</b> Individual writing activity</p> <table border="1"> <tr> <td><b>Levels:</b></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>		<b>Levels:</b>	1	2	3	4	5
<b>Levels:</b>	1	2	3	4	5		
Teacher Actions	Student Actions						
<ul style="list-style-type: none"> <li>• Poses a question or problem at the end of the lesson related to the lesson's objectives</li> <li>• Provides time for students to write a brief answer to a specific question or problem</li> <li>• Collects the responses as students leave the class</li> <li>• Requires students with incorrect responses to confer with peers and rewrite the response in order to leave the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to the teacher's summarizing question or problem</li> <li>• Writes a brief response based on the learning accomplished in the day's lesson</li> <li>• Delivers a correct written response to the teacher before leaving the classroom</li> </ul>						
<h2>10. Write a Letter</h2> <p><b>Purpose:</b> To summarize learning in writing</p> <p><b>Grouping Format:</b> Whole class instruction, individual writing activity</p> <table border="1"> <tr> <td><b>Levels:</b></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>		<b>Levels:</b>	1	2	3	4	5
<b>Levels:</b>	1	2	3	4	5		
Teacher Actions	Student Actions						
<ul style="list-style-type: none"> <li>• Models informal letter writing style</li> <li>• Poses a topic related to the lesson objectives</li> <li>• Urges students to write a letter to a specific person (a real person or one from history) explaining the topic and summarizing major concepts</li> <li>• Collects the letters and provides feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Listens and learns informal letter writing style</li> <li>• Writes a letter, as described by the teacher, summarizing understandings of content and concepts from the lesson</li> </ul>						

**NOTE: The shaded boxes indicate the appropriate language proficiency levels for each strategy.**

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## **Section V**

### **Glossary of the GO TO Strategies**

*The GO TO Strategies: Scaffolding Options for Teachers of  
English Language Learners, K-12*

**by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood**

Developed as part of Project EXCELL  
(EXceptional Collaboration for English Language Learning),  
a partnership between  
the University of Missouri-Kansas City  
and North Kansas City Schools  
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# Glossary of the GO TO Strategies

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## Glossary of GO TO Strategies for English Language Learners

1. **4 to 1.** This reading strategy supports English language learners (ELLs) in their attempts to identify and articulate the most important concepts from a reading passage. Students work in groups of four and are given a text to read. They first individually identify a word or phrase that summarizes the major concepts in the text. They then share their ideas with each other and choose one word or phrase that best summarizes the concepts in the text. The groups then report to the class and explain their choices. (Reading Strategies)
  
2. **10-2.** (Saphier & Haley, 1993). This interactive strategy gives ELLs time to process new information and academic language frequently during an oral presentation, video, or lecture. Every ten minutes, the oral input is stopped, and the teacher poses a question or a problem or gives time for processing what has been heard. Students talk, summarize, or problem solve for two minutes before the oral presentation resumes, usually working with a learning partner. The teacher may request student responses in the form of signal responses (Teaching Strategy), responses written on slates, or oral or written responses. (Interactive Strategies)
  
3. **Anticipation Guides.** This strategy activates prior knowledge of a topic and helps ELLs make connections between a new topic and their prior knowledge. In one variation, the teacher prepares a list of true / false statements related to the concepts in a text. Next to the statements, the teacher adds two columns, one labeled *You* and the other labeled *Author* or *Text*. In the *You* column, students rate each statement true or false prior to reading the text and then justify their choices with a small group. After reading the text, they complete the *Author* or *Text* column.

A variation of Anticipation Guides is Anticipation/Reaction Guides. In this variation, students follow the same procedure as above, reading statements and determining truth value based upon their prior knowledge and experience. After the lesson or text reading, students use a reaction guide to revise their statements to reflect their new learning. The reaction guide requires the student to state *Why My Choice was Confirmed* or *Why My Choice was not Confirmed*.



Other variations ask students to indicate what *I think* or *What is* in the text, whether they *Agree* or *Disagree* with a statement, to indicate their opinions *Before* and *After* reading the text, or to compare two concepts from the reading such as *Old World* and *New World*. (Reading Strategies)

4. **Choral Reading.** This reading strategy enables ELLs to participate in the reading process while being scaffolded by the teacher's reading as well as that of other students. Texts with repetition are useful, because they allow many repetitions of sentences, phrases, and words. The teacher provides a large text for the class to read together or individual texts for each student. The class is encouraged to read along with the teacher. The teacher's voice acts as a model for the reading process. Eventually, small groups of students may be assigned to read sections of a text. (Reading Strategies)

5. **Closed Sort Tasks.** This vocabulary teaching strategy isolates lists of critical target vocabulary that can be compared and contrasted (e.g., the names of *reptiles* vs. *mammals*). Students work with a learning partner to sort the vocabulary into two or more categories, which are provided by the teacher. Vocabulary items may be listed on the whiteboard or written on individual note cards. (Vocabulary Teaching Strategies)

6. **Cloze Passages.** For ELLs with limited writing ability in English, cloze passages provide a sentence or paragraph structure with selected words missing. Cloze passages scaffold the writing process at the early levels of learning. The teacher selects an appropriate text or sentence structure related to the content and eliminates every fifth word or specific target vocabulary. Students are then asked to supply the missing words. This task can be scaffolded further if the teacher provides students with a word box containing the missing words. (Reading Strategies)

7. **Cognates.** Teachers use cognates in content classes to increase comprehension and learning of academic and technical vocabulary. Cognates are foreign words that share roots with English words (*herbivore/herbivoro, invertebrate/invertebrado*). Students who speak languages that share roots with English (e.g., Spanish, Portuguese, French, German) will benefit from this strategy.

(Vocabulary Teaching Strategies)

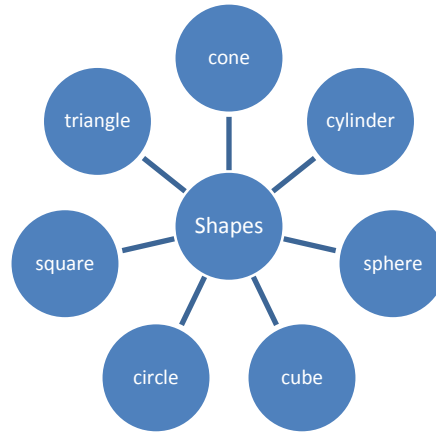
8. **Collaborative Dialogues.** Teachers engage individual and small groups of students in collaborative dialogues for the purpose of modeling academic vocabulary and grammar forms and encouraging students to actively use those forms in a communicative dialogue. The teaching techniques for engaging students in this way include doing the following after a student's utterance:

- **Repetition.** The teacher repeats (and may expand) a student's utterance in an effort to continue the conversation and signal the fact that the student is understood.
- **Recast.** The teacher provides needed technical or academic vocabulary.
- **Reformulation.** The teacher models the necessary academic language and grammar.
- **Prompt.** The teacher questions or prompts a student reformulation and provides opportunities for the student to restate using academic language.

(Teaching Strategies)

9. **Comprehension Checking.** In order to determine if all students comprehend the instruction, the teacher checks the comprehension of all students in the class frequently, during instruction. A variety of techniques can be used: signals, choral responses, written responses, partner responses, note card responses, and varied questioning. (Teaching Strategies)

10. **Concept/Idea Maps.** These graphic maps are useful for teaching students how to organize specific characteristics, traits, or examples of a central concept. The visual aspect of a concept map enables ELLs to participate in content learning. The teacher models the note-taking process by writing the central topic in a circle in the middle of the map on a large chart. Similar ideas and concepts are clustered in surrounding circles on the map, as in the example below. The map is then displayed during the content learning unit and used to support summarizing of the learning. See the example below. (Student Learning Strategies)



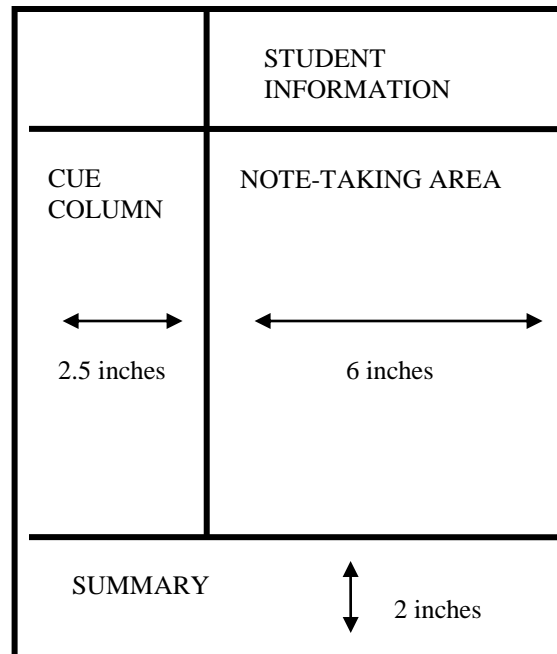
11. **Content Learning Logs.** Students keep a notebook with them in the content class and write a statement at the end of the class summarizing their content learning, which helps them know what they understand and what they have not yet learned. Teachers should read the logs occasionally to check student comprehension. Teachers can scaffold the activity by asking a question that is based on the day's objectives and asking students to answer the question in the learning log. (Writing Strategies)

12. **Contextualize Language.** Many techniques can be used to provide context and increase comprehension of oral and written language: visuals, gestures, word stress, illustrations, realia, maps, graphs, timelines, and manipulatives. (Teaching Strategies)

13. **Cornell Notes.** (Pauk & Owens, 2010). This is a widely used note-taking system for older learners that promotes valuable learning strategies. A paper is divided into three parts with a heavy horizontal black line drawn one inch from the top of the paper, a heavy horizontal black line drawn three inches from the bottom of the paper, and a vertical line drawn 2 and ½ inches from the left hand side of the paper. (See the example below.) The narrow column on the left is the *Cue Column*. The wide column on the right is the *Note-Taking Area*. The rectangle at the bottom is the *Summary Area*. The small rectangle at the top is for the student's name, class name, date, and topic. Students listen to a lecture and write notes in the note-taking area. As soon after class as possible, students summarize the notes on the page in the summary section. Next, they write questions in the cue column to clarify meanings, reveal relationships, establish continuity with prior instruction, and

strengthen memory. When studying, students cover the note-taking area and use the questions in the cue column to recite aloud, in their own words, the answers to the questions. Students then reflect on the material by asking themselves, “*What is the significance of this content? What principle are these facts based on? How do these facts fit in with what I already know?*” Students are encouraged to spend at least 10 minutes per week reviewing all previous notes.

Teachers can scaffold the Cornell note-taking system by writing questions appropriate to the content topic and to students’ language proficiency in the cue column. Students use these questions to find critical information in the oral presentation or in the textbook. Further scaffolding and practice with academic language occurs when teachers provide time for students to ask and answer questions with each other using the completed Cornell notes form. (Student Learning Strategies)



14. **Dialogue Journals.** (Peyton & Reed, 1990). Dialogue journals give students the opportunity to write frequently and informally on topics of their own choosing. The target audience is the teacher. Students are given class time to write several times during the week. The teacher collects the journals on a routine basis and responds to questions; offers information; asks questions; and models spelling, vocabulary, and grammatical structures that the student may need in order to progress. (Writing Strategies)

15. **Dictation.** Short-term auditory memory can be lengthened through the use of dictation. The teacher chooses short sentences with vocabulary that is familiar to students and related to content they are learning. Students are asked not to pick up a pencil until the teacher has finished the sentence-length dictation. At a signal, they write the dictated sentence and immediately receive feedback on the correctness of their writing. More proficient students can write simultaneously as the teacher dictates longer passages. (Writing Strategies)

16. **Directed Reading/Thinking Activity (DRTA).** (Stauffer, 1969). The DRTA strategy improves comprehension by encouraging students to engage in reflective thinking while reading a text. The teacher begins by *selecting* an appropriate text and then *previewing* the text with students: the title, headings, pictures, key vocabulary, and summary. Students are then asked to create questions from the section headings in the text to identify what they will learn in the text. They make oral or written *predictions* (either in pairs, small groups, or whole class) as to the content of the text. Next students *read the text* in short sections, checking their predictions and summarizing the main points for each section. Students are asked to *check their predictions* after each short reading section by referring to the evidence in the text that answers their questions. Finally, students *summarize* the main points in the text in their own words, orally or in writing. (Reading Strategies)

17. **Four Corners.** (Merchant & Young, 2000). To encourage interaction about a content topic, the teacher places four pieces of chart paper on the wall in each of the four corners of the room. The charts are labeled with a choice regarding the content topic. Next, the teacher asks a question or poses a problem and directs students to choose one of the four choices in response to the prompt. Students move to their corner choice and talk to others in their corner describing the reasons for their choice. (Interactive Strategies)

18. **Gallery Walk / Brainstorm Carousel.** To encourage academic language conversations about a content topic, the teacher tapes several large pieces of chart paper on the walls of the classroom. At the top of each chart is a content-related question. Students are paired or placed in small groups and directed to a chart. They discuss and write an answer to the question on the chart. At a signal from the teacher, the student groups rotate to the next chart. An option called *Hosted*

*Gallery Walk* requires that one student is selected from each group to summarize the information on the group's chart for the entire class at the end of the activity. (Interactive Strategies)

19. **Give One - Get One.** This interactive strategy aims to engage students in oral language exchanges using academic vocabulary or structures. The teacher prepares and distributes information sheets with four quadrants. Students are told to complete quadrant one with information they have learned or researched (e.g., names and descriptions of aquatic animals). Next, students move around the room sharing their information with other students and collecting new information to complete quadrants two, three, and four. (Interactive Strategies)

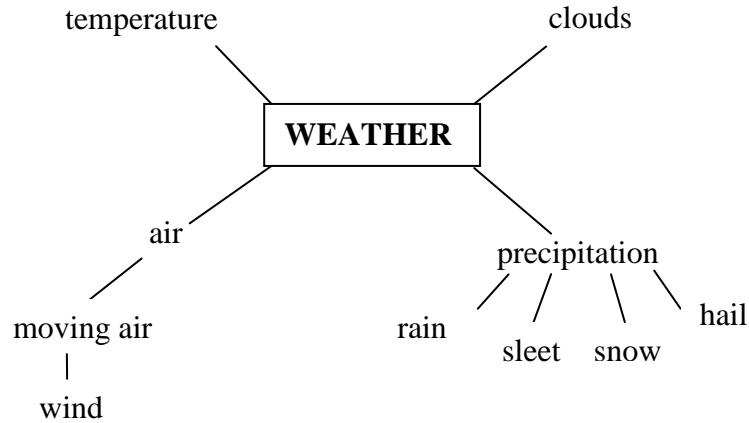
20. **Graphic Organizers.** Graphic organizers, such as Venn diagrams, timelines, word maps, and flow charts, help to communicate many different kinds of information: the structure of a written text, the relationships among concepts, and the required vocabulary for a content lesson. The teacher models and provides an example of a graphic organizer and then encourages students to use them to summarize a reading passage, take notes on a presentation, or structure their writing. (Teaching Strategies)

21. **Graphic Organizers for Writing.** Text structures and their accompanying signal words can be learned by students through the use of graphic organizers. Graphic organizers scaffold the organization of academic writing, provide a visual of the organization, and support the transitional thought processes that occur throughout the writing. The following four text structures are used most often in Grades K-12. They are listed here with their accompanying signal words and selected graphic organizers that might be used.

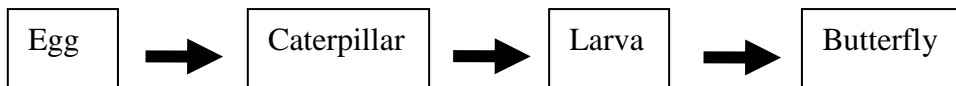
- **Simple Listing:** Sample signal words: *some, for example, a few, such as, include, others*.  
Graphic organizers: spider maps, idea maps, concept maps.
- **Chronology:** Sample signal words: *first, last, later, at last, next, soon, finally, since*. Graphic organizers: time lines, circle graphs, flow charts.
- **Comparison and Contrast:** Sample signal words: *also, and...too, both, similarly, but, however, although, yet, in contrast*. Graphic organizers: Venn diagram, double bubble.
- **Cause and Effect:** Sample signal words: *because, as a result, cause, due to, lead to, result in, effect of*. Graphic organizers: Fishbone graphic, cause and effect flow chart.

Below are examples of the graphic organizers most commonly used with these text structures.

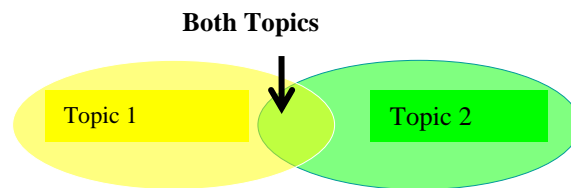
**Simple Listing: What are the attributes of this concept/person? (concept map)**



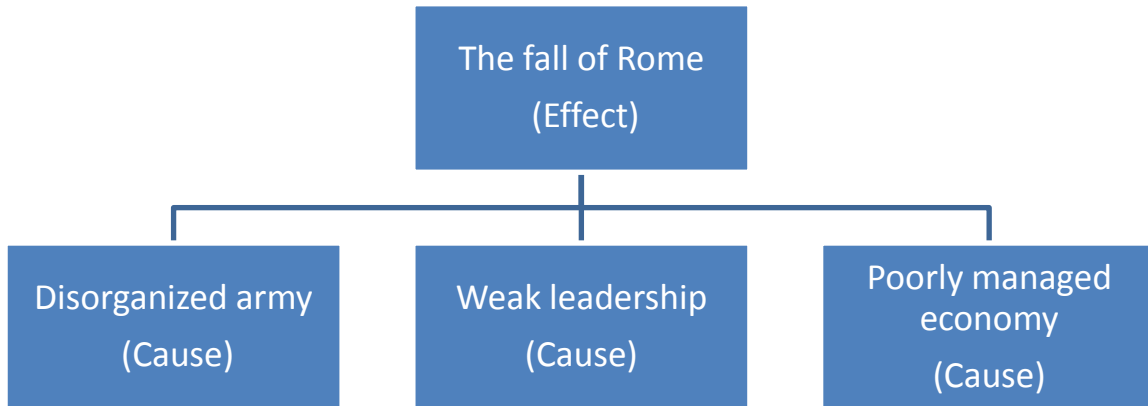
**Chronology: What is the sequence of events? (flow chart)**



**Compare & Contrast: How are they similar? How are they different? (Venn diagram)**



## Cause and Effect: What are the causes & effects of this event?



Graphic organizers for writing can be scaffolded as they are taught to students. The procedural steps are as follows:

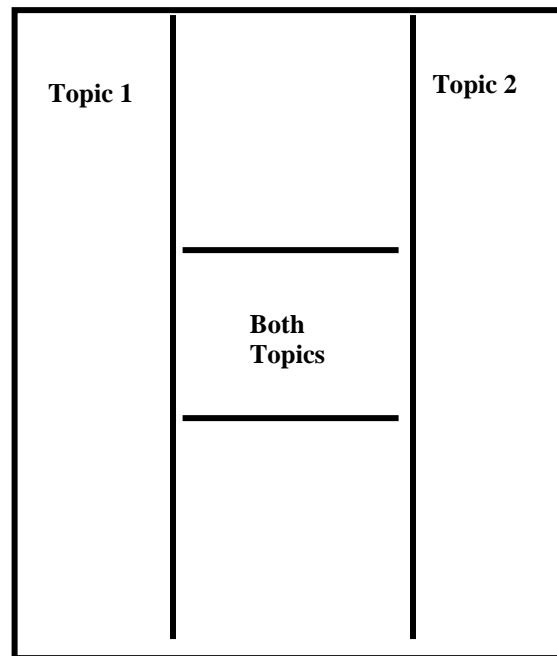
1. Teacher selects and provides the appropriate graphic organizer (GO) and fills it in while students copy the information on a smaller version.
2. Teacher selects and provides the GO and helps students to find the information to complete it.
3. Teacher selects and provides the GO while students complete it alone or with learning partners.
4. Teacher repeats # 1-3 with each of the four kinds of GOs until students are familiar with each one.
5. Teacher asks students to decide which GO is appropriate for a new reading or a topic, and students complete the information themselves.
6. Students use GOs on their own, to assist them in learning, preparing for a test, or organizing a piece of content writing. (Writing Strategies)

22. **Guided Reading.** (Fountas & Pinnell, 1996). In guided reading, students are taught together in small groups. ELLs receive instruction at their proficiency and reading levels and enjoy increased interaction with the teacher. Progressively leveled texts are used to introduce new vocabulary, teach



phonics elements, demonstrate features of print, and scaffold text organization and sophistication. Students are supported by the teacher as they read the text individually. The teacher observes students carefully and makes teaching points and mini lessons based on these observations. Follow up activities reinforce the reading skills taught during the reading session. (Reading Strategies)

23. **H Charts.** This comparison/contrast structure is an alternative to a Venn diagram. It can be used effectively by graphically displaying comparison/contrast concepts or topics from a text reading. The H Chart is constructed from three rectangles, two long ones for the outside of the H and one horizontal, smaller rectangle for the central bar of the H. Draw the H graphic on a sheet of chart paper or on a sheet of paper displayed on a document camera. (See example below.) Provide smaller H Charts for the students. Model the process of comparing two topics by listing their differences on the outside rectangles and their similarities on the horizontal central bar. Provide opportunities for students to use the H Chart with other, similar texts. (Reading Strategies)



24. **I Have...Who Has...?.** This interactive strategy is used to review or to teach basic information from a content unit: for example, geographical locations, dates in history, states and capitols, math equations, or characters and events in literature. The teacher prepares sets of cards (one card for each student).

Each card contains a question and an answer relating to the same topic: *I have Montgomery, Alabama. Who has the Civil Rights leader who sat in the white section of a bus? Or I have  $18x = -72$ . Who has  $x = 46$ ? Or I have the Louisiana Purchase. Who has Jefferson?* Students read their cards silently and then walk around the room searching for the person who has the answer to their “Who has...” question. When students meet, they read aloud their “Who has...” questions to each other, searching for the answer that matches the question. When they make a match, they swap cards and search for a new match. The activity continues until the teacher calls *Time*.

A variation/extension is to use the same cards the next day while students are standing in a line or sitting in a circle. Students question and respond individually and sequentially. One student begins by reading the “Who has...” question on the card. The student who has the response to the question responds by reading the “I have...” answer. The activity continues until all students have answered and the last question read matches the last answer on another student’s card. This activity can be repeated and timed, with students seeking a faster pace in each round. (Interactive Strategies)

25. **Information Gap Activities / Barrier Games.** Language is acquired more easily when students exchange real information that they need to complete a task. Information gap activities are designed by teachers to provide pairs of students with two different sets of information. Students need to combine their information in order to complete an assignment. Teachers create two sets of pictures, graphics, or texts that are similar, but with different amounts of information. Learning partners are taught to question each other to obtain the missing information. (Interactive Strategies)

26. **Inside - Outside Circle.** As an interactive test review or to summarize learning, the teacher divides the class into two groups. Each group forms a circle. One circle is inside and the other outside. Students in the inside circle face outward, and students in the outside circle face inward. Each student is opposite a partner. The teacher provides each student with a note card (or students prepare these). On one side of the card is a problem or a question. On the other side is the answer. At

a signal from the teacher, the outside circle students read their question to the student opposite them. The inside circle students answer the question and then ask their note card questions. After student pairs have asked and answered one question each, they exchange note cards. Then the outside circle moves one place to the right, and students ask and answer the new question. (Interactive Strategies)

27. **Jigsaw Reading.** (Aronson, 2008). By using jigsaw readings, teachers can lighten the reading load for ELLs and support their content learning through structured interactions with other students. Content texts are first divided into sections, each section typically addressing a subtopic of the content. Students are placed into “*home groups*” of four to six students. Each home group member is assigned a different section of a text. Students who have the same sections leave their home groups and work with other students in reading their text, assisting each other in understanding the text, asking and answering questions about the text, and determining the best way to teach members of their home group about the subtopic. These groups are called “expert groups.” When students return from their expert groups to their home groups, they take turns teaching each other about their specific text sections. Teachers may design an assessment for all students following the jigsaw reading.

In a variation, students in expert groups do not return to their original home groups. Instead, the teacher reassembles expert students into sets of third groups with new members, each representing one section of the text. As when returning to the home groups, students proceed to teach each other the text concepts and prepare for an assessment of the material. This adaptation has the advantage of providing interaction with a new group, if students have already interacted a lot with their home groups. This variation is sometimes called “*double jigsaw*” (Levine, Smallwood & Haynes, 2012). (Reading Strategies)

28. **K-W-L Charts.** Activating prior knowledge helps ELLs, and other students, to make connections between a new topic and what they already know about that topic. Students feel empowered, because they have some knowledge to bring to the content lesson. The teacher initiates K-W-L by labeling three columns on a chart: *What I Know*, *What I Want to Know*, *What I Learned*. Through questioning, the teacher determines what students already know about a topic and writes

this information in the first column. If students have small copies of the chart, they can participate by copying the information for later study. Next, the teacher encourages students to ask questions concerning what they want to know about the topic. Here, the teacher can be made aware of any misunderstandings that students may have. These questions are written in the second column. The chart is then displayed in the classroom and referred to as students learn more about the topic. The questions act as a road map for the unit. Finally, at the end of the unit, students summarize their learning, and the teacher writes these statements in column three. An alternative is to ask students to summarize their learning individually or in learning partner groupings. (Teaching Strategies)

29. **Key Sentence Frames.** Sentence Frames are displayed for students, to scaffold oral and written communication about content. Sentence Frames are sentence structures with the content words eliminated. They are useful for ELLs, because they provide an academic sentence structure that allows students to focus on stating the content while practicing sentence patterns. An example from geography might be: *\_\_\_ is located on \_\_\_ degrees latitude and \_\_\_ degrees longitude.* Sentence frames can be scaffolded by progressively reducing the amount of structure provided. (Teaching and Vocabulary Teaching Strategies)

30. **Language Experience Approach (LEA).** (Ashton-Warner, 2002). The LEA reading strategy enables ELLs with limited English proficiency to understand texts. The strategy requires that all students in the class have shared an experience (e.g., viewing a demonstration, watching a video, participating in a science experiment, or reading a book together). Students are then urged to tell what they recall of that experience. The teacher writes a dictated student narrative on chart paper, a computer screen, or a document camera. As the teacher writes, the narrative is revised and edited for vocabulary, sentence structure, text organization, and conventions of print, with student participation. For example, the teacher may cut and paste parts of the narrative into different positions to enhance the chronological flow of the writing or combine separate sentences using more complex grammatical structures. All students watch, listen, and participate as these revisions are made. The story is then read many times by the class as a whole, by learning partners, and by individuals. The story may be illustrated and displayed in the classroom library, and students may make individual copies to read to their families at home. (Reading Strategies)

31. **Line Up.** (Kagan, 1994). This is another strategy for review and summary of content learning. The teacher divides the class into two groups and asks one group to stand in a straight line while the other group stands in a line opposite and facing them. Each student has a partner. The teacher asks a summary question and provides time for students to discuss the answer with their partner. At a signal, one line of students moves one place to the right. The last person in the line walks to the front of the line, and the questioning continues. (Interactive Strategies)

32. **Marvelous Modifiers.** (Smallwood, 2011). This strategy helps build community by creating a positive classroom environment while also developing the academic skills of vocabulary, comprehension, and spelling. The teacher begins by modeling the use of a positive modifier (an adjective) to describe an attribute of an individual. The modifier and the individual's name must begin with the same letter (but not necessarily the same sound): for example, Clever Cindy, or Serious Sam. Then, working in small groups, the students create Marvelous Modifiers for each student in their group. Next, they use this modifier to introduce their classmates. The teachers can extend this oral activity to literacy by writing the students' names and modifiers on a two-column chart (name and modifier), then covering one side of the chart and asking students to restate the modifier or the name. This develops comprehension and speaking skills. This strategy can also expand vocabulary, as not all students will know the same range of modifiers. It can also be used to describe characters in history or literature. (Community Building Strategies)

33. **Mix and Match.** This interactive and vocabulary strategy may be used to summarize learning or to provide for additional oral practice of new vocabulary. The teacher makes two sets of cards. They may be matches (such as a word on one card and a picture or definition on the matching card), or they may be members of a set (such as examples of mixed fractions and the term *mixed fraction*). Each student has a card from one of the sets. In the *Mix* portion of the activity, students walk around the room reading and trading their cards with other students. In the *Match* portion of the activity, students make a match with one word card and one definition card. When partners match, they sit down together until all students have completed the activity. (Vocabulary Teaching Strategies)

34. **Model Academic Language.** In order to help students acquire academic vocabulary and grammar structures, the teacher models the target forms during oral language presentations and

displays the target forms on the whiteboard (as in the examples below). It is also helpful if teachers point to these forms as they model them. (Teaching Strategies)

*An octopus and a squid have tentacles.*

*Both an octopus and a squid have tentacles.*

*A mussel and a clam have shells.*

*Both a mussel and a clam have shells.*

35. **Numbered Heads Together.** (Kagan, 1994). This strategy provides scaffolding support for ELLs while also requiring participation of all students. The teacher puts students into groups and asks them to “Number yourselves in your group from 1 to 4.” Next, the teacher asks a question, and the students put their heads together to determine the answer collaboratively. Each student in the group should be sure that all group members can answer the question correctly. Finally, the teacher calls a number at random or spins a spinner. The students assigned that number stand or raise their hands. One of them is then selected to answer the question orally or in writing, on the white board or on individual note cards. (Interactive Strategies)

36. **Open Sort Tasks.** This vocabulary learning strategy isolates lists of critical target vocabulary that can be compared and contrasted (e.g., the characteristics of the *three branches of government*). Students work with a learning partner to sort the vocabulary into two or more categories. The categories are not named by the teacher. Students must determine appropriate titles for each of the vocabulary categories. There may be more than one choice of category title for any group of academic terms. Vocabulary items may be listed on the whiteboard or written on individual notecards. (Vocabulary Teaching Strategies)

37. **Paraphrase Passport.** (Kagan, 1994). This strategy enables ELLs to participate in class discussions and also encourages students to listen to their peers. The teacher asks a question, waits for volunteers, and calls on one student. The student responds while other students listen. After the response, the teacher calls on another student and asks, “*What did (previous student) say?*” The student paraphrases the response, and the teacher calls on another student to paraphrase again. ELLs will be better able to respond after listening to several student answers. (Interactive Strategies)

38. **Patterned Oral Language.** To increase student comprehension of oral directions, teachers of students with limited English proficiency use patterns of language that are simple and consistent when giving directions. These directions are accompanied with gestures to further communicate meaning. (Teaching Strategies)

*Today we are going to read about \_\_\_\_\_. (Point to the title.) Let's read the title together.*

*Listen to the topic sentence of the paragraph. (Read the topic sentence aloud.) This is the main idea of the reading. The reading is mostly about \_\_\_\_\_. Let's read the topic sentence of the next paragraph to see what details we will learn. (Read the topic sentence aloud.) (Teaching Strategies)*

39. **Peer-Assisted Learning Strategies (PALS).** (Fuchs, Fuchs, Mathes, & Simmons, 1997). PALS is a supplementary reading program for elementary school students. It is highly structured and uses peer-mediated instructional pairs of students who tutor each other. The tutoring consists of teaching three reading strategies: retelling, paragraph shrinking, and prediction relay. These have been identified as key skills, critical to reading achievement. Students are taught the processes and routines for implementing each of these strategies and then taught to correct a partner's reading errors and provide encouragement and feedback. The 35-minute sessions typically occur three to four times per week. (Reading Strategies)

40. **Person of the Week.** The teacher begins this motivational writing strategy by teaching the genre of formal letter writing through demonstration. First, a topic or problem is raised, one that is related to the content teaching objectives. The teacher then urges students to write a letter to a specific person (a real person in the community) explaining the topic and student interests and concerns. The letters are collected and sent. Any responses are shared with the class. This strategy can also be used with a whole class, similar to the Language Experience Approach. (Writing Strategies)

41. **Picture Walks.** Another way to activate a student's prior learning is to preview the pictures that appear in a text. For this strategy, the teacher displays the pictures in the text in order. As each picture is shown, the teacher questions students about what they see and prompts them to make

inferences about what is happening in the picture and in the text as a whole. The strategy can be used with fiction and non-fiction texts. In addition to pictures, the teacher may also preview graphs, charts, photographs, text glosses, and other text enhancing graphics. The picture walk provides an opportunity to introduce critical academic vocabulary needed for comprehension of the text.

(Reading Strategies)

42. **Question-Answer Relationships (QAR).** (Raphiael, 1984). This strategy enables ELLs to find, analyze, and infer information from a text by differentiating among various kinds of questions about the text. The teacher begins by creating a list of questions to be answered. There are four levels of questions: *Right There*, *Think and Search*, *Author and You*, and *On My Own*.

- *Right There* questions are text-based and answered with one word or phrase. They require literal thinking. *Right There* questions may include *Who...*, *What...*, *Where...*, *How many...*, and so on.
- *Think and Search* questions are also text-based, but they require students to search across paragraphs or pages to find the answer. They also require literal thinking. *Think and Search* questions may use words such as *Summarize...*, *What caused...*, *How did...*, *Retell...*, and so on. These questions require students to respond in full sentences.
- *Author and You* questions require the reader to use prior knowledge to respond. These questions lead to inferential thinking that combines information from the author with what the student already knows. These questions usually contain the word *you*.
- *On My Own* questions are also inferential. Students answer them based on prior knowledge and need not read the text to respond to them. *On My Own* questions usually ask students to write about a personal situation, problem, or event similar to the one in the reading.

When using this strategy, the questions are modeled, and the teacher demonstrates how the information differs for each type of question. First, students have opportunities to practice answering each type of question with teacher support. Next, students are placed in small groups and given a text with questions at the end. They read the text and the questions and collaboratively determine the QAR level for each question and justify their decisions. Students are then taught how to ask or write the four different levels of questions for a specific text. Once again, they are given opportunities to practice asking or writing the questions. Questions from one group can then be



exchanged with another group. Each group answers their new set of questions and categorizes them into QAR levels. (Reading Strategies)

43. **Reader's Theatre.** (Black & Stave, 2007). This strategy offers opportunities to incorporate oral language development into literature or content study. The teacher helps learners turn a text into a script and then dramatize the action. The strategy enables students with a wide variety of language proficiencies to participate in classroom learning, as the script can be adapted to many language levels. Reader's Theatre increases comprehension of the text as well as oral language production. (Teaching Strategies)

44. **Reciprocal Teaching.** (Palinscar & Brown, 1984). ELLs learn valuable reading strategies within a supportive environment through reciprocal teaching. Students are typically placed into groups of four. The teacher instructs them in four reading strategies: summarizing, clarifying, questioning, and predicting. Students have opportunities to practice each of these strategies with familiar texts. The teacher then assigns one strategy to each of the four students in a group and assigns a content-focused reading to the group. As the students read short sections of the text, they take turns practicing their assigned strategy. One student summarizes the reading, another clarifies any unfamiliar vocabulary concepts, another asks a question regarding the content of the text, and another makes a prediction about the next section of the text. Eventually, the teacher rotates roles in the group, so that all students have opportunities to practice all four strategies. (Reading Strategies)

45. **Report Frames/Outlines.** ELLs who are learning to write long pieces of writing, such as essays, reports, narratives, summaries, and lab results, can be assisted in the process by using a report frame. The frame is essentially an outline that structures the writing. In some cases, a Report Frame might resemble a Cloze passage, with full sentences included but selected vocabulary eliminated. The teacher has the option of providing greater amounts of information in the frame for students who are limited in their writing proficiency. The frames are helpful in modeling the structure of academic writing. Teachers can scaffold the writing process by modeling procedures for creating full, grammatical sentences to complete the topics in the Report Frame. Sentence Frames further scaffold the writing by modeling topic sentences and conclusions. (Writing Strategies)

46. **Round the Clock Learning Partners.** (Saphier & Haley, 1993). This interactive strategy provides the teacher with multiple opportunities to engage students in oral language interaction and to practice higher order thinking, such as analyzing, reflecting, or problem solving during content lessons. Students are given a clock graphic with lines next to each numeral for 12 signatures. Students are told to meet with 12 other students and “Make an appointment” at each time on the clock face. Students meet and sign up at each hour, recording each other’s names on their graphic. During subsequent lessons, the teacher may use the clock graphic to help students process a content concept. She says, “Meet with your two o’clock partner.” Students find the appropriate partner and work together to process information in a text, problem solve, or respond to complex questions.

In variations of this strategy, teachers use content graphics to reflect the learning topic. For example, pre-K and primary learners may use a *shapes* graphic with space for four names on each of four shapes: circle, square, rectangle, and triangle. A *colors* graphic uses primary colors. Students studying geographic regions may be supplied with a graphic map of the regions with spaces to identify a New Jersey partner, a Vermont partner, and so forth. In foreign language classes, maps of the foreign country can be adapted for *French City Learning Partners*. Physics and chemistry teachers can use graphics of the scientific apparatus required in the lab. (Interactive Strategies)

47. **Roving Chart.** This interactive writing strategy works best when students are placed in small groups at tables. The teacher gives each group a large piece of chart paper and magic markers. Each chart paper has a thinking or summarizing question at the top. Students are asked to discuss the best answer. The group writes the answer on the chart paper. At a signal from the teacher, the paper is passed to the next group, and a new question appears on the new chart. The Roving Chart strategy offers the teacher an opportunity to assess the whole class on a topic of study. (Interactive Strategies)

48. **Rubrics.** This assessment aims to increase student achievement. Rubrics are especially helpful for ELLs, because they clearly specify the type of process or product required for academic success. The teacher distributes a rubric to each student that lists the specific criteria that will be used to assess the unit outcomes – a product or presentation. The rubric usually contains four columns defining four levels of performance. The teacher shares the rubric prior to the learning experience and provides clear explanations and models of expected performance. The teacher then uses the rubric to evaluate students. (Teaching Strategies)

49. **Self-Assessment Scales for Vocabulary Learning.** Students can be taught to monitor their vocabulary acquisition through the use of self-assessment scales. The scales can be adapted to a student's level of language proficiency. For example, Level 1 students may use a series of smiley to sad faces to assess ability to comprehend vocabulary. More proficient students might use a numeric Likert Scale with descriptive headings to assess their ability to comprehend academic vocabulary within a text passage or to use that vocabulary in an oral report. Self-Assessment Scales can be used before, during, and after instruction. (Vocabulary Teaching Strategies)

50. **Shared Reading.** This strategy scaffolds the reading process for ELLs as they learn reading skills and vocabulary. It also increases participation in oral reading of a text. The teacher uses a Big Book or enlarges the text on an interactive whiteboard or document camera. Before reading, the students' prior knowledge is activated, critical vocabulary is explicated, and students are led to make connections between their lives and the text. While reading, the teacher points to the words in the text as students read along chorally. The text is read multiple times over several days, so that more and more students can participate in the reading. Follow up activities direct students to return to the text for specific information. (Reading Strategies)

51. **Shared Writing.** Shared writing is a collaborative process through which learners provide content for a text and the teacher provides scaffolding for the text's construction. It is a valuable writing experience for ELLs, because the writing is connected to their lives and experiences. The teacher leads a whole-class lesson in which students recall a shared experience; e.g., a memory, a read-aloud text, a content learning lesson, a field trip, an interview. As students dictate their

understandings of the experience, the teacher takes notes on a chart or on a large graphic organizer. The teacher generates words and ideas for the text as the writing proceeds and introduces elements of text structure appropriate to the content. Revision takes place in front of the whole class, with the teacher sometimes cutting and pasting sections of the text and listing ideas for titles or further information. Teacher questioning enables all students to take part in the writing and revisions. Finally, students read the finished piece, and it is displayed in the classroom as a model for future writing. Although shared writing is similar to the Language Experience Approach (LEA), the focus here is on developing writing by proceeding through the stages of the writing process. LEA, however, focuses on the development of a shared text for reading skill instruction. (See Language Experience Approach) (Writing Strategies)

52. **Signal Responses.** This strategy allows teachers to check listening or content comprehension of an individual student, a group, or the whole class without requiring speaking. The teacher simply asks students to respond to questions by signaling (thumbs or hands up / thumbs or hands down), holding up note cards, clapping, or displaying slates. (Teaching Strategies)

53. **Snowball.** This review or summarizing strategy engages all students. The teacher asks a question or presents a problem. Students individually (or in pairs) record their responses on a sheet of paper. They then crumple the paper and, at the teacher's signal, toss the "snowball" to the opposite side of the room. Each student retrieves a fallen snowball, opens it, and reads another student's response. The teacher calls on a sample of students to share responses with the whole class. If the teacher collects and reviews the responses after class, this strategy can also serve as a formative assessment for the class as a whole (i.e., *Did they understand what I was asking?*) (Interactive Strategies)

54. **Stir the Class.** (Rutherford, 1998). This interactive strategy can be used as an activator or as a summarizer. The teacher asks students to write on a piece of paper three examples, causes, reasons, results, or names about the topic under study. At a signal from the teacher, students walk around the room sharing their ideas and collecting ideas from other students. After a given amount of time, the teacher signals students to *Freeze*. The teacher then directs students to form groups by asking a question with a number as an answer: *How many sides are in a triangle? How many musicians play in a duet?* Students form groups according to the numerical answer. The teacher can then ask

summarizing questions, activation questions, or recall questions, which are answered by members of the small groups. The teacher may repeat the process of walking, freezing, group formation, and language interaction several times. Finally, students may return to their seats and be asked to sort, categorize, or prioritize the information. (Interactive Strategies)

55. **Story Maps.** These graphic organizers visually illustrate and isolate the critical elements of a narrative: *setting, characters, problem, resolution, conclusion*. The graphic reduces the language elements of the story and scaffolds comprehension. The teacher prepares the graphic on a chart and provides a smaller version for each student. After reading the narrative, the teacher defines each element and demonstrates how to find that element in the story and write it on the story map on the chart. Students record the teacher's answers on their own individual versions. These story maps can then be used to help students retell the story while including all the critical elements. (Reading Strategies)

56. **Structured Note-Taking.** This learning strategy is useful for ELLs, because it helps them to record content and academic vocabulary in note form on a graphic. The teacher selects a graphic organizer that reflects the structure of the original text: for example, chronology, cause/effect, compare/contrast. The teacher gradually introduces a variety of graphic organizers throughout the year. The teacher demonstrates the note-taking format using target academic vocabulary. Students copy these graphics on smaller versions, which can then be used for self-study. Teachers can also encourage students to use the graphics for summarizing and as a model for future content units or texts. (Student Learning Strategies)

57. **T Charts.** The T chart is a learning strategy with similar benefits to Structured Note-taking and Cornell Notes. Students record content information and vocabulary on a structured T Chart. The chart has a long horizontal bar at the top of the paper and a vertical line one third of the way from the left side of the paper. Students are asked to place main ideas or major concepts in the left-hand column and supporting facts and details in the right-hand column. This activity benefits ELLs who may have difficulty differentiating main ideas and supporting facts on their own. (Student Learning Strategies)

58. **Teach the Text Backward.** (Jameson, 1998). This reading strategy works well to increase comprehension of concepts from academic texts in content classes. It enables ELLs to make connections to the major concepts and begin to use the target vocabulary required before actually reading the text. The strategy also helps students to progress from the concrete to the conceptual, from the known to the unknown, and from simple concepts to more difficult ones. There are four steps:

1. Students complete the application and expansion activities at the end of a chapter (the “hands on” activities) to help them make connections with the main concepts in the chapter.
2. Students talk about the material in various ways, with each other and with the teacher, to help them make explicit their understandings of the concepts. This usually includes introduction and discussion of key vocabulary.
3. Students read the questions at the end of the chapter and make guesses about the answers based on their current level of understanding.
4. Students read the text and confirm or revise their predicted answers to the questions. (Reading Strategies)

59. **Teacher Read Aloud.** This reading strategy provides a model of proficient reading and a means to provide content for ELLs who cannot yet read at the level of the text. The teacher typically provides background information about the text and activates what the students already know about the topic. Teachers should try to make connections between the students, their cultures, and the text when possible. For younger students, large-size texts (big books) are often used, so the group can see comfortably. The teacher often does a picture walk first to introduce key vocabulary and encourages students to make inferences about the text from the pictures. The whole text is then read to students, although longer texts may be read in sections. As the reading proceeds, the teacher defines unknown words, provides context when needed, and checks regularly for comprehension. (Reading Strategies)

60. **Teacher Talk.** The teacher modifies speech directed at students in order to communicate meaning and promote vocabulary development. Teacher gestures, repetition, word stress, modeling of behaviors, simplified sentence structures, and patterned language help to accomplish these goals. (Teaching Strategies)

61. **Team Names.** This strategy encourages students to work well together in small groups. The teacher asks students to brainstorm a name for their group (or team) using the interests of the people in the group as a basis for the team name. Students reach a consensus and write the team name on a piece of oak tag or note paper, which is displayed on the group table. (Community Building Strategies)
62. **Text to Graphics and Back Again.** (Jameson, 1998). This strategy teaches ELLs the ways that content is organized in a text and the linguistic devices and signal words needed to comprehend and write academic texts. The teacher chooses an appropriate text and determines how the text is organized. Most texts will be written as a chronological, cause/effect, comparison/contrast, or simple description. The teacher selects a graphic organizer that reflects the text organization: for example, a circle map for chronology; a flow chart for cause and effect; a Venn diagram for comparison/contrast; a web for a simple description. Using a large format of the graphic and smaller versions for the students, the teacher models the process of reading the text and then accessing the critical concepts to write on the graphic organizer. The next step provides oral practice of the information, supported by key sentence frames and signal words. Finally, the teacher demonstrates how to take information from the graphic and create sentences that summarize the text. Examples of graphics can be found under Graphic Organizers for Writing. (Writing Strategies)
63. **Things in Common.** This strategy builds community among small groups of students by having them find three (or four) things they have in common. The teacher suggests that they share favorite sports, food, music, and other activities or interests in order to find commonalities. One student in the group reports the findings to the whole class. (Community Building Strategies)
64. **Think-Pair-Share.** (Kagan, 1994). This strategy provides additional time for students to reflect and process ideas through oral language. After presenting content information, the teacher poses a question or a problem to students and asks them to THINK about the answer. After a short time, the teacher asks students to PAIR with a partner and discuss the answers. Finally, students volunteer to SHARE their responses with the class. (Interactive Strategies)

65. **Think-Pair-Share Squared.** (Kagan, 1994). This variation of Think-Pair-Share involves more student and language interaction. Students complete the THINK and PAIR steps of the activity. The student pairs then meet with another pair, and the groups of four students SHARE again. This strategy is appropriate when teachers anticipate that ELLs, and other students, can benefit from additional oral practice on a topic or question. (Interactive Strategies)

66. **Think-Write-Pair-Share.** This strategy is the same as Think-Pair-Share except for the second step. After posing a question to the class, the teacher asks students to WRITE a response, PAIR with a learning partner to read and perhaps edit the written responses, and then SHARE the written responses with the class. The teacher may also collect the responses. This strategy infuses reading and writing skills into oral language development, which provides valuable reinforcement for ELLs. (Interactive Strategies)

67. **Three Truths and a Lie / Whale of a Tale.** This strategy builds community among members of a small group and also helps students discern the difference between fact and fiction. The teacher leads the activity by revealing three (or four) pieces of personal information. Three of the statements are true, but one of them is a lie. Students discuss the information to determine which statement is the lie. The teacher asks for a show of hands while repeating the statements. Students vote on which one is a lie. Next, the teacher asks students to repeat the process in their table groups. Students write three (or four) statements and read them to the group. The group votes to determine the lie. (Community Building Strategies)

68. **Ticket to Leave/Exit Ticket.** This strategy encourages students to summarize content learning in a quick and simple way at the end of a class. The teacher poses an oral or written question to the class just before dismissal. The question is based on the learning objective of the day's lesson. Students then write a brief answer to the question on a sticky note, which the teacher collects as students walk out the door. An alternative is to ask students to line up at the door and answer the question orally before exiting. Students who are unable to answer can get help from their fellow students or the teacher. First language support, if available, can be useful here. (Writing Strategies)



69. **Total Physical Response (TPR).** (Asher, 1979). TPR is a listening comprehension strategy used with students in the early stages of language development. The teacher gives auditory commands, and students respond kinesthetically but not orally. They move their bodies in response to the commands and demonstrate their comprehension of the language. (Teaching Strategies)

70. **Varied Grouping Formats.** Teachers can increase comprehension and language interaction in the content classroom by using a variety of grouping formats for students while engaged in learning tasks. The more common groupings include the following: learning partners, small-group work, cooperative learning groups, whole-class instruction. (Teaching Strategies)

71. **Varied Presentation Formats.** Variety in presentation format ensures that students with different learning styles and ELLs are included in the learning experience. Teachers choose the presentation format based on the level of language proficiency of the students and the nature of the content learning. Some of the formats to consider include direct instruction, role plays, group work, cooperative learning, and project learning. (Teaching Strategies)

72. **Varied Questioning Formats.** This strategy engages all students in interaction. Teachers match a question type to the student's level of language proficiency. Easier questions include *yes / no and either /or* questions. Next in difficulty are the *WH* questions: *Who, What, When, Where*. The most complex are open-ended questions that require students to respond in a full sentence: for example, *What do you know about... How would you describe... What can you remember...?* (Teaching Strategies)

73. **Video Observation Guide.** This strategy increases comprehensibility for ELLs by alerting them to the events and concepts that will be seen in a video. The teacher can increase student comprehension of a content-related video by outlining the chronological progression of events in the video or by providing questions to activate prior knowledge about the topic of the video. This is essentially a graphic organizer for understanding a video that students watch as a class activity. The students take notes on the guide during or after watching the video. They can use their notes to participate in a classroom discussion about the video. (Teaching Strategies)

74. **Wait Time.** (Rowe, 1986). This strategy increases ELLs' ability to comprehend and respond to the teacher's oral questions. It also leads to increased student participation and higher-quality responses from all students. After asking a question, the teacher waits 5 to 7 seconds before calling on a volunteer to respond. (Teaching Strategies)

75. **Wait Time Two.** (Rowe, 1986). This strategy is an extension of the basic Wait Time strategy. After the first student responds to a question, the teacher waits an additional five to seven seconds and then calls on another student. The strategy is useful, because students can benefit from extra time to process both the question and the answer. (Teaching Strategies)

76. **Word/Picture Banks.** Word Banks enable students to learn and use academic vocabulary necessary for a content unit. The teacher encourages students to use academic vocabulary by compiling a collection of critical vocabulary in a boxed list. The words are displayed or provided to students on the board, a wall chart, or in a cloze passage or report outline. Students are encouraged to retain the vocabulary throughout the learning unit in a vocabulary notebook or written, each separately, on individual note cards. The note cards flesh out the meaning of the words as students add illustrations, symbols, synonyms/antonyms, foreign language translations, model sentences, and definitions. The cards can be sorted in various ways or used to study definitions with a learning partner. Students are encouraged to refer to the note cards for academic speaking and writing purposes. (Vocabulary Teaching Strategies)

77. **Word Squares.** This strategy enables ELLs to learn target academic vocabulary by using various word learning strategies. The teacher provides students with 5" by 7" notecards divided into four quadrants. The target vocabulary word is written in the upper left quadrant. The other three quadrants define the target word in various ways, depending on the grade and language level of the student. Students might be asked to draw a picture and write a definition in their home language. Students with higher levels of language proficiency are taught to also write antonyms/synonyms, dictionary definitions, and sentences using the target word in the remaining three quadrants. The word squares are used throughout the learning unit. Teachers provide opportunities for learning partners to teach each other the new words. (Vocabulary Teaching Strategies)

78. **Write a Letter.** This strategy enables ELLs to summarize academic content in an informal writing genre. The teacher models informal letter writing and poses a topic related to the lesson's objectives. Students are then asked to write a letter to a specific person, such as another student in the class, a person from history, a parent, or the teacher. The letter should summarize the major concepts in the lesson. If students write to each other, they can then be paired to read their letters and help each other with any misunderstandings. (Writing Strategies)

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