BEST PRACTICES FOR ENGLISH LANGUAGE LEARNERS

Office of Education Initiatives
Texas Education Agency

In Collaboration with

The Institute for Second Language Achievement (ISLA)
Texas A&M University-Corpus Christi

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# Table of Contents

<table>
<thead>
<tr>
<th>Section I</th>
<th>Introduction and Background</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section II</td>
<td>Transitional Program/Maintenance Program</td>
<td>5</td>
</tr>
<tr>
<td>Section III</td>
<td>Dual Language Program</td>
<td>11</td>
</tr>
<tr>
<td>Section IV</td>
<td>Best Practices: Transforming Transitional Bilingual Classes into Dual Language Enrichment</td>
<td>21</td>
</tr>
<tr>
<td>Section V</td>
<td>Best Practices</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Positive Classroom Climate</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Heterogeneous Grouping for Instruction</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>Language Level Grouping for Instruction:</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Situations for Spoken Discourse</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Cooperative Learning</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Multi-age Grouping for Instruction</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Individual/Cross-age Tutoring</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Learning Centers</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Balanced Literacy Approach</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Higher Order Thinking and Questioning</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>During Instruction</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Emphasis on Language Development and Acquisition</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Emphasis on Literacy Development in L1</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>Emphasis on Literacy Development in L2</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>Sheltered Instruction Observation Protocol</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>Guided Reading</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>Guided Writing</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Use of Manipulatives/Hands-on Instruction</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td>Thematic Instruction</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>Total Physical Response Strategies</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>Multiple Intelligences Strategies Incorporated in Instruction</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Use of a Variety of Formative and Summative Assessments</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Curriculum Alignment and Mapping</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Cultural Activities Integrated into the Curriculum</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Oral Presentations in L1 and L2</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Problem Based Learning/Inquiry Strategies</td>
<td>79</td>
</tr>
<tr>
<td></td>
<td>Inquiry based Science Instruction</td>
<td>81</td>
</tr>
<tr>
<td></td>
<td>Teach Discipline Specific Language/Vocabulary</td>
<td>83</td>
</tr>
<tr>
<td></td>
<td>Multi-sensory Experiences</td>
<td>85</td>
</tr>
<tr>
<td></td>
<td>Sustained Silent Reading</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Technology integrated into the</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Curriculum Differentiated Instruction</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Differentiated Instruction</td>
<td>93</td>
</tr>
<tr>
<td></td>
<td>Scaffolding Instruction</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Word Walls</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Graphic Organizers</td>
<td></td>
</tr>
<tr>
<td>Section V</td>
<td>Bibliography</td>
<td></td>
</tr>
</tbody>
</table>

v
INTRODUCTION

As the number of English language learners (ELLs)* continues to increase in Texas public and charter schools, there is a need to implement research-based effective teaching practices to promote linguistic and academic success for ELLs. According to the Texas Education Agency Fall 2004-2005 PEIMS Enrollment Data, there were 685,000 English language learners in Texas public and charter schools. Based on prior enrollment trends, it is anticipated that the ELL population will have exceeded 700,000 by the end of the 2005-2006 school year. State demographer, Dr. Steve Murdock, predicts that the number of minority students in our schools will continue to increase into the year, 2040. In a collaborative project with the Texas Education Agency and the Texas A&M University System, Texas A&M University-Corpus Christi was selected by the Texas Education Agency to establish a research center for effective practices for English language learners.

The Institute for Second Language Achievement (ISLA) was established to provide research on effective practices for English language learners and to provide professional development and technical assistance to school districts who were awarded Limited English Proficient Student Success Initiative Grants by the Office of Initiatives at the Texas Education Agency.

The term “Best Practice” has been defined by Zemelman, Daniels, and Hyde (2005) as a “shorthand emblem of serious, thoughtful, informed, responsible, state of the art teaching.” There is some debate as to whether the term “Best Practices” is a term that should be used in education where we profess to teach children at their educational level and meet their educational needs. Perhaps a better term would be “Promising Practices.”

*The term English language learner (ELL) as used throughout the document is synonymous with the term limited English proficient (LEP) as found in present state policy and S.B. 477 in response to Civil Action 5281.
Teachers of second language learners make instructional decisions that consider not only the child’s cognitive developmental level, but also the language developmental level. Language is acquired when messages are understood (Krashen, 1987). Students must understand the intent of the message, not necessarily every word that is spoken. This understanding is not based solely on words. Students also obtain meaning from such things as context, visuals, body language, real objects, and interactions (Walter, 2004). The integration of these teaching practices into lessons requires informed instructional decisions.

The research to identify Best Practices for English language learners is obtained in part from The Texas Successful Schools Study: Quality Education for Limited English Proficient students. The Successful Schools Study was undertaken by the Commissioner of Education at the Texas Education Agency in March 1998 as part of the Commissioner’s Educational Research Initiative, a statewide leadership effort. The research phase of the Study was completed in March 2000, spanning a 24-month period of research and investigation. The study was published and released as an official Texas Education Agency document in August, 2000.

The Commissioner’s Educational Research Initiative fostered a school-university partnership with the Texas A&M University System. This was a collaborative effort between the Texas Education Agency and Texas A&M University-Corpus Christi for the research support needed for the study. The Texas A&M University-Corpus Christi Research Team was responsible for administration of data collection methods including the distribution and collection of the teacher questionnaire, conducting the interviews, on-site visitations, analyses of campus and program information, review of the literature, and interpretation of findings.

Prior to and after the investigative phase of the Successful Schools Study, the Program Evaluation Unit in the Office for the Education of Special Populations from the Texas Education Agency, under the direction of Mr. Oscar Cardenas, principal investigator for the Study, designed all of the Study protocols, developed the research questions, selected the study sites, produced the technical and statistical report, conducted the student performance analyses, and served as production manager of the study.
The Successful Schools Study originated out of a collaborative study of successful Title I, Part A school-wide programs conducted by the Charles A. Dana Center at the University of Texas at Austin. That study was released in February, 1998. Since the Dana Center’s Title I Study focused primarily on high achieving schools in the context of high-poverty, the Successful Schools Study focused on the academic success of English language learners. The criteria for selection of the schools for the Successful Schools Study included the following school characteristics:

- Schools enrolled more than 40 percent Limited English Proficient (LEP) students during the 1996-97 school year,
- Schools enrolled more than 50% economically-disadvantaged students during the 1996-97 school year,
- Schools had zero exemptions on the state accountability test, Texas Assessment of Academic Skills (TAAS) during the 1996-97 school year, and
- Schools met the criteria for a rating of either “Recognized” or “Exemplary” in the school accountability system based on the Academic Excellence Indicator System (AEIS) of May 1997 that included English TAAS scores in reading, writing, mathematics and daily school attendance rates.

The schools that met the criteria, and that agreed to participate in the study included:

- Bowie Elementary School and Clover Elementary School in the Pharr-San Juan Alamo Independent School District in Pharr, Texas
- Campestre Elementary School in the Socorro Independent School District in El Paso, Texas;
- Castaneda Elementary School in the Brownsville Independent School District in Brownsville, Texas;
- Kelly Elementary School in the Hidalgo Independent School District in Hidalgo, Texas;
- La Encantada Elementary School in the San Benito Independent School District in San Benito, Texas; and
- Scott Elementary School in Roma Independent School District in Roma, Texas.
The schools’ rating on the state assessment (TAAS) at that time had been either “Recognized” or “Exemplary” for at least four or five years in a row as illustrated below.

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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Castaneda</td>
<td>Recognized</td>
<td>Recognized</td>
<td>Recognized</td>
<td>Exemplary</td>
<td>Recognized</td>
</tr>
<tr>
<td>La Encantada</td>
<td>Recognized</td>
<td>Recognized</td>
<td>Recognized</td>
<td>Exemplary</td>
<td>Recognized</td>
</tr>
<tr>
<td>Campestre</td>
<td>Recognized</td>
<td>Exemplary</td>
<td>Exemplary</td>
<td>Recognized</td>
<td>Recognized</td>
</tr>
<tr>
<td>Kelly</td>
<td>Recognized</td>
<td>Recognized</td>
<td>Recognized</td>
<td>Exemplary</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Bowie</td>
<td>Acceptable</td>
<td>Recognized</td>
<td>Exemplary</td>
<td>Exemplary</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Clover</td>
<td>Acceptable</td>
<td>Recognized</td>
<td>Recognized</td>
<td>Exemplary</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Scott</td>
<td>Exemplary</td>
<td>Exemplary</td>
<td>Exemplary</td>
<td>Exemplary</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>

Pursuant to the publication and dissemination of the Successful Schools Study, the research design was replicated to determine Successful Dual Language Program Characteristics in a study conducted by a research team from Texas A&M University-Corpus Christi in 2003. The purposes of the Successful Schools Study and the Successful Dual Language Program Characteristics Study were to profile the programs, policies and instructional practices of schools that have demonstrated success with English language learners based on state and/or national assessments; and report on how programs, practices, and policies contributed to the academic success of ELLs participating in bilingual education and dual language programs in selected sites. The studies used multiple methodologies that included: a teacher questionnaire, interviews of teachers, campus principals, district administrators and parents, and on-site campus and classroom visits. All of the data collected was triangulated to determine common characteristics of these programs that contribute to English language learner success, and to identify best practices observed in these classrooms.
TRANSITIONAL BILINGUAL EDUCATION AND MAINTENANCE BILINGUAL EDUCATION PROGRAMS:
TRANSITIONAL BILINGUAL EDUCATION AND MAINTENANCE BILINGUAL EDUCATION PROGRAMS:

The Successful Schools study found the following characteristics of these effective programs and classroom teaching practices. The school study sites, i.e., schools selected to participate in the Study implemented one of two models of bilingual education. The two models were the transitional model with at least four years of bilingual instruction, and the maintenance, or late exit model with at least six years of bilingual instruction. Both models proved to be effective as measured by TAAS results during the years of the study. The seven schools achieved higher Texas Learning Index scores than other demographically comparable schools in Texas. The state policies on bilingual education, beginning with 29.051 of the Texas Education Code, permit the offering of either model to ELLs at the elementary level.

Clover Elementary, Campestre Elementary, Castaneda Elementary, La Encantada Elementary, Kelly Elementary, and Scott Elementary had Transitional Bilingual Education Programs. In this model students transitioned from their home language (Spanish) of instruction into English from Kinder through third grade, but were not exited from the bilingual program until all exit criteria as found in state policy was met. Bowie Elementary was the only school that had a maintenance or late exit program in which students continued to develop both their home language and English to a high level of proficiency and cognition through the Fifth Grade. The important and common thread of the programs was the consistency of implementation of each program model. Lindholm-Leary (2005) found in her synthesis of research on effective programs for English language learners that consistency was one of the most important factors in program success. The other program guideline that was consistent was that children were not exited “early” from the bilingual education program. Students stayed in the program until they mastered the state assessments in English in the third, fourth, or fifth grade, or scored at or above the 40th percentile on the TEA-approved norm-referenced test beyond the second grade. In keeping with the state policy found in 19TAC89.1225(i) students were not exited in Pre-kindergarten, Kindergarten, or first grade. It was noteworthy to see that students were not exited in the second grade at
any of the schools, which was at their discretion. This policy support by the practice translated to ELL participation in the bilingual education program at every school for a minimum of four years. For students who started as ELL in PreK, participation was five years. This practice ensured a more complete language development in the first and second language for the English language learners at the early stages of their education. All of the stakeholders, e.g., district administrators, principals, and teachers were aware of the state policies on bilingual education, program guidelines and were knowledgeable of the research to effectively implement the program.

The principal in each of the seven schools was an instructional leader. One of the salient characteristics of the principals was that all seven had taught as bilingual teachers. Each of the seven principals of the successful schools had extensive training and certification in bilingual education and ESL. The principal monitored and visited classrooms frequently during the week, focusing the teachers on instruction through vertical and horizontal planning on a weekly basis and empowering teachers to make instructional decisions in their classrooms. Maria Luisa Gonzalez (1998) found in her research of three principals of exemplary schools for Latinos that “they (principals) are clearly the instructional leaders in their schools; however, they create a sense of empowerment among the faculty. They permit risk-taking as long as it is based on educational principles.”

Teachers believed all students can learn and had high expectations for their students. They described themselves as caring, but structured in their approach to the delivery of the curriculum. Research has found that second language learners’ success is often pre-determined by teacher expectations (Hakuta, et.al., 1997).

The use of both Spanish and English for direct instruction was evident in all classrooms. Use of the home language is necessary for success with second language learners and does not impede progress in English (Hakuta, et.al., 1997). Instruction delivered in the primary language can have a profound effect on the development of academic English. First, the primary language can be used to teach subject matter. If children know subject matter, they will understand much more of the instruction being presented, resulting in more of the English language and content knowledge. The primary language can also be used to develop literacy that transfers to the second language. No one learns to read twice.
There is strong evidence that programs that use the first language in this manner are effective in promoting academic English language development (Krashen & Biber, 1988).

Phonics and other early reading skills in both languages were taught in the primary grades through literature-based integrated units. The research in this area of literacy contends that in classrooms where teachers surround children with literature and give children ample time to engage in the language arts, children will become successful in listening, speaking, reading and writing (Roser, et.al.,1989; Tinajero & Ada, 1993).

Manipulatives and hands-on activities were extensively used in the teaching of math and science. This practice is in keeping with the research in math and science teaching in a bilingual setting that indicates that teaching in the content areas by pairing essential contextual experimentation with academic language learning is necessary for success of the bilingual child (De La Cruz, 1998).

Student progress was monitored through district benchmark tests. Assessment research that documents continual and regular monitoring ensures success for students by establishing a solid repertoire of essential skills (Hakuta, et.al., 1997).

In several schools, early childhood teachers had been trained in Montessori techniques. The teachers had adapted the strategies and materials for use in English and Spanish for the early childhood curriculum.

Teachers at five of the schools developed many thematic and integrated instructional units through their collaborative and long range planning. These units have been successfully used with ELLs. The teachers reviewed the integrated units annually, expanded on the strategies that had proven successful and deleted those that were not effective. The thematic units were aligned to the Texas Essential Knowledge and Skills (TEKS). Garcia (1998) found in studying effective classrooms serving bilingual Mexican-American students that an integrated curriculum, responsive to the linguistic ability of students and implemented by trained bilingual and biliterate teachers, was common in 14 classrooms whose students’ high standardized achievement test scores were above national norms. Garcia also found that in these classrooms, the children were made to feel that their bilingualism was an academic asset, something for which neither they, nor their families, needed to feel shame.
In effective bilingual programs parents understand and support the basic mission of the school and are involved in the school community. Parents in the schools studied consistently demonstrated pride in and support for their schools. Parents were involved in materials preparation for the teachers, making bulletin board decorations, sorting and packaging science and math manipulatives for teachers, serving as resources for home language development and classroom storytelling in Spanish and monitoring lunch rooms and hallways. Even though many of the parents were also limited-English speaking, they felt empowered because they knew that the administration and staff valued the culture of the community. The culture of the English language learners and their parents was embedded in the parent involvement activities in the programs.

Delpit (1995) found that cultural congruity between the school and home, and the knowledge of families’ cultural background are necessary to meet the students’ instructional needs and the needs of their families. Knowledge and understanding of culture are important tools for understanding students’ instructional needs and the needs of their families.

All teachers of record assigned to the bilingual education program in the schools were certified as bilingual or ESL teachers. Research by Hakuta, Banks, Christian, Duran, Kaestle, Kenny, Leinhardt, Ortiz, Pease-Alvarez, Snow, and Stipek (1997) points out that certification standards can prove to be essential in the success of a program and that several organizations have developed guidelines and certification standards for teachers who work with English as a second language (ESL) and bilingual programs. The research team found that all teachers in the schools studied were well-prepared for their work with English language learners.

In the successful school programs, the salient characteristics of research in second language learning were clearly evident. A school can have the best materials, best equipment, best buildings, and best staff development, but if teachers are not focused on the appropriate instruction and implementation of the program, success will be limited. The teacher continues to be the most important element in the instruction of English language learners.
DUAL LANGUAGE PROGRAMS
DUAL LANGUAGE PROGRAMS

Using a research design, similar to that of the Successful Schools Study, a study of dual language schools was conducted by a research team from Texas A&M University-Corpus Christi directed by Dr. Frank Lucido in an effort to identify effective practices in dual language programs, or as they are also called two-way or one-way immersion programs. The schools that were part of this study were from Albuquerque, New Mexico School District; Chicago, Illinois School District; El Paso Ysleta Independent School District; Canutillo, Texas Independent School District; Houston, Texas Independent School District; Arlington, Virginia School District; Hidalgo, Texas Independent School District, and Napa Valley California School District. A total of 12 schools were visited.

Two-way dual language programs serve both language minority and language majority students in the same classroom. Generally 50% of the students come from each language group. These programs embrace the goals of both immersion for language majority students and developmental bilingual programs for language minority students (Lindholm, 1992). Some of the goals of these programs include:

- maintenance and full development of the students’ primary language,
- full proficiency in all aspects of English,
- grade appropriate levels of achievement in all domains of academic study, and
- positive identity with the culture of the primary language group and with the culture of the majority language group. (Cloud, Genesee, & Hamayan, 2000).

One-way dual language programs serve language minority students of one heritage language background. The demographic makeup of this program model is the only difference between two-way and one-way programs. Districts along the Texas-Mexico border typically enroll mainly students of Spanish-speaking heritage, with many students just beginning to acquire the English language. Even in this context with few native-English-speaking students, English learners can reach grade-level achievement in English when the dual language program teaches the curriculum through both Spanish and English throughout the elementary and middle school years, in an enrichment rather than remedial
context. An example of a one-way program among the schools selected for this study is Canutillo, Texas Independent School District.

The main criterion for selection of the schools for this study consisted of whether a majority of the students in the schools, including students who were initially classified as English language learners, were performing on grade level on state or national assessments and whether both English language learners and monolingual English speakers were performing on or above grade level on state and national assessments. English language learners needed to make one and one-half years of progress each year in order to close the educational gap between themselves and the English language learners during the elementary years (Thomas & Collier, 2002).

Data collection was three-fold for this study. Interview questions addressed program implementation, effective practices, and program successes. Each participant interviewed was encouraged to be candid and respond in detail. Surveys were submitted to participating teachers and collected on site or through the mail after the researchers left the site. All survey responses were tallied and compared to established research characteristics of the dual language programs. Observations were conducted in each classroom and instructional practices were observed. Notes from the observations and interviews were compared and common characteristics extracted. After these dual language schools were visited, a list of effective practices was developed through triangulation of data from on-site observations in classrooms, interviews with school administrators and classroom teachers, and surveys from classroom teachers. Trends in effective practices that emerged from these data sources and that are consistent were further validated with national research findings.

Most of the schools in this study established an agreed upon model that varied from school to school. The most common practice seen in this study was for the initiators of the program, whether they were teachers or administrators, to become well read in the current research and share the information with other participants. In some cases, this meant teachers sharing with administrators or vice versa. All schools in this study used various practices to share the information with parents. Some schools invited parents to learn about the program by volunteering in the classes; others held parent classes at
the school, and one school held community meetings for the purpose of sharing research and other program information with parents.

The most common practice used by administrators included facilitating teacher training before initiating the program. Such teacher training can greatly improve instruction. For example, bilingual/ESL teachers untrained in the methodology of second language education and the specifics of dual language models are more likely to code-switch, translate and otherwise fail to isolate each of the languages in verbal and written form, leading to inefficient use of available instructional time. Separation of the two languages is an important non-negotiable that is one of the distinguishing characteristics of dual language, in comparison to past practices in transitional bilingual teaching. This means that in dual language different curricular material is presented in each language, and thus students must pay close attention when receiving lessons in each of the languages, to develop deep academic proficiency in both languages across the curriculum. Most of the teacher training provided was at the school or district level. In one case, the teachers brought the idea of the program to the administrator and proceeded to provide research and ideas to facilitate discussion. Once the administrator bought in to the program, the community became involved and teacher training was facilitated at the school level. Teachers also used strategies of joining together and forming study groups with other teachers to avoid burn-out in the program.

One district encouraged school administrators as well as dual language teachers to attain certification in bilingual education. Other school administrators were able to use language proficiency requirements when hiring new teachers for the program. This required the administrator to be aware of the research before proceeding too far with the program. Another administrator facilitated regular teacher attendance at professional conferences, such as NABE (National Association for Bilingual Education) and CABE (California Association for Bilingual Education).

For the schools that used a gradual phase-in of the program, this was accomplished smoothly. A gradual phasing-in of the program, grade by grade, beginning with kindergarten, leads to long-term success by preserving a balanced student population in addition to facilitating teacher and administrator success and a growth in parent awareness of the program as it grows each year to include a new grade.
Most administrators in this study learned the research and applied their program with a gradual phase-in. According to interviews with teachers and the parent community, administrators were able to preserve the integrity of the program by implementing a gradual phase-in in spite of sometimes over-enthusiastic parents and teachers. The most common practice that surfaced from all of the administrators interviewed was keeping open communication between teachers and the parent community so that gradual phasing-in of the program could occur and unrealistic expectations did not hamper success of the program.

Instruction reflecting the population represented is imperative to prevent teacher burn-out and facilitate success for children to interact with various peer and teacher language models. Without access to peer language models, unnecessary linguistic responsibility can fall upon the teacher. Over time, this affects the quality of the program (Montague, 1988). Children work best when they have access to other children who are native speakers of the target language.

Common to all schools was the practice of developing differentiated instructional practices in the overall program to meet the needs of the student populations represented at the school. Working with second language learners in the light of the current accountability climate elicited some creative strategies from educators. For example, tutoring before and after school occurred twice weekly for all students in the program at one school. At many of the schools, strategies from second language methodology such as TPR (Total Physical Response) and the Natural Approach were used for both populations. What sets these programs apart is that these schools were observed using these strategies with language majority speakers learning a second language instead of the reverse, which is usually seen in bilingual programs meant to benefit language minority students. In effect, this created fully integrated ESL and SFL (Spanish as a Foreign Language) programs within each classroom. This had a powerful social effect, as children were observed functioning effectively in heterogeneous groups and electing to work together in self-selected groups. Native English speakers and native Spanish speakers learned in the early grades of the program the degree to which they needed one another. Rather than separating over difference, we saw children appearing to value the differences between each other. Teachers used various strategies to encourage this mixing of the students, including project work for small groups and large group confidence building activities.
Another practice noted was the explicit instruction of appropriate student responses at the upper levels when first language peers criticized the accent of second language learners of the minority language. For example, when a native speaker of one language jeered at a peer attempting to speak that language as her second language, she had a patterned response which he immediately recognized and respected: “We don’t make fun of language in this class.” Typically, such strategies have been required of language minority students on an individual basis and have been implicit. By making the strategies explicit, this teacher apparently hoped to facilitate language production by both groups.

Quality materials must be available in each language. If teacher-made texts and other materials are available in one language while the other language represented has professional, company-made materials, this sends a clear message to all participants regarding the value of each language. Both teachers and districts had many strategies to assure a provision of quality materials in both languages. Many of the schools visited were committed to the program and facilitated teacher time to preview, purchase and create equitable classroom materials in each language. Materials were scheduled thematically by teachers for extended time periods such as four to six weeks.

Teacher training in dual language methodology is preferable before initiating the program. Bilingual teachers untrained in the methodology of second language education and the specifics of dual language models are more likely to code-switch, translate and otherwise fail to isolate each of the languages in verbal and written form. Teachers used interesting strategies to attain training. In one case, the teachers brought the idea of the program to the administrator and proceeded to provide research and ideas to facilitate discussion. Once the administrator bought in to the program, the community became involved and teacher training was facilitated at the school level. In another city, there was a district-wide initiation of the program. This facilitated quite a different experience of all involved. In this case training was district-wide for all schools implementing the dual language program.

In one school teachers used strategies of joining together and forming study groups with other teachers to avoid burn-out in the program. This school was impressive with bilingual instruction and equity in language access, materials, environmental literacy and bilingual peers.
Long-term administrative support is essential for success of the program due to political implications inherent in Dual Language programming. In the schools that participated in this study, the administrative role turned out to be a common base upon which all other program components were laid. Both district and school administrators used a variety of strategies to facilitate a quality program. At the district level, funding for materials and training was provided. Another district developed a department expressly for the purpose of facilitating programs and applied for Title VII funding, which was then made available for schools. This department then became a channel that responded to teachers’ needs and procured what teachers requested to improve their programs. This district also provided district level position(s) to support dual language programs. Several districts demonstrated commitment to second language learning and bilingualism. This became apparent through actions such as teacher training, in-service programs, and district-produced materials provided for classroom use. One administrator needed the support of the superintendent to improve her program. Her superintendent was supportive, for example, in accepting and facilitating teacher visas to secure native language speakers and to provide for travel of English-speaking teachers to visit Spanish-speaking countries.

For all of the schools that participated in this study, the school administrator demonstrated an impressive commitment to bilingualism for all children and to bilingual education. At one school, the teachers brought the idea to the administrator, who then facilitated the programs’ growth. At another school, the present administrator had come into the position after the initiating administrator retired. The teachers at this school used various strategies to keep the administrator and faculty new to the program versed in the professional research. One administrator discussed her strategies for keeping the school in the district eye with representation at board meetings and other district functions. Most teachers indicated that their administrator used various strategies to make sure that they were included as critical stakeholders in instructional decision making. This entailed involving them as participants, empowering them through making them decision makers and consistent participants. These administrators facilitated smooth program implementation with parent support. For example, one school saw a smooth transition to the program when the staff and community disagreed about the model.
to be implemented. Because the administrator served as a mediator, the dual language model was accepted by both groups and was most beneficial to the students. Another administrator was so committed to program staffing that she saw this as key to the success of the program. Over the long run, the commitment of the administrator increased the strength of the program by bringing knowledge that was shared with the staff and new enthusiasm that inspired everyone from the staff to the parent community.

Administrators with successful programs had to ensure compatibility for planning partners and facilitate sufficient time and space on a consistent basis for regular teacher planning. Another facet of teacher planning that some administrators and teachers insisted upon was both horizontal and vertical planning. In this way, teachers in third grade, for example, were able to provide instruction consistent with the other third grade classes as well as being better aware of what and how to plan for individual children from the second grade that would be coming in for the fall and preparing them for teachers of the next grade in the spring. Administrators knew the importance of the community’s investment in the success of the program and facilitated parent attendance to school for various training classes, to do volunteer work at the school, and to provide native language support in classrooms.

As patterns emerged in the data, there were additional areas where schools demonstrated creative strategies consistent with other schools in the study. One example of this was insuring that continuous assessment of language development in both languages would occur on a continual basis. Additionally, faculties and administrators examined their strategies and program through assessing the program goals and outcomes on a continual basis. In all of the programs, support staff were enthusiastic about the program. Though types of language assessments differed at each school, every school in the study provided consistent assessment in both languages for each population. One example of this was the principal who procured permission from the state to administer the state mandated standardized assessment in Spanish across populations one year and in English the next time. In all the schools for this study, verbal and written abilities in each of the languages were assessed on a consistent basis across populations.
In all schools, thematic instruction and integration of the curriculum was planned and implemented. There was also a good deal of student-centered learning with "hands on" activities evident in the classrooms. There was purposeful integration of culture into the curriculum at these schools and technology was incorporated into the curriculum. The faculties at these schools promote positive and warm classroom climates. In all the schools, the teachers were committed to bilingualism and to their dual language programs.

The strategies presented here have been documented in an effort to identify commonalities among Dual Language classrooms, practitioners and programs in schools educating children in today’s climate of accountability. One school felt the need to withdraw from the public system and become a charter school in order to maintain the integrity of the dual language program in a state with a high stakes testing agenda. Another principal found herself fighting a constant political battle among public school officials outside of her immediate community, to protect the program at her school.

Bilingual education programs are providing a solid academic background for all children while also providing a basis for bilingualism so that each state as well as the nation will be more economically viable in the global economy of the future. The implications of these studies are important for the future of quality bilingual programs in United States schools. Possibly the most significant, overall impression that these studies provide is the remarkable effort made by each of the participants to provide quality programs, often in the face of continual struggle. The dedication that these professionals bring to their classrooms was highly impressive at each site. The future of the children continues to be the focus of these highly successful schools that meet the needs of their English language learners.
BEST PRACTICES:
TRANSFORMING TRANSITIONAL BILINGUAL CLASSES INTO DUAL LANGUAGE ENRICHMENT
BEST PRACTICES:
TRANSFORMING TRANSITIONAL BILINGUAL CLASSES INTO DUAL LANGUAGE ENRICHMENT

Three major characteristics distinguish transitional bilingual classes from dual language education: length of the program, integration with the mainstream, and consistent use of effective methods of bilingual teaching. Dual language is not a separate, segregated bilingual program only designed for English learners. Dual language is the mainstream curricular program, just like any other class, except that the curriculum is taught through two languages. All students are encouraged to enroll in a two-way dual language class, and all students, minority and majority, low-income and middle-income, can reach far higher levels of academic achievement than typical school programs in the mainstream (Lindholm-Leary, 2004; Thomas & Collier, 1997, 2002).

To reach grade-level achievement in L2, students must receive at least six years of high quality, grade-level, cognitively challenging work through the two languages. In one-way demographic contexts with few English-proficient students, it is crucial that English learners receive a minimum of eight years of dual language schooling to ensure grade-level achievement in English by the end of high school. Because new English learners arrive at all grade levels, it is recommended that school districts provide dual language classes for all grade levels, K-12, in contexts where one language group is predominant (e.g. Spanish heritage students). Typically the program is grown grade by grade, beginning with kindergarten, unless bilingual teachers fully proficient and certified for grade-level teaching are already in place in the school district.

The third distinction between transitional and dual language classes is the expected high quality of teaching approaches. This includes experienced teachers who know how to create discovery learning classrooms using cooperative learning and other best practices outlined in the following sections of this publication. The most important non-negotiable is monolingual lesson delivery in dual language classes. Keeping the two languages separate, using only one language in a given instructional session, forces students to deeply acquire both English and the minority language. Transitional bilingual classes
have practiced immediate translation, repetition of lessons in each language, and code-switching, leading to duplication of material and reduction of available instructional time. Dual language teachers carefully plan different lessons in each language, alternated by time, subject, or teacher (in a team-teaching situation). Since no material is repeated in the other language, no instructional time is wasted and students are on an accelerated track. This academic challenge pushes students to the deepest levels of proficiency in both languages.

In summary, dual language classes are the mainstream taught through two languages, designed for all students. Students are in an additive bilingual context, which leads to higher levels of cognitive and academic development than that experienced in monolingual school settings. Students know that when they graduate from high school, they will be fully equivalent to monolingually-educated native-English speakers. But in addition, they will have many more advantages in their professions because they are gifted bilinguals, ready for the interconnected world of the 21st century.
PROGRAM/CLASSROOM-RESEARCHED BEST PRACTICES
PROGRAM/CLASSROOM RESEARCHED BEST PRACTICES

The following best practices were observed in the classrooms visited during the Successful Schools Study and the Effective Dual Language Programs Study. These practices can be adapted to the bilingual education program model being implemented in a school, as well as to an ESL classroom, and also within the curricular mainstream where the instruction would be in English. The practices should always be implemented to address the developmentally appropriate level of the student, and the linguistic level of the student. An important guideline is to stay true to the program model being implemented, provide a positive climate for students to develop both languages, have high expectations, and teach for the development of cognitive academic language proficiency (CALP). We have provided the Best Practice along with research to affirm its effectiveness, and a classroom example of implementation. The area of language development that the practice could address is also suggested, although many of these practices can be integrated in the development of several language arts skill areas (listening, speaking, reading, and writing), and should be integrated into each content area and each thematic unit. Grade levels for implementation are also suggested.
A Positive Classroom Climate
(PK-12)
Listening, Speaking, Reading, Writing

Description: Student achievement has been shown to improve in environments where teachers have established strong teacher-student relationships and nurturing environments. Student-centered teachers acknowledge their students as individuals who have interesting and important lives and make time to get to know their students. In doing so, they communicate to students that they value their interests, cultures, and life experiences – and ultimately help to foster healthy relationships among students. In addition to establishing a positive classroom community, active student involvement, high motivation and low anxiety are also related to increased learning and achievement.

References

Instructional Practice:

The Bilingual/ESL teacher understands that a positive classroom climate is determined by the “tone” set by the classroom teacher. One way of creating such a tone stems from having explicit and structured expectations.

All students, and especially second language learners, benefit from knowing what the rules of engagement are. Knowing the parameters for behavior, e.g., what is acceptable and what is unacceptable provides a safe environment for students to interact. They gain an understanding of fair and equitable treatment and learn the principles of functioning in a democracy, where all participants contribute to the mutually beneficial successful experiences and outcomes.

To create such a climate, teachers should choose an acronym that “speaks to them” and sends a message to the students, e.g., STARS, REACH, SAIL. It is helpful if the acronym has a visual that can be utilized in a number of ways, or is somehow related to the environment, i.e., a teacher working in a coastal city might choose a nautical term or a word related to the discipline being taught.

Positive behaviors are then attached to each of the letters in the acronym. Some examples include:

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<tr>
<th>Stay on task</th>
<th>Stay with the group</th>
<th>Ask for permission</th>
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<tr>
<td>Take turns</td>
<td>Attention on the speaker</td>
<td>Listen attentively</td>
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<tr>
<td>Active Involvement</td>
<td>Involve yourself</td>
<td>Give your best</td>
</tr>
<tr>
<td>Respect students, teacher &amp; property</td>
<td>Listen actively</td>
<td>Eating and drinking outside the room</td>
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<tr>
<td>Seek opinions</td>
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<td>Be prepared</td>
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<tr>
<td></td>
<td></td>
<td>Respect others</td>
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<td></td>
<td></td>
<td>Ask for help</td>
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Take time to introduce each of these social skills at the beginning of class, and remember to introduce new arrivals to the acronym as well. To teach each of the skills, draw a T-chart on a large piece of paper that can be placed on the wall for future reference. On the left hand side, label the column ‘What it looks like/What it sounds like’. Label the right column, ‘What it doesn’t look like/What it doesn’t sound like’. Have a class discussion and elicit from the students what could be listed in each of the columns. This T-chart can then be posted in a visible place for easy reference by the teacher and the students. Additional behaviors can be added as they arise in class.

This acronym can then be used in a variety of ways for reinforcement.

* Prior to taking the children to an assembly:
  “I would like for all of my STARS to be model examples during the assembly.”
* On a bulletin board: Ms. Saenz STARS and a picture of each child with her/his name.
* To recognize exemplary behavior or perfect attendance: The STAR award
* To introduce a new center: Hang stars from the ceiling

To recognize STAR alumni: Place a laminated star (hanging or on the floor or on the wall) with the student’s picture in the reading center.
### Heterogeneous Grouping for Instruction (PK-12) Listening, Reading, Speaking, Writing

**Description:** Research supports grouping youngsters who all share the same readiness level or fit within the same zone of proximal development. While teachers should utilize flexible grouping patterns, students benefit from skill-based or strategy-based instruction that provides appropriate challenge and support. This is especially important in the areas of math and reading. Student groups are generally comprised of a combination of readiness levels, interest levels, genders, language proficiency levels, or learning profiles (i.e., multiple intelligences, learning styles).

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### Instructional Practice:

The Bilingual/ESL teachers recognize that second language learners need peer role models and opportunities to interact with those role models. Those opportunities can be social, linguistic, or academic.

Examples of **social** heterogeneous grouping:

After observing the students for a few days, note those that tend to cluster together and those that seem to be more introverted. Then, selecting from a variety of “ice breakers” designed to teach people skills, e.g., giving “put-ups”, maintaining eye contact, encouraging others to speak, using names, group extroverts with introverts to engage in the activities. [See the following website for ideas on icebreakers: http://www.teacherscloset.com/icebreakers.html].

Examples of **linguistic** grouping:

After observing students both formally and informally in a variety of settings using the SOLOM, an oral language assessment rubric, note the language dominance preferences of students. [See Appendix ___ for a formal observation instrument to assess language proficiency]. Structure the activities so that L1 students learn vocabulary and sentence structures from the L2 students and vice versa. Thus, both groups of students feel as if they are contributing and valued.

Examples of **academic** grouping:

One of the most useful tools for determining students’ proficiency with text material is the CLOZE activity. CLOZE is a "fill-in-the-blanks" activity where the learner uses clues from the context to supply words that have been deliberately removed from the text. Utilizing textbook material, teachers construct an assessment activity by omitting every fifth or sixth word. (see Appendix ___ for a more detailed description). When students attempt to complete the missing words, they illustrate their reading comprehension and language proficiency with the text at one of three levels, independent, instructional, or frustrational. This classification is useful for grouping students on academic tasks utilizing the textbook or other resource material available.
**Language Grouping for Instruction: Situations for Spoken Discourse (PK-12) Listening, Speaking**

**Description:** Perhaps one of the most important strategies for helping students acquire the skills needed for effective discourse is to provide varied opportunities for students to talk about a multitude of topics and for multiple purposes in natural settings and with different conversational partners. Teachers must work to create situations that challenge students to use language to meet a variety of social, emotional, and cognitive needs.

**References**


**Instructional Practice:**

The Bilingual/ESL teacher understands that English language learners in order to develop language must be taught at the language development level and provides for this differentiated instruction.

When determining the language development needs for instructional purposes, accuracy in assessing language proficiency is essential. To attain this accuracy, formative assessment is necessary. It is also necessary to conduct formative assessment in all of the communication skill areas (listening, speaking, reading, writing) and not assume that because a student has limited *oral* vocabulary proficiency, their auditory proficiency is equally limited. Thus, it is important to use an analytical instrument, such as the SOLOM (see Appendix ___) to determine the particular *oral language* skill that needs to be developed, i.e., grammar, vocabulary, pronunciation, fluency.

Similarly, a rubric is useful for assessing students writing proficiency. Again, an analytical instrument will be helpful here (see Appendix ___) [insert modified rubric from Peregoy and Boyle]

The CLOZE, a "fill-in-the-blanks" activity where the learner uses clues from the context to supply words that have been deliberately removed from the text, used to determine reading proficiency, is also a good tool for determining students’ proficiency with particular parts of speech, e.g., adjectives, prepositions, etc. Utilizing textbook material, teachers construct an assessment activity by every fifth or sixth word. (see Appendix ___ for a more detailed description). The missing words can then be organized by parts of speech for ease in analysis. When students attempt to complete the missing words, they illustrate their reading comprehension and language proficiency relative to the part of speech that appears to be the most problematic for them.

Each of the strategies mentioned above, enables the teacher to homogenously group students to receive specific skill development provided by the teacher, the paraprofessional, volunteers, or peers. It can also provide opportunities for heterogeneous grouping so that students can facilitate learning from each other, based on their particular strengths versus always being grouped to address areas in need of remediation. This strategy serves to accomplish multiple objectives:

- Strengthens students’ communication skills as they work to help their peers learn the same skills;
- Encourages peer interaction and interdependency; and
- Values individuals and their abilities thus contributing to the development of self-esteem.
**Cooperative Learning**

**PK-12**

**Listening, Speaking, Reading, Writing**

**Description:** “The practice of placing English learners in cooperative working groups to negotiate the meaning of content increases students’ opportunities to hear and produce language. Cooperative groups are most effective when they are flexible and mixed in language, readiness levels, interest and gender. In addition to encouraging the development of social and academic language, such groupings can help youngsters learn classroom routines and procedures and more readily become a member of the classroom community. In comparison to individual or more competitive work environments, cooperative learning is associated with “higher group and individual achievement, higher-quality reasoning strategies, more frequent transfer of these from the group to individual members, more metacognition, and more new ideas and solutions to problems” (NCREL).

**References**

3. NCREL retrieved on December 21, 2005 at www.ncrel.org/sdrs/areas/issues/students/learning/lr1coop.htm.

**Instructional Practice:**

The Bilingual/ESL teacher involves the students in cooperative learning and cooperative structures in the classroom.

Cooperative learning, also known as collaborative learning focuses on teaching individuals the dynamics of interaction that promote and foster the principles of co-existing in a democracy where collaboration results in a win-win scenario, as opposed to a competitive environment where someone wins and some lose. Cooperative group work is NOT asking the faster or smarter student to help the slower ones and it is NOT grouping students who split up the work so that each one does his/her part for others to copy. It is NOT clustering students around a space, desk groupings or lab table, to accomplish a task. Collaboration is a learned behavior which implies that it must be taught. These collaborative skills could also be considered simply social skills and teachers need to develop lesson plans that discreetly teach them as well as content lesson plans that integrate them into academic activities.

What sets cooperative learning apart from traditional group work is the focused attention to its five (5) key components which includes:

1. collaborative skills,
2. face to face interactions,
3. positive interdependence,
4. individual accountability, and
5. group processing.

There are essentially three types of collaborative skills including friendship building skills, people skills, and task skills. Friendship building skills can be developed using such activities as icebreakers, sentence starters (My favorite movie is . . . ), and interviews. People skills development requires students learning how to be a good listener, respond to ideas, disagree in a nice way, maintain eye contact, use names, share feelings, encourage others to speak. Task skills refers to good work habits such as turn-taking, staying on task, seeking opinions, asking questions for clarification, following directions.

These skills are best learned when students can work in small groups (no larger than five is ideal) in “knees to knees” cluster arrangements where the task requires that each member contributes substantively to the completion of the task. Each member is then held individually accountable for all of the information.

Perhaps the MOST critical component of cooperative learning is the fifth one – group processing. In this stage, students reflect on their group dynamics and their individual roles in the group dynamics. This metacognitive activity plays an essential role in helping individuals explicitly learn the importance of collective thinking and participation in pursuit of a common goal.
In an ELL classroom, the teacher should first pay attention to creating a positive classroom environment by focusing on friendship skill development. While heterogeneous grouping is recommended in cooperative learning, teachers should be mindful of the need for students to also bond with students who are like them with respect to language preferences, race/ethnicity, gender, academic performance, etc. Thus, heterogeneous grouping can be alternated with homogenous grouping as appropriate.

Additional ideas for cooperative learning environments and activities can be found at: http://www.cooperativelearning.
## Multi-Age Grouping for Instruction (PK-12)

**Description:** Multiage grouping refers to a class grouping in which students of different ages are placed together in a single classroom in order to more effectively meet the developmental needs of youngsters. Rather than expecting all children to progress at the same rate and according to specified objectives for a particular grade level, multi-age grouping allows children of various ages and readiness levels to progress at their own rate. Unlike combination classrooms (e.g., 4/5th grade) where the teacher teaches separate content objectives to each individual grade level, teachers in multi-age classrooms modify the curriculum so that children are provided with a variety of activities in which they work together in small multi-age groups on projects and other activities. As a result, each individual uses his/her gifts and/or strengths to contribute to the total project or task.

**References**


## Instructional Practice:

The Bilingual/ESL teacher uses different groupings for students in the classroom knowing that children can learn from one another as well as the teacher, and that language development is also social development. This approach can be useful in a variety of settings, particularly if there is a shortage of qualified professionals, or if there is a critical mass of English language learners in the school but not for each grade level.

In the first scenario, it is important to limit the number of variables, in addition to the multiage grouping, so as not to overwhelm the classroom teacher. For example, in addition to the multiage grouping within a classroom, native language and previous schooling experiences might be considered. To factor in students who have had no, or limited schooling experiences, particularly in the upper grades and/or students with learning disabilities presents challenges for creating a successful climate for language development for both the teacher and the students.

In the second scenario, it is important to consider the level of proficiency and the students’ prior schooling experiences. Beginners, at any age, have certain basic needs, e.g., orientation to the school, language used in the domain of the school as well as the community, which will need to be developed. In such a classroom, students can help each other work through “Survival Units” that help students learn basic content vocabulary, as well as basic structures of the English language.

Other variations of multiage grouping can occur by structuring service learning opportunities for secondary students by having them read to younger children or tutoring them.
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<tr>
<th>Individual Tutoring/Cross-age Tutoring (PK-12)</th>
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<td><strong>Description:</strong> Like struggling readers, English language learners have a host of instructional needs. Research has shown that one-on-one tutoring is an effective intervention that can increase student achievement. However, the downside is that providing individualized tutoring can be quite costly. A less costly alternative is cross-age tutoring programs; that is, pairing upper grade students with primary-grade students (e.g., reading buddies). Such programs provide a variety of benefits, from academic to social, to personal. Teachers have reported increases in reading fluency, positive attitudes toward school and learning, as well as strengthened social connections between children of different ages.</td>
<td>1. Allington, R. L. (2004). Setting the record straight. Educational Leadership, 61 (6) 22-25.&lt;br&gt;2. Tompkins, G. (2003). Literacy for the 21st Century (3rd Ed.). Columbus, Ohio: Merrill Prentice Hall.&lt;br&gt;3. Zemelman, S., Daniels, H., &amp; Hyde, A. (2005). Best Practice: Today’s standards for teaching and learning in American’s schools (3rd Ed.). Portsmouth, New Hampshire: Heinemann.</td>
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**Instructional Practice:**

The Bilingual/ESL teacher meets individual student needs through individual academic and literacy needs through tutoring and cross-age tutoring.

All students, but especially English Language Learners (ELLs) need multiple, and diverse opportunities for interacting with the English language. Time should be built in often, daily if possible, for ELLs to have one-on-one time with Native English Speakers for both informal and formal language development.

In class, the teacher can designate certain students to be English tutors. This role, like other roles in the classroom, e.g., materials gatherer, should be rotated. These students know that as soon as they finish their work, they are to pair up with their “assigned buddy”.

Another variation on in-class tutors is to set up a Tutoring Center. When ELLs need assistance, their presence in the Center alerts the English tutor that their services are needed.

These same English tutors can also be the ELLs escorts and designated translators during lunch, activities outside the classroom, and any other English learning opportunities that may arise, e.g., trips to the nurse, taking a message to the office, etc.

Outside of class, tutoring opportunities can be arranged with volunteers. These Volunteers may be other students in the school, community members, or service organizations in the high school or university. Frequently, organizations, civic or student, have a service component for their membership and are eager to take on projects that are meaningful, educational, and beneficial.
Learning Centers
(PK-6)
Listening, Speaking, Reading, Writing

Description: Centers or learning stations are most often set up around the classroom so that children can visit and participate in a variety of learning activities. These centers support content-area and literacy learning and are designed to actively engage students in learning. Children rotate generally through the centers in an organized sequence. Students can work independently or in small groups to practice or apply knowledge, strategies, or skills first presented to the whole class. Often students are asked to explore topics and manipulate materials associated with content-area units. Possible centers include a reading/library center, a writing/author’s center, a word-study center, a science center, a math center, a computer center, a listening center, and other centers related to units of study.

References

Instructional Practice:
The Bilingual/ESL teacher uses child-centered learning centers to enrich instruction.

Learning Centers, for all students but particularly for English Language Learners, should be philosophically grounded in two principles. The first, and most obvious, is to serve the purpose of developing students’ communication skills in an integrative way, i.e., listening, speaking, reading, AND writing. The second purpose is to provide resources and activities that address the concepts of readiness, reinforcement, and remediation (3R’s). This two-fold purpose should be explicit in the planning as well as in the implementation. When introducing the centers, students should be informed on how to engage in the activities as well as the purpose of the engagement.

A discipline focused center, e.g., language arts, science, social studies, math, grounded in these two principles would include:

* Duplicate sets of flash cards with the vocabulary words to be used with a sentence using the word in context on the back. These flash cards could be used by peers to practice saying and reading the word, or they could be used to “play” concentration requiring the students to say the word in a sentence when a match was made.

* Scrambled sentences using these same words for students to practice grammar structure.

* Audio tapes of the chapter to be covered or the story to be read for the students to hear BEFORE, the lesson is addressed as well as after the lesson has been presented giving ELLs an opportunity to hear the words in context at their pace so that they can keep up with the class during regular instruction.

* Comprehension activities, such as CLOZE activities for students to practice using context clues.

* Writing activities where students sequence information or provide alternative endings to stories or histories.

Such a Center would enable ELLS to engage in the activities, either individually or in cooperative groups purposely structured, that support language development.
**Balanced Literacy (PK-12)**

**Description:** Some reading programs utilize a skills-based or phonics-based approach, whereas others view literacy development from a holistic, literature-based approach. In balanced literacy programs, advocates recognize the value of both viewpoints and recommend balancing both skills-based and literature-based approaches. While recognizing that understanding the basics of word study is essential to good reading, "comprehension is an on-going process, a thinking process that expands across time and as the individual encounters different texts, in different ways, for different purposes" (Scharer, Pinnell, Lyons, & Fountas, 2005). In balanced literacy programs, teachers believe that literacy involves both reading and writing and good literature is at the heart of the program (Tompkins, 2003). The program follows a continuum of literacy instruction, progressively from modeled, shared, interactive, guided to independent reading and writing activities.

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**Instructional Practice:**

The Bilingual/ESL teacher uses a balanced literacy approach in the classroom knowing that the development of phonics skills, vocabulary, study skills, comprehension skills, and the use of authentic multicultural literature provides students with a complete language arts curriculum.

Through the use of literature, teachers can develop language skills, literacy skills, values, problem-solving skills, student self-awareness, and understanding of their cultural heritage. By using the stages of preparation, reinforcement, and extension, students can engage in multiple levels of literacy experiences centered around a main selection and related literature.

Nevárez, Mireles, and Ramírez (1990) produced an integrated, holistic thematic literature guide with a listing of annotated quality books written in Spanish and a related list for English language development. The guide includes themes that range from a unit on family to a unit on the senses and a resource guide for creating a literature program, integrating drama skits, adding puppetry and storytelling, integrating disciplines, supplementing with audio-visual material, and infusing Spanish poetry and folklore.

A balanced literacy lesson incorporating the three aforementioned stages using a multicultural theme might use *El pájaro Cú*, a Mexican folktale about vanity and friendship. (Nevárez, Mireles, and Ramírez, 1990, pp. 295) The activities suggested all provide an opportunity for students to engage in multiple literacy experiences varying participation (from individual to group to whole class); genre (from folklore to poetry to academic text material); and language development (from aural to written experiences)

**Preparation**

1. Display an empty nest or make one by crumpling a brown paper bag and adding twigs. Ask the children to observe and brainstorm in a group, or whole class, why the nest is empty.
2. Tell the students to imagine the nest belongs to a bird named Cú.
3. Add that Cú left his friends without the courtesy of a goodbye.
4. Ask them to predict why Cú would leave and disappoint his friends. [Be sure to follow up on these predictions once the story is read.]
Reinforcement

1. Read the main selection.
2. Engage the students in a discussion using Bloom’s Taxonomy of questions – recall, comprehension, application, analysis, evaluation, and create.
   - Describe Cú before his friends adorned him?
   - Describe Cú after his friends adorned him?
   - Describe the owl.
   - Which characters did you like the most? Why?
   - Why do you think Cú left?
   - How would you feel if you were Cú?
   - How would you feel if you were the owl?

3. Ask the students, working in groups, to change the outcome of the story by picking from a list of “What If” story stretchers. Depending on the proficiency of the groups, students can dictate the story into a recorder to be transcribed later by the teacher, a tutor, or a volunteer; engage in a language experience approach dictating their response as someone writes what is said; or use a round robin strategy using one piece of paper and one pencil and each student contributes a sentence until the story is rewritten.
   - Possible story stretchers might include:
     - If Cú had invited you to come along, where would you go and what would you see?
     - If Cú were to run into another unadorned bird, or the ugly duckling, what would he say to him?
     - If Cú had remained among his friends, how would he act?
     - If Cú were found, what would happen?

4. Read, or have students individually or peer read, other selections with related themes, e.g., de la Rosa, Clarissa. *El perro del cerro y la rana de la sabana.*
   - Darío, Rubén. *Margarita.*
   - Belpé, Pura. *Pérez y Martina*
   - Kousel, D. And Thollander, E. *El premio del cuco.*

5. Pose discussion questions that ask them to connect the themes and the characters and then generate a “How would you like to be treated” statement to be posted on the wall.

Extension

*Creative Dramatics*

Have students reenact the story line using colorful streamers which they use to adorn Cú who eventually flies away.

Have students blend characters and events from two related stories to reenact a new story.

*Art and Writing*

Have the students draw the Cú bird on wanted posters, write descriptions, and offer rewards.

Have the students create a beauty contest, write the criteria for entering and winning, draw the Cú bird, enter them in the contest. A panel of peers from other classes can serve as the judges.

*Science*

Teach a mini-unit on birds – characteristics, environments, migration patterns, types of nests, foods they eat, threats to their existence. This can be done as a whole class, or in cooperative groups with each group selecting from birds in their region and each group member responsible for researching a particular aspect of their group’s bird. Students can use texts from the library, the web, or the local bird society as resources for their research.
Lessons in social studies can be focused on human dynamics, multicultural awareness, or geographic location and customs.

Lessons on human dynamics would focus on the concept of separation and how to stay connected despite situational separation events such as school, work, military, divorce, or death. This is actually a valuable lesson to begin encouraging students to pursue higher education away from home. Students could role play telephone conversations, write letters, or keep journals as part of this activity.

A second concept is that of comparison and the development of a personal self-concept. Having students learn how to analyze the behavior of others is a good way to help them with their sense of identity. By comparing the behaviors of the characters and then asking them to choose who they identify with, and why, can help them make wise decisions in their selection of friends, the activities they engage in, and the choices they make.

Using a selection written by an author from a different country, or a selection that talks about life in another country, students can pursue what they would like to know more about with respect to that country, culture, and customs. If different groups select different countries, a class comparison chart can be created to illustrate the similarities and differences of the cultures studied.
**Higher Order Thinking and Questioning/**
**Teaching Big Ideas**
**(PK-12)**

**Description:** Success in life (and certainly the ongoing advancement of our society) requires citizens who can think critically (i.e., analyze or examine problems, synthesize information, evaluate and weigh evidence, and solve problems). As such, many educators believe that effective instruction/schooling includes the development of critical thinking. Certainly, students need to learn basic knowledge and skills (declarative and procedural knowledge), but research suggests that the appropriate application of declarative and procedural knowledge (i.e., conditional knowledge) requires a much more sophisticated level of thinking. Students must not only learn what and how, but when to use facts or procedures (i.e., conditions or critical attributes). The NAEP results indicate that student achievement improves when instruction emphasizes critical thinking or advanced reasoning skills.

**References**


**Instructional Practice:**

The Bilingual/ESL teacher challenges the students to the higher levels of Blooms Taxonomy in order to develop Cognitive Academic Language Proficiency (CALP). Teachers must assess the students’ CALP to focus on the improvement of their English proficiency for learning of subject matter, while developing critical thinking skills.

Determining what constitutes “higher order thinking and questioning” is the first step in implementing this strategy. Most educators would agree that questions beginning with Who, What, When, and Where are considered “lower level” as they require students to merely recall information. For beginning English Language Learners, it’s important to provide them with opportunities to answer these types of questions because the responses are easier to learn as they refer to words that are easily learned through the use of visuals, such as people, actions, time, and location.

Questions that ask why, how, how come, and to what extent, are considered higher level thinking as they require students to comprehend, apply, analyze, evaluate, and create. The vocabulary needed to do this is not always easily taught through visuals and requires ELLs to have a good foundation in the basics of English vocabulary and grammar.

If possible, this type of questioning and thinking should be taught in the native language as the students will have the concepts and the working vocabulary to respond thus providing evidence that they are internalizing the information beyond the level of recall.

The next step would be to model how these same questions and responses can then be accomplished in English and then provide multiple opportunities for them to practice responding in English individually, in small groups, and eventually in whole class situations.

Appendix ___ provides examples of questions that can be posed for each level of thinking following a commonly used framework originally designed by Benjamin Bloom in 1956 and subsequently revised in 2001 by Anderson and Krathwohl. Teachers are encouraged to post these questions prominently, model how they are used, and then structure peer activities, or center activities, where students have to construct and respond to different types of questions.
Emphasis on Language Development/Acquisition (PK-12)
Listening, Speaking, Reading, Writing

**Description:** Mastering proficiency in a second language happens much the same as the development of one’s first language. Teachers must understand the distinction between language acquisition (an unconscious process that occurs when language is used for real communication) and language learning or “knowing about” a language (the result of a much more formal language learning process). While formal language learning (e.g., the rules of a language) has a place in education, the emphasis here is on the natural process of acquiring language.

**References**

**Instructional Practice**

The Bilingual/ESL teacher provides opportunities for students to acquire language and also opportunities for direct teacher instruction throughout the school day.

The first grade bilingual teacher has a classroom environment that is conducive to natural language acquisition. She is working on a thematic unit on butterflies. While she/he is working with a small group of students in direct instruction on adjectives (descriptive words), students are observed engaged in many different activities that present opportunities for natural language acquisition. The teacher has the students working in small groups and they have rotated through the four groups in two days.

Students are at a table with headphone sets listening to stories that have been put on a cassette tape so that they can have good language models. The students listen to *The Butterfly Story* tape and then are read instructions to draw pictures to develop the sequence of the story. The students have been given instructions to check with their peers at the table if there are any questions before approaching the teacher who is working with the small group on direct instruction. The story sequence deals with the life cycle of the butterfly. There is also a picture of the life cycle of the butterfly at the table for reference.

Another group of students are working on computers with programmed instruction. They are also following a story line on butterflies on the computer and listening to the directions with headphones. There are programmed activities on the computer that the students complete. The completed work is placed in an assigned basket.
One of the volunteer parents is working with another small group of students on an art project that the students are completing based on *The Butterfly Story* that was read at the computer center the previous day. The parent engages the students in meaningful dialogues and provides opportunities for the students to develop their language in a natural setting. Students engage in dialogue with other students and the volunteer parent.

Towards the end of the morning after the students have rotated through all the groups, the teacher brings all of the children together to talk about the theme of the stories that they have heard on the headsets and the computer. They discuss the butterfly theme orally and the teacher interacts with the students. The teacher then guides the students through the development of their own story on butterflies using the language experience approach. The story is composed by the students and the teacher writes the story on sentence strips. Each student copies his/her sentence and then draws a picture to depict the sentence. The teacher reviews the story with the students orally and the students recite the sentences that have been developed and show their picture. A book is put together with the students’ sentences and drawings and the book is placed in the student library. Students are engaged in the dialogue with comprehensible input throughout the activity.
Emphasis on Literacy Development in L1 (PK-12)
Listening, Speaking, Reading, Writing

Description: Cummins (1980) proposed two related but different skills English learners must acquire: Basic Interpersonal Communication skills (BICS) and Cognitive Academic Language Proficiency (CALP). BICS involves the skills necessary to communicate in everyday social contexts, while CALP, a much more complex level of academic language proficiency, is required for success in school. Many scholars have argued that because CALP is so difficult to acquire (both in terms of complexity and the mere time) that students should learn content in their L1 while acquiring proficiency in English. The notion of Common Underlying Proficiency (CUP) suggests that content and skills learned in L1 will transfer to L2.

References

Instructional Practice:

The Bilingual/ESL teacher understands that development of literacy in L1 will contribute to success in acquiring L2. There is common underlying proficiency in languages. No child learns to read twice. Many Cognitive Academic Language Proficiency skills transfer from one language to another.

Literacy in one language is transferable to all other languages of the world. Over 50 percent of initial reading skills developed in any language are generalizable to reading skills in other languages, including non-Roman-alphabet languages. Thus, it is critical to ensure that an individual student develop solid reading strategies in his/her native language. Students acquiring at least basic literacy in L1 achieve at significantly higher levels in L2 than those students who have never had the opportunity to learn to read in L1.

Using the Language Experience Approach, predictable books, and books that are of interest to the students, particularly if they are culturally relevant, all reinforce the use of language to communicate thoughts, experiences, and feelings.

With the Language Experience Approach arrange for in-school or out-of-school group experiences. Then have the students verbally dictate the experiences while the teacher, or an advanced English language speaker writes the experiences on a chart tablet. Initially, the transcriber might want to write exactly what the student says (or perhaps after some encouragement to reword depending on the proficiency level of the students). This copy can then be used to model grammatical changes needed to encourage the use of more formal English as to informal spoken English.

Predictable books provide opportunities to verbalize words frequently and “get comfortable” with how they sound, how they are written, and how they are used.

Culturally relevant books help individuals identify with the characters in the story and make connections between their home life and their school life, e.g., *Too Many Tamales* by Gary Soto and Ed Martinez.
### Emphasis on Literacy Development in L2 (PK-12)

**Listening, Speaking, Reading, Writing**

<table>
<thead>
<tr>
<th>Description: Researchers have found that the best way for students to learn a second language, and more specifically subject matter in a second language, is to learn in the second language. Sheltered English classrooms are composed entirely of second language learners and are taught by a specially trained teacher who utilizes second-language acquisition techniques. When teachers use the SIOP model for their planning and teaching of English language learners, student achievement is improved because of the high quality and effective sheltered instruction.</th>
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| References

### Instructional Practice:

The Bilingual/ESL teacher understands that emphasis on literacy development in L2 is very important if students are to be successful academically and socially in the world. Students need to develop deep levels of proficiency in L2 reading/writing for each grade level, eventually reaching native-English speaker equivalency, for each subject area.

In addition to the strategies shared for Literacy Development in L1, a major part of developing literacy is to have materials available for students to read. These materials can be obtained with the help of many organizations such as Half Price Bookstore, civic organizations, and student organizations or garage sales.

Teachers are encouraged to provide bins for organizing the materials but should allow students to decide how the books will be organized. This will not only enable them to “own the literacy center” but to know what materials are available as well.

Literacy activities should then be introduced. Among the possibilities are:

- **Author’s Chair**: Have students take turns assuming the role of the author and doing book shares in English.

- **STAR Awards**: Provide students with a single page listing different genre of books. The books can be listed from bottom to top with “stars” at the top of the page. As students progress through each list, they are awarded a STAR Award for each genre read. This ensures that students are exposed to and read different kinds of books.

- **Trade magazines**, such as National Geographic, Texas Monthly, etc., should be included as well. Many physicians’ offices subscribe to these and can be approached to donate their back issues.
SIOP (Sheltered Instruction Observation Protocol) (PK-12)  
*Listening, Speaking, Reading, Writing*

**Description:** In order to promote the literacy of English language learners, content area teachers are encouraged to develop meaningful and relevant lessons that strengthen students’ prior knowledge and background experiences. The SIOP model provides teachers with “a lesson planning and delivery approach composed of 30 strategies grouped into eight components:

1) Preparation,  
2) Building Background,  
3) Comprehensible Input  
4) Strategies,  
5) Interaction,  
6) Practice/Application,  
7) Lesson Delivery,  
8) Review/Assessment” (Short & Echevarria, 2004, 11)

**References**


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**Instructional Practice:**

The Bilingual/ESL teacher uses the SIOP model of instruction to scaffold instruction for English language learners and provide comprehensible input in content subjects and language arts classes.

The preparation of a sheltered instruction lesson requires attention to seven (7) aspects of pedagogical content knowledge development. These include psycho/social development of children; language development in the four areas of communication; language proficiency assessment; content knowledge; curriculum organization; instructional delivery; and alternative assessment.

Explicit focus on these elements should be considered in developing an integrated, interdisciplinary thematic unit so that students see connections as they develop concepts in the various elements as illustrated in the following example taken from Peregoy and Boyle (1993, p. 32).

Ms. Bloom greeted her fourth-graders, who stood lined up at the door after mid-morning recess. She put her finger to her lips and quietly announced that today was the special day they had been waiting for. Then she asked them to tiptoe to their seats at their cooperative group tables. They took their seats, but not too quietly, because their curiosity was piqued by what they found at the center of each table: a small oval object wrapped in aluminum foil, a slender, five-inch probing instrument, and a graphing sheet depicting what turned out to be different kinds of rodent bones. Ms. Bloom waited for all to be seated and quiet. Then she proceeded to give her instructions:
“Yesterday we visited the Natural History Museum and we saw a diorama of the life cycle of owls. Who remembers what Table Three wanted to know more about after visiting the museum? (Students at Table Three answer: ‘We wanted to know more about what owls eat.’) Okay, so I promised you I would give you a chance to investigate, or find out for yourselves. At your table, you have something wrapped in foil. (Ms. Bloom holds up an example). This is called an owl pellet. After an owl finishes eating, it regurgitates the pellet, or throws it up out of its mouth. (Teacher dramatizes with a hand gesture.) After everyone understands what to do, I want you to take the pellet apart, examine it carefully, and together decide what information you can figure out about what owls eat. I want you to look, to talk together, and to write down your ideas. Then each group will share back with the whole class. Take a look at the instruction card at your table, and raise your hand when you are sure you know what to do.”

This scenario illustrates many of the sheltering techniques including grade level content (science), establishing a background (trip to the museum), language development using specific vocabulary and gestures (regurgitate); hands on activities (examining the owl pellet), purposeful grouping of students (heterogeneous by language proficiency), and opportunities for students to integrate communication skills (listen, talk, write, read).

When working with ELL students, especially during sheltered instruction lessons, verbiage should be kept to a minimum. Instructions should be brief, clear, sequential, and contextual.

For additional suggestions in implementing the SIOP model see Mary Ellen Vogt and Jana Echevarria’s Teaching Ideas for Implementing the SIOP Model at www.siopinstitute.net.
**Guided Reading**
(PK-6)
Listening, Speaking, Reading

**Description:** It is believed that children benefit from small group instruction when the make-up of that group is similar in readiness level. Guided reading consists of small, homogeneous groups of students meeting with the teacher to read a book that is at their instructional level. The students are to read as independently as possible a text that has been selected and introduced by the teacher. During guided reading, teachers use scaffolding techniques to support students as they read challenging texts.

**References**


**Instructional Practice**

The Bilingual/ESL teacher uses guided reading in literacy development in L1 and L2.

The second grade Bilingual/ESL class is in their Language Arts portion of the instructional day. The students are in a small group, many of whom have the same challenges and need common support. The students are introduced to the story by the teacher. The teacher points out the title of the story, the authors, and the illustrator. The teacher leads the students through the pictures of the story and helps them to predict the details that will appear in the story. All of the strategies for identifying important details are discussed with the students as the lesson develops. He/she also helps the students identify the characters and the setting of the story. Vocabulary and other key words are noted and discussed. The story is then read by the teacher orally to all the students as they follow along. The teacher then directs the students to read the story to themselves and asks them to be aware of all of the details that have been anticipated as the pictures of the story were reviewed.

The students then read the story silently. After the students have read the story to themselves, the bilingual teacher then provides follow-up activities that involve the students with content subjects (science, math, or social studies), and creative expression. The teacher then holds the students accountable by calling the group back together to share what they have learned from their activities. Through guided reading, the bilingual/ESL teacher is providing scaffolds that will lead the students to become independent readers. Reading strategies are discussed orally with the students during guided reading so that they will be able to read independently as they become more advanced in their language skills. In guided reading, the bilingual teacher is also directing students to read certain passages of the text and then stops them for questioning, connecting, strategizing, and reinforcing. For specific examples check Janet Allen, *Yellow Brick roads, Shared and Guided Paths to Independent Reading 4-12.*
**Guided Writing (PK-12)**

**Listening, Speaking, Writing**

**Description:** Following the same philosophy that supports a balanced literacy and guided reading approach, in guided writing teachers plan and supervise structured writing activities. Teachers focus on language elements such as expressions, phrases, transitions and grammatical structures. During guided writing instruction, teachers often use prompts and clues to provide students with a framework for ideas and organization. Another facet of guided writing is the individual writing conference as children progress through the writing, revising, editing and publishing stages. In this process, the teacher assumes the role of model, coach, planner and consultant (Rikards & Hawes, 2004).

**References**


**Instructional Practice:**

The Bilingual/ESL teacher uses Guided Writing to help the English language learners to develop writing skills. The same steps are taken as the teaching of process writing for native-English speakers.

For a recent ELL arrival with no prior schooling, the initial writing activities will involve those used with young children teaching them the fine motor skills needed to develop handwriting and Language Experience Approaches.

Writing experiences for ELL students with prior schooling, however, should follow the same five phase writing process approach used with all students, prewriting, drafting, revising, editing, publishing. It is helpful to ask students to draw on their own experiences and recollections when writing initially so that they can internalize the concept of the writing process from a familiar standpoint. For example, ask your students to:

- Think of 5 things that have happened to them.
- Write down the phrase “I remember . . . ” then list (in a column) the five things you recalled. This can be about a thing--favorite house, a tree, or an event--a trip, an experience.
- Share their recollections with a partner.
- Write down one name associated with each of the recollections.
- Think of the five senses (touch, sight, smell, hearing, tasting) and write down the most important sense that goes with each recollection.
- Select the “I remember that you would most like to write about and share it with your partner.
- Next, write the part of the memory that makes it memorable or very important to you and share it with your partner.
- Now, writing as fast as you can (ignore mechanics) write as much of the memory as you can on paper.
- Share your paper with your partner and ask him/her for suggestions on how to make your paper clearer.

This process draws on what the individual student knows and allows them through the four modalities (kinesthetic, oral, aural, and visual) to develop their writing skills.

Many more such strategies are available from Peregoy and Boyle (1993). Many of these strategies can be used in centers providing students with opportunities to write what they have learned in context, e.g., taped dictation of words which they check themselves, taped dictated sentences using the words in context, sentence combining and shortening activities.
Use of Manipulatives / Hands-On Instruction
(PK-12)
Listening, Speaking, Reading, Writing

**Description:** One of the most basic principles of teaching ELLs is that you must make content comprehensible by supporting student understanding with the use of concrete devices that students can manipulate. Contextualizing the language can be done in many ways – providing photographs, maps, drawings, concept maps (i.e., visual aids), and real objects or props (i.e., realia) that students can touch, smell, see and manipulate. In the content areas (e.g., mathematics, science, social studies), manipulatives are especially important to helping students develop deep, conceptual understandings of concepts. Effective instruction in textbook-based programs includes the use of manipulatives and hands-on activities.

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**Instructional Practice:**

The Bilingual/ESL teacher uses hands-on learning in her math stations to introduce her students to the concept of area.

Students use geoboards and potholder loops to create shapes with a predefined area. They can use these loops to experiment and design their own answers to the questions provided by the teacher. They are encouraged to devise many different answers to one question.

Generally students will have had previous practice working in small groups and obviously understand their perspective roles. Students are allowed the opportunity to learn from each other through dialogue and inquiry about their different shapes. The teacher walks around the room observing and commenting with questions such as “How did you do that?”; “How is your shape different/similar to Emilio’s shape?”; “Could you explain how you can find the area of your shape using your geoboard?” etc. The students may respond in either their home language or English. The discourse between the students is also done in either languages. Finally, the teacher passes out colorful cards with each of the following words with an illustration of the word on each card:

- Area
- Geoboards
- Loops
- Square
- Triangle
- Hexagon
- Octagon
- Pentagon

The students form groups of two to discuss and demonstrate how each of these words can be manifested using the geoboards. The teacher says, “Would anyone like to volunteer and demonstrate to the class how their design corresponds with one of our mathematics words today?” The students are eager to demonstrate after having explored, questioned, dialogued and created the shapes both together and individually. The teacher praises each response and reinforces the word to the hands-on shape. The students went from the concrete geoboards to the more abstract by explaining and supporting that their particular shape corresponded with one of the math vocabulary words. This lesson encourages the development of discourse around topics in math, an important part of student learning. The use of geoboards enables the students to experience a hands-on approach to understanding the concept of area.
Thematic Instruction  
(PK-12)  
Listening, Speaking, Reading, Writing  

Description: It has long been argued that both thematic and integrated instruction can increase student learning. We know, for example, that when teachers design learning experiences that facilitate student—constructed connections across various domains and between the students’ own lived experiences and the content to be learned, deep and meaningful learning can occur. According to a recent analysis of the National Assessment of Educational Progress (NAEP) test scores, a focus on teaching for meaning (i.e., an instructional emphasis on critical thinking and reasoning skills) results in higher student achievement, especially in mathematics and science. While instructional approaches must vary by subject area and grade level, it is clear that teachers must teach critical thinking skills. In the humanities (and this is especially important for ELL’s, “the data suggest the value of a more linear process” (Wenglinsky, 2004, 34). Through a thematic unit, teachers can teach basic skills and critical thinking simultaneously.

References  

Instructional Practice:  
The Bilingual/ESL uses Thematic and Integrated Instruction incorporating Social Studies, Language Arts and Technology to teach his students the history of Las Soldaderas, Mexican Women who fought in the Mexican Revolution.

The bilingual/ESL teacher introduces the lesson by announcing to his students the following:

1. “Today you will begin a new tutoring program.”  
2. “Each and every one of you will be tutored every day from 3:00p.m. – 6:00p.m.”  
3. “Additionally, you will be coming every Saturday from 8:00a.m. – 1:00p.m. for another round of tutoring.”  
4. “Since we feel this is the best thing for you, your parents and I have decided this without your permission.”  
5. “Some of you may not like how we have organized this, but that is beside the point.”  
6. “If you do not show up for tutoring you will be receiving a failing grade for this class.”  
7. “Only two of you will not have to attend any of the tutoring since you make such good grades already and I think you do not need it.”

The teacher recognizes distraught faces all around the room. In fact, he notices a couple of students’ eyes begin to tear up. He then says, “I notice some of you look upset. How does this make you feel?” Before any of them are willing to answer, the teacher announces that he was just kidding. Next, he solicits emotions from the students. Some of the student responses may be as follows:

“I didn’t like that you were making us do something against our will.”  
“I didn’t like that we had to do something and no one even asked us for input.”  
“I didn’t like that you were making up ALL the rules and we were just supposed to go along with them.”

Next, the teacher remarks, “The emotions all of you are feeling are similar to those of a group of indigenous women who decided that they were not going to take the dictatorship of President Porfirio Diaz anymore, so they took up arms and fought alongside their husbands in The Mexican Revolution of 1910. They were known as Las Soldaderas, and they are a very important part of both Mexican and American History.
The teacher proceeds to show a video (see www.digitalcurriculum.com) illustrating the history and life of Las Soldaderas. Next, he begins a dialogue about the video and begins to assess the students’ level of understanding using probing, higher order thinking questions such as:

- “Why do you think Las Soldaderas decided to fight in the Mexican Revolution?”
- “Do you think Las Soldaderas are remembered as much as their husbands are remembered? Why or why not?”
- “If you were a female living in those days would you have made the same decision? Why or why not?”
- “Think of an individual or individuals (male or female) who remind you of Las Soldaderas.”

After allowing the students to reflect, the teacher asks them to form groups of two. He passes out large pieces of butcher paper and while standing in front of the class, demonstrates how to draw two large circles overlapping one another on one side. He explains to them that, “This is called a Venn diagram.” The students are asked to utilize the Venn diagrams to identify characteristics of Las Soldaderas and the individual they each reflected over. They are also asked to identify how Las Soldaderas and their ‘heroic’ individual are alike (center of the Venn diagram).

The teacher solicits volunteers to explain their Venn diagram to the class and encourages questions and dialogue. Finally, the students are to return to their desks using the Venn diagrams as a springboard, and proceed to write a compare and contrast composition. He models the beginning of the composition on the board:

Ex. Las Soldaderas were a group of brave women who fought alongside their husbands during The Mexican Revolution of 1910. Their bravery and valor remind me of another person in my life.

Incorporating Writer’s Workshop techniques (see Fountas & Pinnell (1996), the bilingual/ESL teacher walks around the room conducting ‘mini conferences’ over the students’ compositions. The completed composition will be used to assess the lesson.

This lesson encourages the use of language to express emotion and self reflection. It incorporates Social Studies, Language Arts and Technology, which allows for the students to have multiple avenues of understanding.
### Total Physical Response TPR) Strategies (PK-12)

**Description:** This concrete, hands-on approach is founded upon the association between language and body movement. Research on first language acquisition suggests that (a) children listen, understand and acquire receptive language before they can produce language; (b) comprehension and understanding are aided by body movement; and (c) speaking comes naturally and can never be forced. In TPR, the teacher simultaneously gives and models a command (e.g., stand up) until the students are able to perform or follow the command without hesitation. Teacher actions are gradually removed and students eventually respond solely to the verbal command.

### References


### Instructional Practice:

The Bilingual/ESL teacher uses the Total Physical Response (TPR) strategy in her math lesson to introduce her students to the concept of patterns and vocabulary building.

She begins by engaging the students in the lesson using their bodies as a vehicle of learning. The teacher says, “We are going to be creating patterns using your bodies as part of our lesson.” This kind of activity encourages the kinesthetic learner to participate actively in the game.

She begins by saying, “Okay, everyone let’s all stand and form a circle.” Once the students are in a circle, the teacher suggests that the pattern they will be working on today is going to be fun and exciting building the suspense so that the children can hardly wait to see the pattern develop and guess the solution. Next, the teacher asks the students to come up one at a time, “Josh, please come here, Tabitha, please come here, Jake, please come here, Allison, please come here, Jennifer, oops, I mean Manuel please come here.” The bilingual/ESL teacher encourages risk taking and lets the children know that they are in a safe and secure learning environment where it is acceptable to make mistakes from which we learn; even teachers make them. Then, the teacher asks, “raise your hand if you know who comes next in our pattern.” The students raise their hands to respond. “Why do you think a girl should come next?” she asks. “What does it mean to create or make a pattern?”

The students are asked to return to the circle. She says, “Now, I’m going to clap and snap my hands and fingers, and you are going to try and figure out what the pattern is.” She begins the sequence of clapping and snapping and soon the students begin to follow along. Next, she then asks the students to verbalize the pattern along with the action.

Finally, as part of an informal assessment, She tells the students that she will be calling out the command and they will demonstrate it using their bodies. She proceeds to engage the students in another pattern involving their bodies and several patterns involving clapping and snapping. However, this time she does not perform the motion with them; she simply calls out the command and the students respond with their actions. Additionally, the students are given a list of vocabulary words (on cut up sentence strips) including:

- pattern,
- clap
- yourself
- snap
- stand

She models a game that will enforce the students’ knowledge of the vocabulary and patterns. The students are to get into pairs and hold up one card at a time (choose cardholder and take turns) and the partner demonstrates the word through action.
The teacher uses movement learning and auditory cues to address all kinds of learning styles and to keep the young students focused. She then asks the students to name the pattern, again encouraging the use of words to describe a pattern. Finally, she checks for vocabulary comprehension through the use of teacher commands and paired student games.
Multiple Intelligence Strategies Integrated into Instruction: Verbal-Linguistic, Logical-Mathematical, Spatial, Musical, Bodily-Kinesthetic, Interpersonal, Intrapersonal, Naturalist

(PK-12)

Listening, Speaking, Reading, Writing

**Description:** Gardner’s theory of MI came to fruition with the 1983 publication of his book, *Frames of Mind*, whereby he challenged the traditional theory of intelligence that suggested IQ (i.e., human cognition) was fixed, quantifiable, unitary, measured in isolation, and could be used to sort students and predict their success (Silver, Strong, & Perini, 2000). For many teachers MI theory provides a philosophical framework by which to think about teaching and learning. Traditionally, classrooms have emphasized verbal-linguistic and logical-mathematical intelligences. As a consequence, some students (e.g., those strong in these intelligences) have been placed at an advantage and others at a disadvantage (e.g., those with other dominant intelligences) in school. Ultimately, we want to provide instructional environments that enable students to flourish and develop a “full range of intellectual abilities” (Goodlad, 1984, 93). We must create classrooms and instructional opportunities that allow each child to learn and grow in a way that is most natural for the individual. Most recently, much has been written about interconnections between learning styles and multiple intelligences.

**References**


**Instructional Practice:**

The Bilingual/ESL teacher uses Multiple Intelligence strategies in a high school English class to study the use of figurative language in poetry.

The ESL teacher begins showing the CD, "The New Kid on the Block." She shows the poem for which the CD is named. Before showing the last frame, she lets the students take out paper and pencil and draw a picture of what they imagine the new kid to be or look like. Then she moves to the unit of study by asking the students to reflect for an extended period of time on a poem that they most remember and enjoyed as children. Once the students have identified the poem in their minds, they are encouraged to write transcribe the poem, and list a few reasons why they think that particular poem stood out among the rest and caused them to remember it. She asks the students to form groups of four and share their thoughts through dialogue and discussion.

The teacher decides that she would like to share a favorite poem of her own and tells the students that instead of reciting the poem, she will reenact it through movement. The students are intrigued and anxious to see her performance. The teacher asks that the students interpret her motions into words to try and put the poem to lyrics. After her performance the students are allowed the opportunity to discuss their results and she solicits volunteers to reenact their poem as well.

Next, she refers back to the students’ reflections and a discussion emerges in the classroom. She pulls information from the students by asking, “What did you like best about your poem? “Did you find it fairly easy or complicated to understand?” Why do you think the poem appealed to you while others do not or did not?”

She suggests that some poets write their poetry using what we term as figurative language. Figurative language helps us understand and visualize what the author of the poem is trying to say through the use of similes and metaphors. “You have all expressed today that one of the major reasons you enjoyed your poems so much is because you understood them and you could almost visualize them and make sense of them; that was perhaps one of the author’s objectives,” she explains.
Next, she writes the words **simile** and **metaphor** on the board and clearly defines each one incorporating student feedback and input. The students are then asked to work in groups and using a T-chart to demonstrate the characteristics of each as well as give examples of poets utilizing this method using the diverse set of poems she has previously provided them. The poems are in both English and Spanish and the students have the option of utilizing either idiom.

As part of the final assessment, students will submit an original poem representing similes and metaphors. The poem (English or Spanish) will be presented to the class, and students will have the option of either orally presenting the poem or acting it out.
### Variety of Assessment Strategies:
**Formative and Summative Assessments (PK-12)**
- **Listening, Speaking, Reading, Writing**

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| In order to meet the needs of individual students, educators must engage in meaningful, authentic, varied and on-going assessment. Educators should utilize many forms of assessment: formative (i.e., occurring before and during instruction) and summative (i.e., occurring at the end of instruction). Formative assessment data is used to guide and modify curriculum and instruction to meet diverse student needs, whereas summative assessment data is used to evaluate student learning to determine a final grade. On-going review and assessment is vital within the context of teaching ELL students, especially when it comes to monitoring the master of content and language objectives. Teachers should use a variety of informal assessment strategies (e.g., teacher observation, anecdotal reports, quick-writes, student-to-student or teacher-to student conversations, student worksheets, etc.) to monitor student comprehension throughout a lesson. Formal assessments in the form of standardized tests are a major part of the schooling experience in the U.S. For ELL students, tests are used to place and reclassify students. When testing ELL students, educators must consider several factors that impact student performance (e.g., anxiety levels, experience with testing materials and format, time limitations, familiarity or rapport with test administrator, and proficiency with the language in which the test is administered). | 1. Diaz-Rico, L. T., & Weed, K. Z. (2002). *The Cross-cultural language and academic development handbook: A complete K-12 reference guide (2nd Ed.).* Boston: Allyn & Bacon.  

### Instructional Practice:

The Bilingual/ESL teacher uses a variety of assessment strategies (formative and summative) to determine the level of her students' learning. She incorporates a variety of assessments to determine the growth and progress of her elementary students. Using the Guided Reading Method for teaching reading, she utilizes the progress the students are making in their homogeneous reading groups to gauge their reading growth in fluency, comprehension and vocabulary recognition.

She first determines the students' reading levels by administering an informal reading inventory (IRI) and the Developmental Reading Assessment (DRA) [http://www.pearsonlearning.com/dra](http://www.pearsonlearning.com/dra). The data allows the bilingual/ESL teacher to group her students in both heterogeneous groups as well as homogeneous groups. She will utilize the heterogeneous groups to enforce subject areas across the curriculum. She will utilize the homogeneous groups to meet with students of similar literacy needs to hone in on those needs and address them in a more efficient and productive manner.

The teacher uses informal assessments (formative) within her reading groups by listening to the students read (at their level and slightly above) and indicating their progress. Their progress is charted using anecdotal note taking in a personal portfolio she has created for each of her students. The portfolio allows the teacher to have an ongoing personal growth record of each of her students. In this way, their learning and growth are compared to their own personal accomplishments as opposed to that of their peers.
Along with listening to the students read, she conferences with them weekly (every day with her high needs and 2-3 times a week with her low needs) regarding their compositions. She addresses punctuation, grammar, sentence structure and voice during the homogenous groups of Writer’s Workshop, a component of Balanced Literacy. (Guiding Readers and Writers (Grades 3-6) Teaching Comprehension, Genre, and Content Literacy (Fountas, I.C., & Pinnell, G.S. 2000).

Although formative assessments are essential and crucial, a well-balanced assessment program should incorporate the use of summative assessments as well. She administers six weeks benchmark assessments that tests the students’ knowledge and mastery on district-level performance expectations. Weekly vocabulary tests are also administered based on the vocabulary list pertaining to a particular student (Dolch Sight Vocabulary Words). Both six-week benchmarks and weekly exams help prepare the students for the final state mandated standardized exam.

The bilingual/ESL teacher understands the value of assessing her students using both formal and informal assessments. This is especially true of her ELL students since personal growth is crucial information for the teacher and student in terms of vocabulary and language development. A well-balanced curriculum program usually includes both types of assessments to ensure the appropriate level and type of instruction is being implemented with each student according to their needs and goals.
**Program Design & Implementation**  
*(Alignment or Curriculum Mapping)*  
*(PK-12)*  
**Listening, Speaking, Reading, Writing**

**Description:** In order to successfully meet the needs of diverse students and increase student achievement, districts and schools must have (a) clearly defined goals (i.e., a destination in mind); (b) guidelines for reaching the goals (i.e., a trip itinerary or map); and (c) a process for documenting what students are actually experiencing (i.e., the real trip versus the planned itinerary). Educators at the campus level and within a district are asked to assess their practices and then collaborate with one another to identify gaps, strengths, and weaknesses in the curriculum being offered. With a focus on improving teaching and learning for ELL students, schools can use the curriculum mapping process to define and develop more consistent and coherent approaches to literacy development.

**References**


**Instructional Practice:**

The Bilingual/ESL teacher utilizes a process known as curriculum mapping as a means of articulating what happens in a classroom, school and district. It is a calendar based compilation of the content, skills and assessments that a child experiences at each grade level.

Curriculum maps are valuable planning tools for teachers, helping them to begin with the end in mind and chart a course for the year. Typically, annual curriculum maps are organized by month or marking period and provide an overview of:

- The enduring understandings and overarching goals
- The standards-based essential skills and concepts
- The methods of assessment that the teacher and students will be working on throughout the year
- The major content resources

Unit curriculum maps include all of the above with the following additions:

- The unit’s theme, essential question(s), and enduring understandings
- More detailed notes on the formative and summative assessments to be used throughout the unit
- The strategies and best practices used to explicitly teach the standards-based essential skills and concepts
- A list of the multi-genre resources that will be used throughout the unit.

The following template can be utilized across the curriculum and subject area and like a road map shows where you are, where you've been, and where you are going. Ms. Lei utilizes the template to help her have a clear understanding of what is occurring in her classroom, as well as classrooms throughout her district. Ms. Lei also employs this tool as a wonderful resource to support her instruction to both administrators and parents.

**Mini-Lesson for:**
**Unit Theme:**
**Essential Question:**
**Text Title/Genre:**

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71
Mini-Lesson Outline: Using the strategy, how will we accomplish the following?

How will I **introduce and explain** this strategy so that students will understand the how and why? (inductive method, mini-lecture, demonstration, notes, etc.)

How will I **model** this strategy for my students? (exemplars and/or demonstrations)

How will I provide opportunities for **guided practice**?

How will I monitor/gauge students’ understanding of the strategy and the skill it develops? (formative assessment)

How will I determine student readiness?

Using real texts, how will students **independently practice** using the strategy and the skill it targets?

How will I **adapt or differentiate** this lesson for grade and skill level?

How will I engage students in a **reflection** of how this strategy has developed this particular skill and how it has helped each of them become a more effective reader?
**Multicultural Education: Cultural Activities Integrated into the Curriculum (PK-12) Listening, Speaking, Reading, Writing**

**Description:** There are many benefits of integrating multicultural education into the classroom for the ELL students. One of the most important benefits is the explicit value placed on the child’s first language and culture by the teacher/school. In addition, having a selection of bilingual books in the school and/or classroom library allows children to develop their love for books and reading skills while they are learning English. Additionally, when teachers integrate the child’s culture into lessons, motivation and learning increase.

Teachers can easily integrate multicultural content, perspectives and varied cultural experiences into language arts, math, science, social studies and math lessons. It isn’t that we are asking teachers to do yet one more thing, we are asking teachers to do what they typically do but in a new and transformed way. Multicultural education is not another curriculum program. It is a unique approach to delivering the state-adopted, standards-based curriculum, the result of which is equity and excellence for all students.

**References**


**Instructional Practice:**

The Bilingual/ESL teacher incorporates cultural activities into the instructional program to include the affective component of a total bilingual education program. The teacher utilizes the use of a VIRTUAL FIELD TRIP titled “Untold Stories, Baseball and the Multicultural Experience.”

He begins by talking to the students about the importance of celebrating all ethnic groups’ contributions to society. In this lesson his focus is on the “Untold Stories, Baseball and the Multicultural Experience.” A virtual field trip will be the classroom for the day.

The teacher uses the following short story to introduce his lesson:

“We tend to focus on segregation as a major part of history, and although it definitely was, we should also study the integration process as well. In baseball, integration became necessary since everyone wanted the best players to playing the sport. This field trip will take us through the celebration of baseball players in ethnic groups including the Japanese players, the African American players and the Latino baseball players. This virtual tour will help us understand and recognize the flights and struggles that these awesome players endured and how they overcame them to become a part of our history.

Many students are familiar with the legendary feats of Babe Ruth, Hank Aaron and Mickey Mantle, but what about the accomplishments of baseball stars, such as Minnie Minoso, Sam Jethroe and Masanori Murakami? Their courage as Latino, African-American and Asian athletes helped make baseball one of the first great melting pots in professional sports. As a result, diversity and athleticism remain time-tested teammates on the field of excellence. From the archives of the National Baseball Hall of Fame and Museum in Cooperstown, NY, learn untold stories about Jackie Robinson, Larry Doby, Hank Greenberg and Roberto Clemente, men who defied prejudice to challenge racial and ethnic barriers with a pride and passion that continues to inspire. This electronic field trip you will be watching will take you through the gallery and exhibits of America's greatest baseball shrine and reveals surprising lessons in math and science, social studies and the fine arts. Learn how the character and leadership of these men shaped the future of baseball.
http://ali.apple.com/ali_sites/ali/exhibits/1000353/
Planned Student Oral Presentations in L1 and L2 (PK-12)  
Listening, Speaking, Reading, Writing

Description: Literacy is thought to be the result of using the interrelated, integrated and mutually supportive cognitive processes of reading, writing, speaking and listening. This process does not come easily for English learners. Teachers of EL’s must provide a myriad of opportunities for students to practice and use these processes in an integrative manner. There are many formats for oral practice, but what is essential is that teachers help students to “assimilate and produce discourse not only for the purpose of basic interpersonal communication (informal) but also for the comprehension and production of cognitive/academic language (formal)” (Diaz-Rico & Weed, 2002, 93). Cooperative learning strategies and approaches such as project-based learning are beneficial to ELL’s because students are asked to read, write, listen to and interact with peers. Teachers can help build literacy skills and proficiency by asking students to create oral presentations for their classmates. Students should be allowed to present in either L1 or L2, whichever language is most comfortable for them. Classroom environments must be conducive to spoken discourse (e.g., low anxiety, emotionally safe, climate of trust and respect).

References


Instructional Practice:

The Bilingual/ESL teacher utilizes the method of planned student oral presentations in his middle school history class to learn about how Economic and Social Issues influenced the development of the United States.

The teacher begins by placing students into cooperative groups where a positive interdependence among students’ goal attainments are established and the students perceive that they can reach their learning goals if and only if the other students in the learning group also reach their goals. He realizes that cooperative learning groups help students meet specific content goals through collaboration which is crucial in any child’s development specifically an ELL. The teacher reminds the students, “Please remember that cooperative learning groups require the input and engagement of all its members and is a noncompetitive arena where each member is given the opportunity to succeed through any form of literacy.”

He reminds the groups to select a scribe, a facilitator, encourager, recorder (multi) and time keeper in order to maintain a level of structure and flow within each learning group. Each of the five groups is given one economic term to discuss and predict the meaning. The bilingual/ESL teacher distributes the following terms:

- Free Enterprise
- National Economy
- Industrialization
- The Plantation Economy
- Technological Innovations

Once the groups have their history term, they begin to dialogue and discuss what they think the term means. They use decoding skills, locating root words within a term, and strict interpretations of the words to predict the meaning of each term. The recorder writes down each of the predictions in order to be able to compare these predictions to the actual meaning of each term.
He intentionally monitors the instruction stopping at each group to help facilitate the discussion and build vocabulary development by asking probing questions relative to the terms such as, “What root word do you recognize in ‘technological’? “What do we mean when we say ‘national’?” He then reads a passage from the Texas Education Agency (TEA) TAKS Study Guide focusing on the issues relating to the development of the United States. Students are asked to listen for their term as he is reading the passage. Once he has read the passage, he hands out an English version and a Spanish version copy of the passage to each member of each group. He asks the groups to read the passage as a group deciding when one ends and another reader begins. Once every member of the group has had an opportunity to read in his or her preferred language, the students are asked to compare the actual meaning of their term to their previously written predictions.

“How close were your predictions, he asks. “Can you identify and clues or cues within the term now that you did not realize earlier in your predictions?”

Each group is asked to summarize their term on a piece of white butcher paper and prepare to present it, as a group, to the class. Each member is allowed the opportunity to write on the butcher paper as it is passed around the group. The group members together decide what will be written on the visual. Every member of the group will have a part in the presentation. However, the part each member is responsible for is determined by the group and as a collaborative exercise.

As part of an informal assessment, the teacher observes each member as they present and has also taken anecdotal notes during the cooperative group period.
### Problem-based Learning/Inquiry Strategies (PK-12)

**Description:** The child’s mind is naturally inquisitive. Brooks (2004) argues, “searching for meaning is the purpose of life, so teaching for meaning is the purpose of teaching” (p. 9). Both problem-based and inquiry-based instruction place students at the center of teaching and learning. In problem-based learning, educators ask students to solve real-life, authentic problems (or puzzling situations). Students utilize inquiry strategies to gather data and test their conclusions. As a result, student engagement and learning increases. It appears that one of the most powerful elements within these more constructivist approaches to instruction is the ensuing dialogue or instructional conversations. Critical thinking and deeper, meaning-making occur through such interactions. For our ELL students, this interaction and conversation is vital to the development of language and cognitive development. Instructional conversations are designed to promote learning, but they are not traditional lectures. When educators ask students to consider and participate in conversations about authentic problems, they create an environment in which student motivation, engagement and learning increases.

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### Instructional Practice

The Bilingual/ESL teacher uses inquiry and problem based strategies during instruction particularly in the content subjects.

As the students walk into the fifth grade classroom, there are artifacts on their desks of what appear to be ancient Meso-America Indian gods and goddesses. The bilingual/ESL teacher also presents the students with pictures of several civilizations that were part of early Mexican history.

The students are divided into groups and are asked to develop questions that they wish to research regarding the artifacts or the pictures. The questions are then recorded by the teacher on butcher paper so that they can be displayed throughout the study of the Meso-American early civilizations.

Once the questions are generated the teacher leads the students through a K-W-L activity in which they note what they already know about the Meso-American early civilizations, what they want to know by referring back to the generated questions, and then at the end of the research they will note what they learned. The teacher then gives an introduction and overview to Meso-American civilizations. A rubric is distributed based on the expectations for the group work that will be generated. Students are informed that there will be a self evaluation and a group evaluation at the end of the project.

Students are then regrouped based on topics selected to answer the questions that were generated by the students. Some of the topics include: Early Scientific discoveries; Early Government/Tribal Structures of Meso-America, Agricultural Discoveries of Meso-America, Architecture of Meso-America, and Contributions of Early Meso-American Civilizations.

After two or three days of research depending on the student cooperative groups. Students present their research orally and check to see what questions from the original set generated questions have been answered. After all groups have presented their research, the teacher summarizes all of the findings and asks the students to develop a well written essay on Contributions of Early Meso-American Civilizations to the World.

Students are then asked to self evaluate themselves on their performance in the research cooperative group. Students are also asked to evaluate their team members. The teacher will then lead a discussion on the positive aspects of the cooperative group’s work and what needs to be improved in the future while working in groups.
Inquiry-based Science (PK-12)

Listening, Speaking, Reading, Writing

**Description:** Effective teachers understand that if students are to build and apply a deep base of scientific knowledge, understanding and skill, they must immerse themselves in “doing” science. That is, students must be engaged in conducting systematic, meaningful and authentic inquiry. Teachers who utilize an inquiry-based approach have a broad range of instructional possibilities from which to choose. Inquiry-based approaches reflect a continuum of learning experiences; “at one end, students make few independent decisions; at the other end, students make almost all the decisions” (Colburn, 2004, 65). Yet, across the spectrum of instructional activities, inquiry-based teachers believe that students will develop deeper understandings when they are encouraged to make sense of the content and come up with their own answers. For ELL’s, it is particularly important to teach discipline-specific language and to group students with strong native English speakers.

**References**


**Instructional Practice:**

The Bilingual Education Secondary Teacher utilizes the Experimental Research Model of Scientific Inquiry to determine whether or not there exist a significant relationship between music and memory.

The teacher begins by speaking to the students about the fact that research suggest students truly feel music helps them study and that listening to music helps many students retain information better and for a longer period of time.

The students are asked to form groups of 4-5 and discuss their own study habits and whether or not they themselves incorporate music into their study habits. Additionally, the teacher asks them to decide and list some advantages and disadvantages to studying with music in the background. Next, the students are asked to design and conduct an experiment to test a hypothesis involving music and the ability to memorize a list of names, words, dates, or objects in a given time frame. Students are encouraged to include vocabulary they are not very familiar with and do not use on a regular basis. Since we know that all students, especially an EL student, demonstrate a relationship between their vocabulary development and their academic achievement, it is critical that the EL students incorporate inquiry lessons in order to promote a deeper understanding of the scientific vocabulary. The students are asked to develop a hypothesis for their design and then to illustrate the process of how the experiment will be conducted.

The Bilingual requires each group to identify the specific scientific vocabulary as it is evolving throughout the scientific inquiry. (Ex. Hypothesis, conduct, experiment, design, conclusion, results, data, analyze)

Once each group has decided on an experimental design for their test, they are asked to perform the experiment and analyze the results.

The group will post the results at a designated location of the room (white board, multi-media, poster board, etc.) but each student will analyze the data separately and then compare their findings with one another. Finally, the group discusses their findings and how they differed and were similar from that of their peers. The group is asked to present it to the class with each group member participating in the presentation. The Bilingual Teacher emphasizes the importance of connecting the vocabulary to the process and asks the students to reiterate those connections within their presentation.
Since the EL students many times has to rely on their second language vocabulary not only to understand concepts, but also to generate written explanations of their readings, experiments, and observations for themselves, their teachers, and fellow students, it is critically important that the connection between the scientific term and the scientific process is clearly identified by the student; therefore, the process of scientific inquiry is essential for this to take place.

The groups’ fellow students are asked to engage in a question and answer session with each presenting group to discuss conclusions, concerns, methodologies, design, etc. Each member of the group is encouraged to participate in the discussion session.

Lastly, the members of the group will make adjustments to their design “spring-boarding” from the Q&A session and will repeat the experiment comparing second set of results to initial set of results. The data gleaned from the experiments will be transformed into a brief narrative on the implications of the experiment. The teacher will grade the composition based on a pre-determined rubric developed with the students. Scientific vocabulary used throughout the lesson should be infused in the composition to check for understanding and vocabulary development.

This material was taken from Inquiry and the National Science Education Standards: A Guide for Teaching and Learning at http://www.nap.edu/html/inquiry_addendum/
### Teaching Discipline-Specific Language/Vocabulary (PK-12)

**Listening, Speaking, Reading, Writing**

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| Learning across the disciplines requires careful planning of both content and language objectives. For our English language learners, teachers must consider the particular language demands of their content area. The standards document developed by TESOL (1997) can be a useful guide for establishing language goals and objectives. Diaz-Rico & Weed (2002) suggest that teachers keep the following questions in mind: “(1) What is the concept load of the unit and what are the key concepts to demonstrate and illustrate? (2) What are the structures and discourse of the discipline and are these included in the language objectives? and (3) Are all language four modes included in the planning (listening, speaking, reading & writing)” (p. 121). | 1. Diaz-Rico, L. T., & Weed, K. Z. (2002). *The Cross-cultural language and academic development handbook: A complete K-12 reference guide* (2nd Ed.). Boston: Allyn & Bacon.  

### Instructional Practice:

The Bilingual Education teacher does not simplify the science content in any way, but the method of delivery is adjusted to provide the ELL students with ample opportunity for participation, thereby making the concepts comprehensible. The Scientific Process is a common procedure associated with a variety of experimental designs in the discipline of Science.

The teacher begins by engaging the students in a hands-on experiment in order to model every step of the scientific process. The Bilingual Teacher will utilize technology to keep an on-going record of the experiment as her and the students conduct it together. (http://www.nsta.org/index.html)

They title their experiment **The Oily One**. The students are placed into groups of four (scriber and facilitator roles are assigned) and presented with three different types of potato chips. Each group is then asked to predict which of the three brands will yield the most oil. As the predictions are being discussed, the teacher explains that a prediction or a scientific guess could also be called a hypothesis. The words prediction and hypothesis are typed onto the multi-media presentation and a brief description of each word is decided upon based on each groups’ input. Next, the students are asked to conduct the experiment within each group. They will use paper towels, disposable cameras, markers, tape and a timer to help them facilitate the experiment.

“However, before we move on, let’s include the words ‘conduct’ and ‘experiment’ on our power point presentation,” adds the teacher. While the experiments are being conducted, the teacher encourages the scriber to write down everything during the project. She explains how recording the steps help illustrate the procedure used in the experiment. The words recording and procedure are written on the power point and the groups discuss their meaning as the teacher types the definitions onto the show.

Next, the students are asked to discuss the results of the experiment and to collect all the necessary data. What facts, number, or statistics were produced as a result of the experiment? The teacher includes the words analyze and data and follows the same process as with the previous discipline-specific vocabulary. Finally, the students are asked to prepare themselves to present their findings to the entire class. Each member of the group will be expected to speak on behalf of their group within the presentation period. They will explain whether or not the results support their initial hypothesis and whether or not they feel the necessity to repeat their experiment as well as the rationale to support their decision. http://www.ncts.org/

Once the oral presentations are completed, each group member is asked to report the results of their experiment via a written report. In the report should be included what the student learned and illustration of how the scientific process was employed in the experiment. Each member of the group is encouraged to reflect on another question they think might be interesting to ask, which may lead to another investigation. The written report should reflect these thoughts and any other ideas and reflections the students may have as a result of the experiment.
The teacher recognizes the imperativeness for employing the TESOL Standards in her lesson. She has clearly represented TESOL’s Goal one and two and their subsequent standards 1-3 TESOL. (1997). *ESL standards for pre-K-12 students*. Alexandria, VA: Author.
Multi-sensory Experiences (PK-12)
Listening, Speaking, Reading, Writing

Description: We all have senses – and all our senses operate at the same time. It makes sense, therefore, to ensure that all senses are engaged in the design of instructional experiences for students. When teachers use sensory experiences, combined with purposeful speaking and writing opportunities, they create robust, multifaceted learning experiences that increase student learning. For young learners and ESL students, this is particularly important in helping to make content more comprehensible.

References

Instructional Practice:

The Bilingual Education teacher recognizes the importance of ensuring that all five human senses are present in the design of the students’ instructional experience.

Example Lesson:
Objective: Cultural awareness and understanding through research and composition. The following steps help ensure a quality multi-cultural experience:

1. Each student is asked to select one group of people they would like to research. The list include: Mexican Americans, Chinese Americans, African Americans, German Americans, and Japanese Americans
2. Once each student has made their selections, the teacher ensures each group will be represented by asking the students to come forward with the name of their selection. This also allows the students to identify with other students who have made the same choice.
3. Next, the teacher asks that the students form groups based on their selection. (Ex. All the German selections in one group, etc.)
4. The students are asked to discuss three questions regarding their selection:
   a. Why did you choose this group?
   b. Which other group seemed interesting and why?
   c. What types of predictions can you make regarding the food, music, dress and culture of this group?
5. Next, the students will decide which member of the group will research one area of the group of people they have selected. The areas are: Origin, Food, Clothes, Music and When/Why migrated to USA.
6. Each group member will submit a written description of their research along with a tangible item or food representative of their research. (Ex. Food: something for the entire class to taste; Clothes: something for the entire class to see and touch; Music: something for the class to listen; Origin: an item or an illustration from that period, etc.
7. The students are given the entire week to conduct research. They are also allotted class time for computer use and library assistance.
8. Additionally, the students meet with their group members every other day to discuss progress and status of their section.
9. Finally, the students are prepared to orally present their research and findings to the class.
10. Their final research papers are submitted for assessment purposes.

The students enjoy the day learning about different cultures through the use of all five senses. They gain a clearer understanding of other cultures and gain a greater respect and regard for each of them. The students listen to the different music, taste and smell the different foods, touch the variety of fabrics and textures as well as a number of objects reflective of the many different cultures represented.

As a reflection piece, the teacher asks the students to write a compare and contrast composition describing the similarities and differences between their very own culture and that of the culture they researched. This final composition is worked on during the writer’s workshop block of Language Arts in order to allow the teacher to conduct mini-conferencing with each of her students.
Sustained Silent Reading (SSR) Drop Everything and Read (DEAR) Programs (PK-6)

Description: Research has shown that there is a positive correlation between the amount of time spent reading and the level of one’s reading comprehension and vocabulary growth. The important aspect of any sustained silent reading program is that students choose their own reading material, and that they read at least 10-15 minutes a day. Choosing their own reading material (in L1 or L2) boosts student motivation to read. Pilgreen compiled a synthesis of research on SSR programs, including Krashen’s work, and concluded that SSR programs running at least 6 months positively effect on students’ attitudes about reading, reading comprehension and vocabulary development.

Instructional Practice:

A Bilingual/ESL balanced literacy elementary teacher, employs the sustained silent reading method in order to promote fluency and comprehension in her students as well as to expose them to the many different genres.

She uses The Reading Workshop Block (Fountas & Pinnell, 2001) to incorporate sustained reading periods. The reading block is meant to be flexible. The teacher chooses to emphasize on sustained reading at the beginning of the year. The goal is to engage the student with “just right’ books that will keep them on task and productive for half of an hour while the teacher pulls together small groups for guided reading and literature study.

The teacher begins with a whole group meeting that includes a few book talks and a mini-lesson (Fountas & Pinnel,(2001). Guiding Readers and Writers). In the book talk, she presents a new book and provides opportunities for the student to learn by providing them with just enough information to whet their appetites. Next, students are asked to read independently for about thirty minutes, usually a text they’ve chosen but sometimes one the teacher has assigned. The students read silently, without talking, in a comfortable place. The teacher keeps the room as quiet as possible. She circulates the room, taking notes on gleaned observations that will inform her teaching and enable her to later create effective reading groups where specific reading needs will be addressed.

Since silent sustained reading (SSR) is not framed by direct or indirect instruction, it is different to a similar model, “independent reading.” Similar models are known as DIRT time (Daily Individual Reading Time); SQUIRT time (Sustained Quiet Un-Interrupted Reading Time); and FVR (Free Voluntary Reading). The teacher consistently implements the SSR block within her week. The students choose their reading material in either their L1 or L2 for the purposes of truly engaging them in the reading for enjoyment process. The consistency in the teacher’s SSR program lends itself to the students’ fluency and comprehension development as well as boosts the students’ motivation to read.

The entire premise of SSR and the teacher’s implementation of the program is to instill a joy and love for reading in the students without the added pressure of grading, instruction or any other variable that can be associated to a threatening environment. The teacher expresses to the students that reading is a skill and the more they use it, the better they will become. Conversely, the less they use it, the more difficult it is. As a result, the SSR block is interrupted and students are allowed to read comics, newspapers, magazines or meet in previously organized book clubs either within the classroom or with students outside of the classroom.

References

The bilingual/ESL teacher collaborates with another teacher on campus in order to form book clubs across the classrooms. The students love the camaraderie and the book clubs make them feel like mature and formidable readers.

Finally, the teacher gauges the students’ reading abilities during a separate guided reading block where she meets with her homogeneous groups. In these groups, she will listen to her students read and take notes that will inform her of their progress and enable her to continue to create effective reading groups that will address the individual needs of all of her students.
Description: Technology is rapidly changing the way in which we communicate with one another, access information and even do our jobs. More than ever before in history, teachers and students have access to massive amounts of information and resources through the internet and the world wide web. Traditional teaching and learning can easily be transformed through the use of technology. For English language learners, multimedia presentations (i.e., the use of audio-visual equipment, computers and related software and internet sources) can help to contextualize the language and content lessons. Computer-Assisted language Learning (CALL) and other assistive technologies for reading and literacy are important tools of education, but as with many things in life, quality not quantity matters most. In other words, simply placing children at a computer often will not necessarily improve literacy or reading skills. Teachers must be active in organizing, planning, teaching, and monitoring student learning. While computers are often used for drilling students on basic skills, the real benefits of today’s technologies are increased when students use these technologies to solve problems in the content areas.


Instructional Practice:

The Bilingual Education Teacher shows how to integrate multi-media instruction into a science lesson on the properties of objects.

First, the students are engaged in conceptualizing a definition of properties using a number of common and household objects. Each day the students are asked to bring one object from home and the class selects a few to discuss and identify its properties. The teacher models what properties are and the students discuss what they feel constitutes as a property. The teacher also supports critical thinking by asking students to justify each property. Once the teacher feels her students have a clear understanding of the nature of “properties,” she proceeds with the lesson.

On the third day of the lesson, the teacher brings in a number of objects and spreads them out at a central location of the room. One member of each group is asked to select an object to take back to their group. Collectively, the group decides and lists the properties of their specific object. As the students are working in their groups, the teacher takes digital pictures of their objects and inserts them into a power point multi-media presentation. The next day, the teacher shows the power point slides to the class, which includes the properties they listed for each of their objects.

The students are encouraged to predict the properties associated with each object on each slide and to engage in a dialogue with one another as to why they may agree or even disagree on the properties associated with each object (Digital Edge Learning Interchange). This allows the ELL student to engage in rich conversations and reiterates discipline-specific language in a natural setting. The teacher also asks probing questions conducive to comparing properties and why some objects are likely to have similar properties and other not, etc. This level of questioning keeps the students engaged and at a high level of participation and thought.
The following day the teacher extends on the lesson by reversing the process. Instead of showing an object and having the students predict its properties, she lists the properties and has the students predict the object. This engages the students in an on-going dialogue with one another as they are encouraged to bounce ideas off each other. Finally, the students are allowed the opportunity to utilize the computers to develop a list of properties describing an object of their choice. Each student will then be asked to present his/her list of properties to the students. The students are encouraged to ask questions about the object using additional property attributes rather than attempting to guess the object immediately. This exercise stimulates the thoughtful process and helps conceptualize the characteristics of properties.
Differentiated Instruction
(PK-12)
Listening, Speaking, Reading, Writing

**Description:** The one-size-fits-all approach to education is ineffective because students come to us with varied needs, readiness levels, interests, and learning profiles (i.e., multiple intelligences, learning styles). In order to meet the needs of all students, teacher must provide a developmentally appropriate and engaging curriculum. Teachers can differentiate content (what students learn), process (how students learn), products (what students do to demonstrate understanding) or the learning environment. What is important for teachers to understand is that standards-based teaching and differentiation need not be at odds with one another. Once teachers have identified the big ideas or central understandings that all students are to master, then instruction and activities targeted at those understandings can then be modified and differentiated to meet the varied needs of all students.

**References**

**Instructional Practice:**

A secondary Bilingual/ESL teacher has set up Ancient Civilization Learning Centers that includes the students’ choice of Africa, China, Japan, Southwest Asia, and the Middle East.

The teacher announces, “Students, your task today will be to form groups with the peers of your choice and to discover as much about your civilization as you can using a variety of sources such as the internet, research articles, encyclopedias, each other, etc. Next, you will present the information you have gathered to the class as part of an oral demonstration.”

The teacher begins by first probing the students about what they think and know about ancient civilizations. Once a dialogue begins, she facilitates the dialogue employing a number of Why? How? What do you think? and What if? questions. The process engages the students and gets them excited about the study.

Next, she begins to springboard off the students’ discussion and asks if the study of civilizations should be considered an important task. The students respond and again the teacher facilitates their responses. Finally, she tells the class that she has decided to include them in their own assessment instrument development. The students smile at the probability. The teacher and the students engage in the development of a rubric, which will ultimately be used to grade the final product the students submit. To her delight, the students set a high bar for themselves. More importantly; however, is the fact that the students now have first hand knowledge of the expectations of the lesson since they themselves set them.

**The Procedure:**

- Each person in the cooperative group has a certain role, (generally students will have had previous practice working in small groups and obviously understand their perspective roles. Students are allowed the opportunity to learn from each other through dialogue and inquiry) in order to ensure the group’s activities are facilitated in a timely manner.
- Each group has a colorful form reiterating the criteria for the assignment and giving examples of the different sources the students should seek out.
- The students utilize class time to complete the objectives for each group as outlined by the teacher.
The Presentation:

- Students present their now “expertise” in their civilization to their classmates as a form of both information and enlighten.
- Each group will utilize a multi-media resource to present their findings. The multi-media can either a power point presentation, a streaming video, a smart TV presentation, etc. Each member is responsible for completing one fifth of the presentation since there are five members in each group.
- The use of visual aids, Multiple Intelligences, maps, illustrations and so on are encouraged in order to ensure every student understands your message.
- Each member will speak on behalf of the presentation in his or her preferred language.
- There will be a brief question and answer session.

The students are assessed using the rubric they developed in the areas of content, presentation, and group skills. Another form of assessment will follow utilizing a benchmark assessment for the six weeks.
<table>
<thead>
<tr>
<th><strong>Scaffolding Instruction (PK-12)</strong></th>
<th><strong>References</strong></th>
</tr>
</thead>
</table>
| **Description:** Scaffolding instruction is associated with taking students at their level of language development and providing the verbal or procedural support for them to advance to the next level. In verbal scaffolding, a teacher can prompt, paraphrase, question, or model language for the students so that the input is comprehensible. Procedural scaffolding includes explicit teaching, providing guided practice opportunities, small group instruction, partnering, and cooperative learning structures. In instructional scaffolding, a teacher can use graphic organizers, visuals, videos, and hands on experiences to introduce concepts. | 1. Chamot, A.U. & O’Malley, J.M (1994). The CALLA handbook: Implementing the cognitive academic language learning approach. Reading, MA: Addison-Wesley.  

**Instructional Practice: Scaffolding Instruction**

The Bilingual teacher employs the Guided Reading Method (Fountas and Pinnell, 1991) as a vehicle for teaching Higher Order Thinking through the use of Higher Order Thinking Questioning Stems using a Scaffolding Instructional Method.

Example Lesson:
Objective: The teacher will use a series of scaffolding strategies that include modeling academic language and questioning, gestures and demonstrations; and supporting students in the use of HOTQ’s stems through active learning activities.

The Bilingual teacher begins the guided reading block by introducing the lesson using a book at the students’ “independent” level (as determined by either a reading inventory instrument or a developmental reading assessment (DRA). The students are asked to read the book aloud while the teacher listens, documents and interjects as necessary to facilitate the learning. Next, the students are asked a series of “deductive” questions to determine the level of comprehension taking place. The teacher proceeds with this method for an entire week.

Upon the beginning of the second week, the teacher continues employing books at the students’ independent level by beginning the lesson with an independent book. Deductive questions are used again; however, the teacher begins to employ “inductive reasoning” into the lesson. The inductive reasoning questions allow the teacher to employ Higher Order Thinking within the lesson. The following are examples of some of the inductive questions he uses (English or Spanish):

- Create another way the story could have ended
- ¿De qué otra manera planeas encontrar una solución?
- What choice would you have made if the characters had changed positions?
- ¿Puedes separar las partes del cuento?

Once the students have become more familiar with the level of questions being asked by the teacher, the lesson is expanded upon. If the teacher plans on meeting with a homogenous group that day (the groups pre-identified as having greatest need should be met with every day for a minimum of 15 minutes) he asks the group members to utilize the library time throughout the day to read a book of their choice. The books they are encouraged to select from are at an independent level. Therefore, during guided reading, the Bilingual teacher works with the students using instructional level material and continues to employ higher order thinking skills.
As the Bilingual teacher, he understands the importance of modeling the process before expecting the students to do well on their own. As a result, the teacher models how one would answer inductive questions and both the instructor and the students take turns responding to an array of random and inductive questions. This may take a week or longer depending on the students reading levels, cognitive abilities and language skills. The teacher should monitor progress of the students in order to determine the best time to move forward with the lesson.

Once the students appear to have developed a clear understanding for the inductive HOTQ’s, the teacher begins to introduce questioning stems. The question stems are basically the beginning of the question with etc. marks (…) in place for the ending. He models how stems can be used with any reading passage, story, periodical, etc. Together they find endings to the stems and work on this skill for a number of days. The students eventually are able to complete the stems as a group with little or no help from the teacher.

Finally, as students become familiar with the process of the questioning strategies and have advanced their reading levels, the instructor hands each group a set of questioning stems. The students are given the stems below and asked to complete the stems using the story or passage they are currently reading:

- What can you infer
- ¿Puedes desarrollar una teoría?
- What would you manipulate…?
- ¿Puedes predecir el resultado si…?
- Can you make use of the facts to…?
- What could you invent…?
- ¿Cuál es la opinión que se tiene de…

The lesson is a fantastic way of getting students to talk about their reading as well as come up with alternative scenarios which helps develop evaluation and synthesizing skills. A further extension of the lesson would be to employ the questioning stems across the subject areas. The students eventually realize that such a task is easily accomplished and their level of thinking and expressing themselves verbally begins to expand, improve and develop in a much deeper sense.
**Word Walls (PK-6) Listening, Speaking, Reading**

**Description:** Key vocabulary is reviewed by directing students to a Word Wall where relevant content vocabulary words are listed alphabetically usually on a large poster, sheet of butcher paper, pocket chart, or on a wall on one side of the classroom (Cunningham, 1995). Originally designed as a method for teaching and reinforcing sight words for emergent readers, Word Walls are also effective for displaying content words related to a particular unit or theme. The words are revisited frequently throughout the lesson or unit and students are encouraged to use them in their writing and discussions (Echevarria, Vogt, & Short., 2004)

**References**


**Instructional Practice**

As a Bilingual Education teacher, understanding that no matter how attractive the learning environment, no matter how well-stocked it is with good resources and materials, it will be ineffective without quality teaching taking place. For this reason, an interactive word wall is essential to the learning process especially with the English language learner.

Example Lesson:

Objective: Support the teaching of important general principles about words and how they work as well as fostering reading and writing through the use of interactive word walls called “Name Charts.”

Some of the most powerful teaching occurs as the teacher and children interact within a “natural environment” setting. Word walls are an excellent way to help introduce letter and letter-sound learning as well as helping children develop new understandings for letters they are familiar with. For example using Name Charts allows the children to go from the known to the unknown. The chart can be organized in any way that presents the names of the children in the class. The teacher begins with listing the children’s first name and later expands to include the surnames as well as family and friends names:

<table>
<thead>
<tr>
<th>Alex</th>
<th>Ariel</th>
<th>Kyle</th>
<th>Rebecca</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carly</td>
<td>Lauren</td>
<td>Lindsey</td>
<td>Sujata</td>
</tr>
<tr>
<td>Jake</td>
<td>Jason</td>
<td>Jeffrey</td>
<td>Matthew</td>
</tr>
<tr>
<td>Joshua</td>
<td>Justin</td>
<td></td>
<td>Taichi</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tamir</td>
</tr>
</tbody>
</table>
The tables can be made on tag paper, construction paper or even butcher paper. The following is an example of a detailed lesson using interactive word walls with the names of children.

![Word Wall Image]

Step 1:
The Bilingual teacher recognizes the advantages of having her ELL students participate orally in a lesson in order to promote language skills. She realizes that her students can pronounce their names and are not embarrassed about doing so in front of their peers. The students are encouraged to write their names on a card (especially color coded for their initial letter name). Next, the children are invited to place their name on the chart in the order that they feel it will appear in the alphabet (the alphabet may or may not be posted on the chart).

Step 2:
Each student is to locate names that begin or end with a certain letter (David, Dad). The teacher encourages the students to say names of family and friends that fit into the chart in the appropriate location.

Step 3:
Each day the teacher selects two letters in which the students will search throughout the word wall in order to recognize its distinguishing characteristics (shape, slant, dot, lines, circles, etc.). The students use these letters in the writing exercises they will be performing on that day.

Step 4:
As the students are becoming more and more familiar with the word walls and the letters and names on the charts, the teacher expands on the lesson. As students are stumbled by words, they are encouraged to refer to the word wall to see if they can find a “part” of the names that can help them write a word. (Ex. Carmen- car, men).

All of these interactions require conversation and dialogue between the Bilingual teacher and the student. It is imperative that teacher talk with the student and explain what they are doing and why they are doing it. Modeling and explicit demonstrations are essential and are a must for the ELL student.

http://www.teachnet.com/lesson/langarts/wordwall062599.html
http://www.limestone.on.ca/educators/online_tutorials/WordWalls_resources.htm
**Graphic Organizers (PK-12)**
**Listening, Speaking, Reading, Writing**

**Description:** Graphic organizers are the most common way to help students generate non-linguistic representations. Actually, graphic organizers combine linguistic mode in that they use words and phrases, with the nonlinguistic mode in that they use symbols and arrows to represent relationships. Graphic organizers have great utility in the classroom because they correspond to six common patterns into which most information can be organized: descriptive patterns, time-sequence patterns, process/cause-effect patterns, episode patterns, generalization/principle patterns, and concept patterns (Marzano, Pickering, & Pollock, 2001)

**References**


**Instructional Practice**

Graphic organizers are maps that represent relationships and encourage organizing knowledge. Ideal as a primary mode of intake for visual learners, which is especially helpful for the ELL student, graphic organizers can be used effectively to make abstract ideas concrete and visible.

Example Lesson:
Objective: The teacher will use a graphic organizer similar to the example below to help students map out and share characteristics of two languages.

The organizer will help the students increase their awareness of the relationships between, Ex. the English and Spanish Languages.

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**Comparison and Contrast Web**

**Purpose:** To compare and contrast attributes of two items, characters, events, people, or concepts.

![Comparison and Contrast Web Diagram](image-url)
The lesson is a fantastic way of getting students to talk about their language and what they know, thought they knew, and would like to know about both their own native language and a second language. Once the students complete the graphic organizers within their pre-selected groups, the bilingual teacher asks the students to collectively decide who will conduct part each part of the research. She explains that each bubble in the graphic organizer can be assigned to one of them, and that they will be expected to write a short research paper on each topic.

The following week, the groups reconvene and share each other’s findings. The graphic organizer will now become more comprehensive and detailed. Each student will insert their paper in the appropriate bubble. Note: The teacher allows the students to elaborate the graphic organizers as they wish. They are allowed to blow up the organizer and use colored paper and card stock to define each bubble.

The bilingual teacher realizes how imperative it is for students to share within a small group before presenting to larger groups and thereby allows the groups to dialogue and discuss their research among themselves. To help facilitate the group discussions, each group is given the following self-assess questions:

• Are the isolated attributes described correctly?
• Are the similar or shared attributes described correctly?

Once the students have discussed the information and have decided who will speak on behalf of each component, they are asked to present their findings to the entire class. The students are allowed to ask questions about the information and contribute to the research with personal data, etc.

Employing graphic organizers allows the students to organize their thoughts and to visualize concepts, ideas and processes that are often times too abstract making it difficult for mastery learning to take place. In particular, using a graphic organizer to help determine the similarities and differences between two languages can help the students’ lower their inhibitions about an “unknown” language as well as enhance their own knowledge about their native idiom.

Finally, using graphic organizers to help illustrate the characteristics of a language is a fantastic way to springboard into the acquisition of a second language or to continue to foster that acquisition. A deeper and more concrete knowledge base of any particular concept, idea, language, etc. can only serve to support its development and mastery.


NCREL retrieved on December 21, 2005 at www.ncrel.org/sdrs/areas/issues/students/learning/lr1coop.htm.


Vygotsky, L. S. Educational Psychology. (R. Silverman, Trans.). Boca Raton, FL: St. Lucie.


