



Cross Cultural Developmental Education Services

# Classroom Language Interaction Checklist

## (CLIC)

*Administration Manual & Screening Form*

**Third Edition**



**Dr. Catherine Collier**



# **CLASSROOM LANGUAGE INTERACTION CHECKLIST**

Administration Manual & Screening Form



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## What the CLIC Is

The Classroom Language Interaction Checklist (CLIC) provides you with a means of measuring and comparing a student's level of classroom language use in English and their native language. When a limited-English speaking student enters your classroom or school, you can use the CLIC to monitor and document observations of language use while he or she is learning English as a second language. The CLIC is a scale of social language and academic language in the classroom collected through observation of student interaction in both English and another language.

## Why Use the CLIC

The CLIC measures the level of language utility in both English and another language and leads directly to strategies to facilitate second language acquisition. The CLIC can also be used to compare the rate of transition between English and another language in an instructional setting. The CLIC allows you to document and compare the English and non-English language usage of students within your classroom. Although more formal measures such as the Language Assessment Scales (LAS) - Oral (1990 Duncan & DeAvila), Woodcock-Muñoz from Riverside Publishing, The Student Oral Language Observation Matrix (SOLOM), Ballard & Tighe's IDEA Proficiency Test (IPT) or other language tests may be used to identify English language learners eligible for bilingual and English as a second language services, you and your colleagues need to monitor functional language use when making instructional decisions about these students, particularly those with learning and behavior problems. Additionally, most language screening tools are available only in 'standard' English and Spanish. The CLIC allows you to document and compare language use in English and any other language or dialect the student may speak. The student may have been raised speaking a recognized 'dialect' or variation of English with residual linguistic structures from a non-English language foundation. You can use the student's proficiency in their native speech community as a foundation for creating transition instruction and developing English proficiency in instructional activities. The CLIC also assists you in complying with federal guidelines for serving students identified as Primary Home Language Other Than English (PHLOTE) under Office of Civil Rights criteria.

## What the CLIC Does

The CLIC measures your student's approximate level and rate of language use in your classroom. It is not intended for use in isolation nor as a predictive tool. It provides a useful piece of supplemental assessment information when students from diverse cultural and linguistic backgrounds enroll in your classroom. The CLIC allows you to record and compare the student's use of basic interpersonal communicative skills (social language) and cognitive academic language proficiency (instructional language) in both English and another language or dialect within a normal classroom setting. We recommend the CLIC as part of the initial information gathering and intervention planning. It should be part of the screening routinely done to determine eligibility

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for newcomers or other special language/culture assistance services. We recommend the CLIC for use as part of the information gathered to make instructional decisions during the 'prereferral intervention' period or for 'prevention/intervention' instructional activities. It may be used to plan the selection of specific intensive learning and behavior interventions for culturally/linguistically diverse students rather than referring them to an evaluation. The CLIC is based primarily upon materials and research discussed in Baca and Cervantes (2003), and Collier (2004). Other resources are provided under References.

The CLIC is also a successful tool for substantiating decisions to modify testing evaluation and assessment procedures. In general, students scoring at the lower language use levels should not be assessed with standardized assessment instruments without case-specific modification of administration and interpretation. The CLIC provides documentation and guidance to school psychologists and other evaluation specialists working with culturally/linguistically diverse students.

### When to Use the CLIC

The CLIC should be administered at least four weeks after students have entered the school. The student should be relatively settled into the classroom routine and no longer with your general expectations and procedures. This time period also will allow you to assess general language abilities and to obtain previous school records. The first CLIC scoring will be your baseline from which to measure rate and level of language use over the school year. Students should be observed every term or at least once a year at the same time to obtain an ongoing record and documentation of their rate of language transition and adaptation to the school system. You can also complete the CLIC at the beginning and end of the school year to measure incremental transition and adaptation depending upon your intervention or service plan.

### How the CLIC Works

The scale provides a range of specific classroom interactions, regarding particular social or interpersonal interactions, and academic or instructional interactions. The CLIC measures five levels of language development and acquisition: Pre Production, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency. These are measured through observation of student interactions in both English and another language or dialect within your classroom.

### Who Can Use the CLIC

Although any student enrolled in an American or Canadian public school may be measured with the CLIC, it is most useful with students who come from a cultural or linguistic background that differs significantly from the mainstream of your particular public school. For example, the CLIC

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will be useful with an American student from an ethnically, linguistically or racially diverse background who may be demonstrating learning or behavior difficulties particularly in communication and understanding. It also provides a significant profile for placement of refugee or immigrant students.

Because the CLIC is based upon experience with interactions within a school, with school language and school culture, any student who has little experience with formal education will score at the lower ranges. For these students, including Preschool and Kindergarten students, we recommend just using the Social Language Interaction portion, the first 15 items, of the CLIC. If you know or suspect that your student has attended school in another country or has some other previous experience with formal education, go ahead and use the full scale.

### Scoring the CLIC

You score the CLIC based upon your actual observations of expressive and receptive interaction. We recommend that you set aside at least two separate observation periods to record your observations of the student's communication. You can then supplement these formal observations with information you have gathered while teaching the student within your classroom. These formal observation periods should be of at least fifteen minutes duration, uninterrupted, preferably longer to obtain the widest range and most comprehensive information. We suggest you do this as an observer at the back or side of the room rather than while teaching so you can focus wholly upon the language interactions. This may be while a visiting teacher or presenter is engaged in an activity with the students, during an activity with a paraprofessional, while student groups are working in small groups, or other setting that allows you to observe the language interactions without interruption.

You should record a check mark under English when you see the interactions occurring within an English language context, and a check mark under Other Language/Dialect when you see these occurring within the other language or dialect context, whether this is with peers or in another setting. Your goal is to record whether or not the student is able to engage in these interactions or does not appear to understand what is going on or what is expected of him or her. You will continue this process for all 15 items under social language interactions and all 40 items under academic language interactions (total of 55 items).

### CLIC Sections

#### Social Language Interactions

The first page of fifteen items on the CLIC scoring form records your student's use of basic interpersonal communicative skills, essentially informal language use learned through interaction with other speakers and personal experience. Check off any of the interactions observed. Repeat this for both English and the student's other language or dialect. You may need to set up some of these interactions to elicit the responses, i.e. arrange for two students from a similar language or dialect background to work together on a task. If you are also a speaker of the other language or

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dialect, you can make additional notes in the comment section about the quality of the usage. You can also set up these observation periods elsewhere on school grounds rather than always in your classroom, anywhere that facilitates your observation of this student's interaction in your school situation.

1. ***Follows general directions:*** refers to your student's ability to follow your or others' general directions, e.g. line up now, put on your coats, come inside, and other such non-"academic" commands.
2. ***Acts out common school activities:*** refers to your student physically following and performing the behaviors and actions expected, e.g. putting pencils down when finished, paying attention to speaker, picking up book when reading is to be done, and other common school activities.
3. ***Points, draws, or gesture responses:*** refers to your student understanding the outcome expected but not having the expressive language to tell you or others what they want to say about it.
4. ***Verbalizes key words:*** refers to your student beginning to express nouns or verbs, often in isolation or short phrases, to communicate.
5. ***Gives commands to peers:*** refers to your student's ability to give commands to other children or students either in the classroom or in play or cafeteria etc.
6. ***Exchanges common greetings:*** refers to your student responding appropriately to greetings or other common social exchanges with peers and school personnel.
7. ***Uses limited vocabulary:*** refers to your student being able to name, recall, draw, record, point out, underline, categorize, and list words but at a more limited level than peers.
8. ***Describes objects; describes people:*** refers to your student being able to use simple adjectives and nouns in appropriate order to describe people or things.
9. ***Retells a familiar story:*** refers to your student's ability to repeat something they have heard told or read by others.
10. ***Initiates and responds to a conversation:*** refers to your student approaching you or others with a non-academic question or comment and respond appropriately to basic interpersonal comments or questions.
11. ***Appears to attend to what is going on:*** refers to your student's ability to track what is going on around them even if they cannot communicate fluently about what they see or think about it.
12. ***Appropriately answers basic questions:*** refers to your student being able to share, retell, follow, associate, organize, compare, and restate.
13. ***Participates in sharing time:*** refers to your student being able to tell and retell events, describe interesting objects or happenings, or to role-play an action or activity they have participated in.
14. ***Narrates a simple story:*** refers to your student being able to tell others a simple story with well-defined beginning, middle and end though with simple vocabulary.

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15. ***At least 1000 word receptive vocabulary:*** refers to a student who is able to use short phrases, may have many mistakes in grammar, almost always responds orally, hears smaller elements of speech, and in general functions well on the social level. You could use test information to determine the receptive vocabulary of your student as well.

These first fifteen items represent a sequence of social language interactions in your classroom. At the end of the list of these 15 items is a summary box form. When you have completed checking off which items your student is able to do in his native language and in English, total up the number of items in each column and record them above the line. Total the number of items checked off under Native Language and the total number of items checked off under English. This will give you a ratio of x items to a total of fifteen, and enable you to calculate their percentage of items correct.

Compare these two scores to obtain a profile of how your student's bilingual social interaction abilities are progressing. The items in this section can be used to score a student from Pre-Production, Early Production to Speech Emergent. Scoring all 15 items indicates a student is moving through Speech Emergence and entering the Intermediate Fluency level.

	<b>Home Language</b>	<b>English Language</b>
<b>Total classroom social language interactions used</b>		
<b>Total possible classroom social language interactions</b>	<b>15</b>	<b>15</b>

You should go as far as possible along the entire 55-item checklist and not just score your observations of the social language interactions in the classroom setting. Students that have been in school in this country or elsewhere previously, frequently have at least a few of the academic language interactions as well as many of the social language interactions of the classroom.

### Academic Language Interactions

Similar documentation of observations occurs for the next 40 items on the CLIC. These represent a sequence of more cognitive academic language interactions, directly related to formal education, in your classroom. This is primarily focused upon the instructional interaction, i.e. language learned through academic, structured school interactions with teacher and peers. ELL students who have never received instruction in their other language or dialect will probably show about the same level of academic language in both English and their other language prior to assistance.

16. ***Follows specific directions for academic task:*** refers to your student being able to begin a



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task after you have given the directions and, though not necessarily giving correct answers, demonstrate that he/she understands what they are supposed to do.

17. ***Follows along during oral reading:*** refers to your student being able to show where others are in the reading even if they cannot read it well themselves.
18. ***Understands teacher's discussion:*** refers to your student getting the general idea of the lesson or content from your remarks.
19. ***Uses sound/symbol association:*** refers to your student being able to match sound and symbol in phonics and reading, i.e. when you say the sound he/she can point to the letter or a word beginning with the sound. A higher-level skill is being able to give the sound when you point to the letter.
20. ***Decodes words:*** refers to your student being able to give the sounds of the letters in a word and blend them into a unified word.
21. ***Generates simple sentences:*** refers to your student giving simple sentences in communication, either in general conversation or as an answer to a question. An example of a basic simple sentence is noun-verb (Joe ran.).
22. ***Completes simple unfinished sentences:*** refers to your student's ability to participate in oral or written "cloze" activities. For example if you say, "The bird flew up to the \_\_\_\_\_," a student could reply "tree" or "sky".
23. ***Makes some pronunciation & basic grammatical errors but is understood:*** refers to your student's communicative ability. For example, although making some errors, he or she can make their meaning known.
24. ***Asks for clarification during academic tasks:*** refers to your student's ability to ask a question when they are unsure of what to do or what is needed in a task.
25. ***Asks/answers specific questions regarding topic:*** refers to your student being able to ask or answer a question about the content or focus of the activity you are presenting.
26. ***Actively participates in class discussions; volunteers to answer questions:*** refers to your student being able to engage in an exchange in the classroom and to initiate questions as part of this interaction.
27. ***Responds orally and in written form:*** refers to your student's ability to speak or write down simple answers to your questions.
28. ***Can explain simple instructional tasks to peers:*** refers to your student's ability to provide guidance about tasks to another student.
29. ***Adds an appropriate ending after listening to a story:*** refers to your student's ability to complete a short story by giving an appropriate ending sentence or phrase or comment.
30. ***Initiates conversation and questions:*** refers to your student's ability to begin a conversation or set of questions and answers about a topic in your classroom.
31. ***Demonstrates an interest in reading:*** refers to your student's interest in reading short stories, comics or paragraphs. This may be low vocabulary with lots of pictures. The key here is your student shows they want to read and are interested in printed matter (could also be on the computer).

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32. ***Understands and uses temporal and spatial concepts***: refers to your student's ability to use and understand such terms as first, second, third and top, bottom, under, etc. Can make simple sentences using these terms.
33. ***Distinguishes main ideas from supporting details***: refers to your student being able to identify (underline or point out) what the main idea is in a communication whether written or spoken.
34. ***Understands rules of punctuation and capitalization for reading***: refers to your student's demonstrating that there are rules for reading and writing that mark off sentences from one another, e.g. specific notation at the beginning and end of sentences.
35. ***Engage in and produce connected narrative***: refers to your student's ability to understand how elements of an extended communication, whether written or spoken, connect to and relate to one another. Your student can give an account of something with a beginning, middle and end in logical sequence.
36. ***Can communicate thoughts***: refers to your student's ability to express him or herself usually with about an active vocabulary of approximately 10,000 words.
37. ***Makes complex grammatical errors***: refers to your student's ability to communicate increasingly complex ideas, with errors in more complex syntactic areas.
38. ***Writes from dictation***: refers to your student's ability to copy down what is spoken. May need the spoken words given slowly, but is able to write them down with moderate accuracy.
39. ***Understands and uses academic vocabulary appropriately***: refers to your student being able to use the new vocabulary of science, math, social studies, and other content areas appropriately. These may not be complete sentences, but content vocabulary should be correct for context.
40. ***Reads for comprehension***: refers to your student's ability to tell you what a story or paragraph means after he has read it.
41. ***Can discuss vocabulary***: refers to your student being able to speak about the words and phrases he or she is learning. Able to define the words and give simple examples of how they are used. Use meta-language.
42. ***Uses glossary, index, appendix, etc***: refers to your student's ability to use reference books, texts, and menus, whether in print or on the computer.
43. ***Uses expanded vocabulary***: refers to your student being able to take his or her basic vocabulary and add new words on a regular basis, to use new and different words to describe familiar concepts and activities.
44. ***Functions somewhat on academic level with peers***: refers to your student's ability to complete academic tasks at a similar accuracy rate to at least low average students in your class. Not completely lost with the tasks in your classroom.
45. ***Maintains two-way conversation***: refers to your student being able to keep up their end of a simple dialog with another student or adult.
46. ***Writes short paragraphs***: refers to your student being able to write brief paragraphs of several sentences. This may be on the computer rather than paper only.

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- 47. ***Writes in cursive:*** refers to your student using “long-hand” or other more advanced writing on paper rather than printing.
- 48. ***Uses correct punctuation, capitalization, paragraphing, margins:*** refers to your student’s ability to use these aspects of writing accurately and appropriately.
- 49. ***Demonstrates an interest in writing:*** refers to your student’s interest in writing short papers or paragraphs. This may be on the computer rather than paper only.
- 50. ***Can discuss aspects of language/grammar:*** refers to your student’s being able to appraise, contrast, predict, estimate, evaluate, verify, or justify the use of language and grammar choices in his or her speech or writing.
- 51. ***Initiates writing activities:*** refers to your student’s ability to begin writing activities that include relating an event or happening, or write about their suppositions about something.
- 52. ***Composes and edits over one page papers:*** refers to your student’s ability to outline, revise, summarize, and rewrite a paper of several pages length.
- 53. ***Can explain complex instructional tasks to others:*** refers to your student being able to explain, model, express, report, critique, illustrate, and judge content and topics in your classroom.
- 54. ***Demonstrates decontextualized comprehension:*** refers to your student’s ability to imagine, create, infer, or hypothesize about content.
- 55. ***Uses academically appropriate vocabulary:*** refers to students who are able to respond orally and in writing, hear smaller elements of speech, and in general function well on the academic level. You could use test information to determine the receptive vocabulary of your student as well.

At the end of the list of these 40 items is a summary box form to summarize the total number of items checked in both languages, the original 15 plus the following 40 items. Total the number of items checked off under Native Language and the total number of items checked off under English. Compare these two scores to obtain a profile of how your student’s bilingual academic, classroom language interaction abilities are progressing.

	<b>Home Language</b>	<b>English Language</b>
<b>Total classroom social and academic language interactions used</b>		
<b>Total possible classroom social and academic language interactions</b>	55	55

Following this summary box at the end of the CLIC scoring form is a place to record the student’s

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scores on norm referenced and other proficiency measures. Record norm referenced proficiency information and more detail about the language use observed outside of the classroom. The norm-referenced information will be test scores, for example from the LAS, IPT, or Woodcock-Muñoz. On the lower portion of the page, record the type of language use observed in non-classroom settings.

It is important to obtain both English and other language scores, especially where documentation is required for referrals to staffing in special education or other special services. While an ELL student's performance in English alone may justify their placement in bilingual/ESL classes, it does not justify referral or placement in special education. Only when the ELL student's learning and behavior problems are documented in either the native language or dialect and in English can you exclude language as a factor in your concern.

### Interpreting the CLIC

The number of items checked off on the CLIC corresponds to stages in language development and second language acquisition. Table 1 provides you with the score ranges and descriptive term for the level or stage of language development. You can refer to the glossary of language use terms for further explanation. You can also look at the Language Acquisition Grid for score equivalencies on formal assessment devices.

<b>Table 1 Language Development Stage</b>	<b>CLIC score</b>
<b>Pre-Production</b>	<b>0-4</b>
<b>Early Production</b>	<b>5-10</b>
<b>Speech Emergence</b>	<b>11-17</b>
<b>Intermediate Fluency</b>	<b>18-32</b>
<b>Advanced Intermediate</b>	<b>33-44</b>
<b>Advanced Fluency</b>	<b>45-55</b>

A typical profile for a beginning elementary ELL student would be high usage of the other language in social usage (more than 9/15) with low to middling use of English social language (less than 10/15). This student may have very few of the items in the more academic section of the

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CLIC checked off, resulting in a score that reflects very little academic language overall (less than 17/55) in either language in the classroom.

A beginning ELL student may show some academic language in their other language or dialect (less than 14 items checked in the left hand column on pages 8-9) if they have received instruction in it. High scores in social usage in their other language or dialect (over 6 items checked in the left hand column on page 7) indicate a strong receptive and expressive language base in the other language or dialect and a student who will respond well to a bilingual program with ESL components. If the ELL student were already enrolled in a bilingual class, you would use the CLIC to monitor the balanced development of the student's progress in both languages and dialects.

An ELL student's strengths in academic language in their other language or dialect (more than 15 items checked in the left hand column on pages 8-9) can be used as a foundation for developing academic language in English. An ELL student with very low other dialect or language use in any setting, and observed to use a lot of English (more than 6 items checked in the right hand column on page 7 and more than 15 items checked in the right hand column on pages 8-9) in and outside of the classroom is ready to receive the bulk of their instruction in English, though they would benefit cognitively from language development interventions in their home language.

An ELL student with similar scores in both other language and English use in the classroom should be monitored regularly for balanced language development.

ELL students' scores on norm referenced instruments in English and their other language must be carefully reviewed prior to making an evaluation for special placement. If the scores indicate a limited other language speaker as well as limited English speaker, the testing must be done in the other language first and then in English. Congruent performance would clearly justify the classification while divergent performance would indicate unmet language needs.

A Language Score Conversion chart is provided on page 13 to assist in comparing and contrasting performance on various testing tools.

As shown on the Language Acquisition Grid on page 14, students at any level are able to participate in a classroom setting if the teacher adapts instruction and the learning environment to fit their stage of acquisition. All six stages of acquisition are illustrated along with the average length of time it takes a non English speaker to acquire the particular stage when they are in the typical public school setting with ESL program support. Depending upon the particular language transition model provided an ELL student may progress through the stage faster or slower than the time indicated. The time indicated is consecutive, not sequential, i.e. the 1 to 2 years it takes to reach the speech emergent stage includes the previous two stages within the time frame.

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### Language Score Conversions

The Woodcock-Muñoz and the Bilingual Verbal Ability Test (BVAT) from Riverside Publishing, The Student Oral Language Observation Matrix (SOLOM) from the California Department of Education, Ballard & Tighe’s Idea Proficiency Test (IPT) and the Language Assessment Scales (LAS) - Oral (1990 Duncan & DeAvila) and other tools are frequently used to measure English and Spanish language skills as part of entry and exit criteria for bilingual and ESL programs. These may be used to supplement your CLIC generated information. Most such instruments assess receptive and expressive oral language and many include written language.

<b>Pre-Production</b>	<b>Early Production</b>	<b>Speech Emergent</b>	<b>Intermediate Fluency</b>	<b>Advanced Intermediate Fluency</b>	<b>Advanced Fluency</b>
BEVAT 0/90-5/90 Negligible	BEVAT 5/90-16/90 Very limited	BEVAT 34/90-67/90 Limited	BEVAT 82/90-95/90 Fluent	BEVAT 98/90-100-90 Advanced	
CLIC 0-4	CLIC 5-10	CLIC 11-17	CLIC 18-32	CLIC 33-44	CLIC 45-55
Eng Lang Prof Assess (ELPA) 1		ELPA 2	ELPA 3	ELPA 4	ELPA 5
Express 1 (S. Dutro)		Express 2	Express 3	Express 4	Express 5
IPT A	IPT B	IPT C	IPT D	IPT E	IPT F
LAS 0 (0-10)	LAS 1 (11-54)	LAS 2 (55-64)	LAS 3 (65-74)	LAS 4 (75-84)	LAS 5 (85-100)
SOLOM (0-5)	SOLOM (6-10)	SOLOM (11-15)	SOLOM (16-18)	SOLOM (18-20)	SOLOM (21-25)
WM 1 Negligible	WM 2 Very Limited	WM 3 Limited	WM 4 Fluent	WM 5 Advanced	WM 6 Very Advanced
WIDA ACCESS Level 1 Entering		Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WLPT II Beginning Level 0-1 (0-450)		WLPT II AdvBeg-1 (450-561)	WLPT II Intermediate-2 (562-619)	WLPT II Advanced-3 (620-669)	WLPT II Transitional-4 (670-808)

## Language Acquisition Grid

<b>Pre-Production</b>	<b>Early Production</b>	<b>Speech Emergent</b>	<b>Intermediate Fluency</b>	<b>Advanced Intermediate</b>	<b>Advanced Fluency</b>
<b>0-6 months in US Schools</b>	<b>6 mo-1 year in US Schools</b>	<b>1-2 years in US Schools</b>	<b>2-3 years in US Schools</b>	<b>3-5 years in US Schools</b>	<b>5-7 years in US Schools</b>
<p>Able to observe, locate, label, match, show, classify, sort</p> <p>Adjusting to U.S. culture</p> <p>Associate sound to meaning</p> <p>Comprehend key words only</p> <p>Depend on context</p> <p>Develop listening strategies</p> <p>Gaining familiarity with sounds, rhythms and patterns of English;</p> <p>Follow modeled oral directions</p> <p>May not produce speech</p> <p>Minimal comprehension of general meaning;</p> <p>Point to real objects related to content</p> <p>Mimic gestures or movements</p> <p>Gesture responses</p> <p>Responses range from no verbal response, one to two words, single words, phrases</p> <p>Speech errors observed</p>	<p>Able to name, recall, draw, record, point out, underline, categorize, list</p> <p>Carry out two to three step commands</p> <p>Beginning sound symbol understanding</p> <p>Depends heavily on context</p> <p>Grammar errors</p> <p>Increased comprehension of general and some specific meaning</p> <p>Mispronunciation</p> <p>can sequence a series of statements using real objects or pictures</p> <p>Produces words in isolation</p> <p>Respond using phrases and simple sentences</p> <p>Responds with one/two-word answer or short phrases</p> <p>Can locate objects described orally.</p> <p>Match oral reading to illustrations</p> <p>Use routine expressions independently</p> <p>Uses simple words, gestures, and drawings</p> <p>Verbalizes key words</p>	<p>Able to share, retell, follow, associate, organize, compare, restate, role play</p> <p>Functions on social level</p> <p>Good comprehension of general meaning and increased comprehension of specific meaning</p> <p>Hears smaller elements of speech</p> <p>Makes frequent errors of grammar and word order which occasionally obscure meaning</p> <p>Follow modeled multistep directions</p> <p>Reads and writes basic sight words</p> <p>Respond in more complex sentences with more detail using newly acquired vocabulary to experiment and form messages</p> <p>Can match objects with functions and descriptions</p> <p>Classify objects according to descriptions</p> <p>Short phrases</p>	<p>Able to tell, describe, restate, contrast, question, map, dramatize, demonstrate, give instructions</p> <p>Good comprehension of general meaning and increased comprehension of specific meaning</p> <p>Initiates conversation and questions</p> <p>Makes some pronunciation and basic grammatical errors but is understood</p> <p>Produces whole sentences</p> <p>Reads and writes simple words/sentences</p> <p>Respond in more complex sentences with more detail using newly acquired vocabulary to experiment and form messages</p> <p>Simple sentences</p> <p>Responds orally and in written form</p> <p>Shows good comprehension</p> <p>Uses limited vocabulary</p> <p>Uses short sentences to inform and explain</p>	<p>Able to imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain, model</p> <p>Can communicate thoughts</p> <p>Consistent comprehension of general meaning and good understanding of implied meaning</p> <p>Sustain conversation and respond with detail</p> <p>Engage in and produce connected narrative</p> <p>Functions somewhat on an academic level</p> <p>Makes complex grammatical errors</p> <p>Participate using more extensive vocabulary</p> <p>Produces text independently for academic &amp; social purposes</p> <p>Reads and writes descriptive sentences.</p> <p>Shows good comprehension</p> <p>Use standard grammar with few random errors</p> <p>Uses descriptive sentences and initiates conversations</p> <p>Uses expanded vocabulary</p>	<p>Able to relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, justify, critique, summarize, illustrate, judge</p> <p>Comprehend general and implied meaning, including idiomatic and figurative language.</p> <p>Demonstrates comprehension in decontextualized literacy situations</p> <p>Demonstrates decontextualized comprehension</p> <p>Initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary</p> <p>Functions on academic level with peers</p> <p>Maintains two-way conversation</p> <p>Nativelike proficiency with social conversations.</p> <p>Uses enriched vocabulary</p> <p>Use conventions for formal and informal language.</p>

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<i>Example student response: bear, brown</i>	<i>The bear is brown. He is eating.</i>	<i>The bear is brown and he is in the forest.</i>	<i>The brown bear lived with his family in the forest.</i>	<i>Can bears live in the forest if they find food there?</i>	<i>Would you like me to bring pictures of the bear that I saw last summer?</i>
<p><u>Listening:</u> Try to make sense out of speech; use gestures to demonstrate understanding of basic social and academic concepts</p> <p><u>Speaking:</u> Repeat simple words, phrases and memorized bits; responds to visual cues with a word or phrase; identifies everyday objects; participates in large group songs; may not produce speech at the beginning. When speaking, uses single words or key words to communicate main ideas.</p> <p><u>Reading:</u> identify symbols and icons; connect print to visuals; match objects to labels; follow directions using diagrams or pictures; beginning phonics skills, participate in shared reading, rely on pictures for understanding; retell using gestures, expressions, and illustrations.</p> <p><u>Writing:</u> Draw, copy, circle, label, match; use high frequency words and simple sentences</p>	<p><u>Listening:</u> Show comprehension of social and academic concepts by asking questions and/or participating in classroom activity.</p> <p><u>Speaking:</u> Use variety of words and simple sentences to communicate messages; sometimes use subject/verb agreement, use adverbs, adjectives and prepositions; answer questions with one or two word phrases, sequence events, use facial expressions, gestures pitch and tone, recite songs and poems, use routine expressions independently.</p> <p><u>Reading:</u> Participate in shared reading and predict, recall facts and details, identify main idea, draw conclusions, make connections; retell stories using simple sentences, use picture cues and initial letter sounds to predict text, search for pictures associated with word patterns; identify and interpret pre-taught labeled diagrams; follow simple written directions.</p> <p><u>Writing:</u> Use pre-writing activities, complete simple sentences, capitalization and</p>	<p><u>Listening:</u> Follow instructions; participate in a variety of discussions some with academic content; identify main idea</p> <p><u>Speaking:</u> Speak with some hesitation using appropriate vocabulary on familiar topics with pronunciation that requires careful attention on the part of the listener; use longer phrases and sentences to engage in discussions (with grammatical inadequacies) using questions and answers, some with academic content.</p> <p><u>Reading:</u> Participate in shared reading and predict, recall facts and details identify main idea, draw conclusions, make connections; retell stories using simple sentences, use picture cues and initial letter sounds to predict text, follow simple written directions.</p> <p><u>Writing:</u> Use pre-writing activities, complete simple sentences, capitalization and</p>	<p><u>Listening:</u> Follow instructions; participate in a variety of discussions including those with academic content; identify main idea and key concepts</p> <p><u>Speaking:</u> Speak with less hesitation using appropriate vocabulary on familiar topics with pronunciation that sometimes requires careful attention on the part of the listener; experiment with newly acquired vocabulary; use longer phrases and sentences to engage in discussions (with grammatical inadequacies) using questions and answers, including those with academic content.</p> <p><u>Reading:</u> Use complex phonics and contextual clues to identify words, summarize and sequence events; describe time and setting; explain themes and feelings; use text features to gain information; explain, describe, compare and retell in response to literature; engage in independent reading based on oral fluency and prior experiences with print.</p> <p><u>Writing:</u> Use systematic methods to spell complex</p>	<p><u>Listening:</u> Use listening skills in a variety of social and academic settings; participate in a variety of discussions; listen to and recite directions in own words.</p> <p><u>Speaking:</u> Pronounce words intelligibly with accent, generally fluent but occasionally searching for the correct manner of expression; express ideas and feelings, use longer more complex sentence patterns; tell jokes; engage in dramatizations; use more extensive vocabulary</p> <p><u>Reading:</u> Follow more complex written directions; independently read and interpret a wider range of narrative and content texts with increasing comprehension; express opinion; explore concepts in subject matter in greater depth, locate information/resources to conduct research projects; read grade-level text with English Language Development support through pre-teaching (vocabulary and structure).</p> <p><u>Writing:</u> Use a variety of grade appropriate writing</p>	<p><u>Listening:</u> Demonstrate understanding at a level of non-EL peers of everyday social and academic discussion.</p> <p><u>Speaking:</u> Communicate effectively with an audience for a variety of social and academic purposes on a wide range of familiar and new topics. Demonstrate ease with idioms, figures of speech, and words with multiple meanings.</p> <p><u>Reading:</u> Read competently to meet both social and academic demands for specific purposes and audiences; read with considerable fluency.</p> <p><u>Writing:</u> Write competently to meet both social and academic demands for specific purposes and audiences. Few grammatical errors do not interfere with meaning. Produce writing with varied grammatical structures and vocabulary comparable to native English speaking peers.</p>



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with frames; use first language to help with words in English; label familiar objects or pictures; use inventive spelling; write name using English spelling conventions; communicate through drawings.	punctuation and spelling patterns, invented spelling, some syntactic and phonetic patterns reflective of primary language that interfere with meaning.	punctuation and spelling patterns, invented spelling, some syntactic and phonetic patterns reflective of primary language that interfere with meaning. Beginning to use systematic methods to spell complex words; write for a variety of purposes use complete sentences.	words; write for a variety of purposes and audiences; use complete sentences; engage in research using a variety of materials; focus on main idea.	conventions; writes for a variety of purposes; use writing process; elaborate ideas and details; use more complex sentences; engage in research projects.	
BEVAT 0/90-5/90	BEVAT 5/90-19/90	BEVAT 19/90-30/90	BEVAT 30/90-50/90	BEVAT 50/90-80/90	BEVAT 80/90-100-90
CLIC 0-4	CLIC 5-10	CLIC 11-17	CLIC 18-32	CLIC 33-44	CLIC 45-55
Eng. Lang Prof Assess (ELPA) 1		ELPA 2	ELPA 3	ELPA 4	ELPA 5
Express 1 (S. Dutro)		Express 2	Express 3	Express 4	Express 5
IPT A	IPT B	IPT C	IPT D	IPT E	IPT F
LAS 0 (0-10)	LAS 1 (11-54)	LAS 2 (55-64)	LAS 3 (65-74)	LAS 4 (75-84)	LAS 5 (85-100)
FLOSEM (0-5)	FLOSEM (6-10)	FLOSEM (11-15)	FLOSEM (16-20)	FLOSEM (21-25)	FLOSEM (26-30)
SOLOM (0-5)	SOLOM (6-10)	SOLOM (11-15)	SOLOM (16-18)	SOLOM (18-20)	SOLOM (21-25)
WIDA ACCESS Level 1 Entering		Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
WLPT II Beginner Level (200-449)		WLPT II 450-509	WLPT II 510-566	WLPT II 467-593	WLPT II 594-999
Woodcock Munoz (WM) 1		WM 2	WM 3	WM 4	WM 5

The Grid is based on the research of Stephen Krashen and Jim Cummins, and further adapted from work discussed by Hearne, D. (2000). *Teaching Second Language Learners with Learning disabilities*. Oceanside, CA: Academic Communication Associates and Roseberry-McKibbin, C. (2002) *Multicultural Students with Special Language Needs: Practical Strategies for Assessment and Intervention*. Oceanside, CA: Academic Communication Associates, Inc. The length of time given refers to the average length of time it takes for a non-English speaker to progress through each stage in the acquisition process from Non-speaker of English to Advanced Fluency *when receiving instruction for the acquisition of English* (i.e. **Not** just exposure to English). It does not refer to time in the US or schools.

## Interventions for Language Development

English language learners who have limited social language (under 7) and academic language (under 15) in their Native language will benefit from interventions that develop and strengthen these language skills. Developing and strengthening ELL students' native language skills provides a foundation for English language development. ELL students with limited social language and academic language in English need intensive assistance with English development and acquisition. The interventions described on the following pages of this form represent a comprehensive cross-section of language development interventions that can be provided in both the native language and in English.

These interventions are not all-inclusive but are intended to give you a start with strategies and interventions appropriate for students at specific levels of language acquisition. They are presented in the context of their desired outcomes and include descriptions and examples of application.

<b>CLIC Score</b>	<b>Example Interventions</b>
<b>0-4</b>	Pre Production Strategies: Bilingual aide, bilingual peers, consistent sequence, demonstration, family centered learning, mediated stimuli, modeling , Total Physical Response, survival strategies
<b>5-10</b>	Early Production Strategies: Bilingual aide, Concurrent language development, consistent sequence, demonstration, family transition activities, guided practice, modeling, video tapes
<b>11-17</b>	Speech Emergence Strategies: Bilingual aide, bilingual peers, bilingual video tapes, context embedding, cooperative learning strategies, experience based, guided practice, peer tutors, role plays, sheltered instruction, sheltered interactions
<b>18-32</b>	Intermediate Fluency Strategies: Bilingual texts, cognitive learning strategies, guided reading, guided writing, home activities, language games, oral discussions, peer tutors
<b>33-44</b>	Advanced Intermediate Fluency Strategies: Advanced organizers, bilingual texts, language games, oral discussions
<b>45-55</b>	Advanced Fluency Strategies: Advanced organizers, peer tutors, cognitive strategies, guided reading, guided writing

## Final Note on Second Language Acquisition Stages

Individuals learning a second language use the same innate processes that are used to acquire their first language from the first days of exposure to the new language in spite of their age. They reach similar developmental stages to those in first language acquisition, making some of the same types of errors in grammatical markers that young children make, picking up chunks of language without knowing precisely what each word means, and relying on sources of input—humans who speak that language—to provide modified speech that they can at least partially comprehend (Collier, 1998). The rate at which learners reach each stage varies with each individual student since exposure and opportunity to use the language varies from individual to individual. Similarly, the sequence of acquisition of specific structures of English varies from student to student.

The process is not linear: It is more like a zigzag process (i.e. regular past tense, the morpheme “ed” in its written form, pronounced three different ways). Mastery occurs gradually over time until the student gets the morpheme right in more and more contexts until finally the subtleties of the use of the particular structure (e.g. exceptions, spelling variations, pronunciation contexts) has become a subconscious part of the learner’s language system. An additional example is the acquisition of the third person singular present tense, adding “s” to the verbs. This morpheme becomes part of the subconscious acquired system after several years of exposure to Standard English. Formal teaching does not speed up the developmental process. However, a high CALP level in the native language facilitates the learning of a second language. Acquisition occurs through exposure to correct use of the structure over time in many different linguistic contexts that are meaningful to the student. Roseberry-McKibbin (2002) lists common language characteristics observed in second language learners and provides suggested interventions matched to language acquisition stages.

## Some Recommended Strategies for Instruction and Intervention

These present over 50 strategies for developing literacy skills. The strategies are designed for use by learning support or intervention teams, but may also be successfully implemented within individual classrooms and learning environments by teachers and other education professionals. All strategies are appropriate and beneficial for students K-12 unless otherwise noted. Each recommended strategy and intervention is presented with its desired outcomes and an example of application. Some of these strategies are listed in several sections, as they yield distinctive and varied benefits in multiple assistance situations. Citations to recommended texts are provided where appropriate throughout the document.

This section addresses the development and implementation of strategies for use with diverse learners. These strategies may be used within inclusive and general education classrooms with diverse student populations and during instructional intervention for linguistically and culturally diverse students with learning and behavior problems. These strategies may also be used for students with special needs who come from diverse backgrounds. Culturally and linguistically diverse learners present unique challenges in the instructional setting, especially those with learning and behavior problems.

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Consideration of students' cultural, linguistic, and experiential background, level of acculturation, sociolinguistic development, and cognitive learning styles must be built into the school system at many stages of instruction. Consideration of this diversity is critical in general instruction classrooms and during instructional intervention (sometimes called pre-referral) to develop a valid picture of the student and his/her capabilities and achievement levels. Instructional Intervention is the systematic process of gathering information about the response of CLD students to specific sociocultural, acculturation, and sociolinguistic interventions in order to make efficacious decisions about the education of CLD students with learning and behavior problems.

Interventions should not be selected at random or in a "shotgun" manner. It is important that they be selected and implemented to target specific, identified learning and behavior problems of concern to the teacher. Additionally instructional interventions are best when used in a differentiated instructional approach when using targeted interventions within an inclusive or integrated classroom setting. General suggestions for using differentiated instruction are to be 1) inclusive not exclusive, 2) developmental not remedial, 3) comprehensive but focused, and to focus on 4) building skills and strengths.

For each area of concern, instructional interventions are to be identified and noted for the 1) instructional setting, 2) instructional strategies, 3) content, and for 4) student behaviors. Interventions must be considered in reference to these four areas as modification in one will influence the other areas. For example, having an English language learner (ELL) or limited English proficient (LEP) student work in a small group (setting) assigned to work cooperatively on an inquiry activity (strategies) on a science project (content) will have a great impact upon student behavior. This is particularly true if the group speak all Russian or Spanish versus multiple languages. You cannot simply change one without addressing its interaction with the other three.

### Academic language transition

#### Purpose of the Strategy

- i) Build foundation for learning
- ii) Build and develop cognitive academic language
- iii) Develop and improve confidence in academic interactions
- iv) Expand and elaborate on learning
- v) Facilitate language development
- vi) Build academic transfer skills
- vii) Reduce code-switching and culture shock

#### How to do it

- i) The teacher works with student peers or an assistant and overtly discusses the language of learning and the classroom. They engage in open discussions about what is going to occur and the language to describe what is going to occur before each lesson.
- ii) Vocabulary words about instruction and content are put up around the room and pointed out before each lesson. Bilingual posters and signs about academic language are posted and referred to regularly.
- iii) Periodically the teacher will stop a lesson in various content areas and ask students

## Classroom Language Interaction Checklist (CLIC)

what is being discussed and how the material is being presented, as well as about expected academic behaviors.

### Research base

Law & Eckes (2000)

Echevarria, J., Vogt, M. E., & Short, D. (2007)

Zweirs, J. (2008)

Zweirs, J. (2014)

### What to watch for with ELL/CLD students

- a. Proficiency in using and understanding academic language will develop and grow with exposure and practice.
- b. Some ELL/CLD students will have limited or no prior experience in classrooms, instructional settings, or school buildings and will need step by step guidance in the vocabulary and language of instruction and the classroom environment.

### Example of Spanish/English Academic Language Vocabulary Supports

<b>accent</b>	<i>acento</i>	<b>context</b>	<i>contexto</i>
<b>action</b>	<i>acción</i>	<b>contrast</b>	<i>contrastar</i>
<b>action verb</b>	<i>verbo de acción</i>	<b>definition</b>	<i>definición</i>
<b>adjective</b>	<i>adjetivo</i>	<b>demonstrative</b>	<i>demostrativo</i>
<b>adverb</b>	<i>adverbio</i>	<b>denotation</b>	<i>denotación</i>
<b>alphabetical order</b>	<i>orden alfabético</i>	<b>description</b>	<i>descripción</i>
<b>analogy</b>	<i>analogía</i>	<b>dialogue</b>	<i>diálogo</i>
<b>analyze</b>	<i>analizar</i>	<b>dictionary</b>	<i>diccionario</i>
<b>antecedent</b>	<i>antecedente</i>	<b>direct</b>	<i>directo</i>
<b>antonym</b>	<i>antónimo</i>	<b>effect</b>	<i>efecto</i>
<b>apostrophe</b>	<i>apóstrofe</i>	<b>evaluate</b>	<i>evaluar</i>
<b>article</b>	<i>artículo</i>	<b>event</b>	<i>evento</i>
<b>author</b>	<i>autor</i>	<b>example</b>	<i>ejemplo</i>
<b>cause</b>	<i>causa</i>	<b>exclamation</b>	<i>exclamación</i>
<b>classify</b>	<i>clasificar</i>	<b>figurative</b>	<i>figurativo</i>
<b>combine</b>	<i>combinar</i>	<b>fragment</b>	<i>fragmento</i>
<b>compare</b>	<i>comparar</i>	<b>future</b>	<i>futuro</i>
<b>complex</b>	<i>complejo</i>	<b>generalization</b>	<i>generalización</i>
<b>comprehension</b>	<i>comprensión</i>	<b>generalize</b>	<i>generalizar</i>
<b>conclusion</b>	<i>conclusión</i>	<b>glossary</b>	<i>glosario</i>
<b>confirm</b>	<i>confirmar</i>	<b>homophone</b>	<i>homófono</i>
<b>conjunction</b>	<i>conjunción</i>	<b>prefix</b>	<i>prefijo</i>
<b>connotation</b>	<i>connotación</i>	<b>preposition</b>	<i>preposición</i>
<b>consonant</b>	<i>consonante</i>	<b>prepositional</b>	<i>preposicional</i>
<b>idea</b>	<i>idea</i>	<b>present</b>	<i>presente</i>
<b>identify</b>	<i>identificar</i>	<b>problem</b>	<i>problema</i>
<b>illustration</b>	<i>ilustración</i>	<b>pronunciation</b>	<i>pronunciación</i>
<b>indirect</b>	<i>indirecto</i>	<b>punctuation</b>	<i>puntuación</i>
<b>introduction</b>	<i>introducción</i>	<b>relationship</b>	<i>relación</i>
<b>irregular</b>	<i>irregular</i>	<b>sequence</b>	<i>secuencia</i>

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<b>language</b>	<i>lenguaje</i>	<b>singular</b>	<i>singular</i>
<b>myth</b>	<i>mito</i>	<b>solution</b>	<i>solución</i>
<b>negative</b>	<i>negativo</i>	<b>structure</b>	<i>estructura</i>
<b>object</b>	<i>objeto</i>	<b>subject</b>	<i>sujeto</i>
<b>order</b>	<i>orden</i>	<b>suffix</b>	<i>sufijo</i>
<b>paragraph</b>	<i>párrafo</i>	<b>syllable</b>	<i>sílaba</i>
<b>part</b>	<i>parte</i>	<b>synonym</b>	<i>sinónimo</i>
<b>perspective</b>	<i>perspectiva</i>	<b>technique</b>	<i>técnica</i>
<b>phrase</b>	<i>frase</i>	<b>text</b>	<i>texto</i>
<b>plural</b>	<i>plural</i>	<b>theme</b>	<i>tema</i>
<b>possessive adjective</b>	<i>adjetivo posesivo</i>	<b>verb</b>	<i>verbo</i>
<b>predicate</b>	<i>predicado</i>	<b>visualize</b>	<i>visualizar</i>
<b>prediction</b>	<i>predicción</i>	<b>vowel</b>	<i>vocal</i>

### Active processing

#### Purpose of the Strategy

- i) Improve Access of prior knowledge
- ii) Build appreciation that everyone has a contribution to make
- iii) Build awareness of academic expectations
- iv) Facilitate student assuming responsibility for learning
- v) Build awareness of learning
- vi) Improve comprehension
- vii) Recognize importance of working together
- viii) Develop academic language and basic interpersonal communication
- ix) Develop higher persistence
- x) Develop personal control of situations
- xi) Facilitate access of prior knowledge
- xii) Facilitate student ownership in education
- xiii) Reduce low-persistence behaviors
- xiv) Develop problem solving skills
- xv) Facilitate discussion about new learning
- xvi) Facilitate language development
- xvii) Reduce off-task behaviors
- xviii) Reduce impulsivity
- xix) Strengthen language development

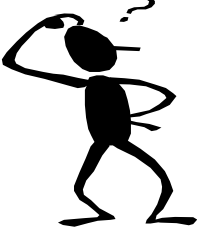
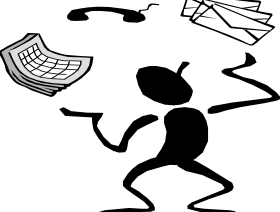



#### How to do it

- (1) This strategy is done with all students in the general education setting. Caution: it can become quite noisy in a large classroom, so be prepared.. (Set your expectations clearly with MET). You can also use active processing in smaller groups and even in one-on-one sessions as a way to gauge what the student is thinking as they engage in a task. Using Active Processing reduces impulsive tendencies and naturally illustrates how a student can use reflection in answering questions and completing tasks.

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- (2) The essence of active processing is that students work through a task aloud, naming and completing each step by talking through them. This can involve asking themselves the appropriate questions for the task and then describing what they are doing during each step in the task. This is similar to “self talk” activities in pre-school and other early childhood development classes.
- (3) We recommend several demonstrations with modeling and role playing of the steps and process for clarification of the expectations. I have also made small posters of each step and placed them around the room as reminders of the steps to follow.
- (4) Steps for students to follow in implementing this strategy:
- (1) **What is my task?**
  - (2) **What do I need to do to complete my task?**
  - (3) **How will I know my task is done correctly?**
  - (4) **How will I monitor the implementation?**
  - (5) **How do I know the task is correctly completed?**

When applying the Active Processing strategy, students work through problems or tasks using the sequence of self-monitoring questions given above.

<p>What is my task?</p>  <p>Active Processing #1</p>	<p>What do I need to do to complete my task?</p>  <p>Active Processing #2</p>	<p>How will I know my task is done correctly?</p>  <p>Active Processing #3</p>
<p>How will I monitor the implementation?</p>  <p>Active Processing#4</p>	<p>How do I know the task is correctly completed?</p>  <p>Active Processing #5</p>	

**Example with standardized tests**

- ii) Your students must prepare for the state administered achievement tests required at this grade level, but several of your diverse learners have never taken such tests before and are unfamiliar with this type of evaluation. They have heard stories of something scary that happens to schoolchildren every year and are bracing themselves to endure this external event. You could modify your preparation for this event by integrating the Active Processing strategy into the lessons preceding the testing period.

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- iii) **Start** by having the students in your class speak out loud with one another in small groups about the content and process of lessons they are learning following the steps in Active Processing. Do this in every content area until the students are familiar with the process itself. Then a few weeks before the state assessments introduce the concept of standardized achievement tests to your class.
- iv) (**step 1**) Have your students discuss how group and norm measures differ from individual and curriculum based assessments and the implications of this for each participant (step 1 of Active Processing, “What is my task?”).
- v) (**step 2**) Have the groups discuss what they will need to have with them and what the setting is like. Have those students who have taken tests like this describe the process and what it was like for them. Talk about the expectations of test administrators regarding notes, whispering, looking at others, pencils, calculators, etc. (step 2 of Active Processing, “What do I need to do to complete my task?”).
- vi) (**step 3**) Discuss what an acceptable performance might be for various levels of completion and knowledge. Explain some of the test strategies that help successful test takers even when they are unsure of the answer. Clarify the expectations of parents, teachers, and others about the test activity (step 3 of Active Processing, “How will I know my task is done correctly?”).
- vii) (**step 4**) Provide suggestions for relieving stress during the test and ideas for self-monitoring their progress through the different sections of the test (step 4 of Active Processing, “How will I monitor the implementation?”).
- viii) (**step 5**) Discuss how timekeepers work and what the timelines will be on this test. Discuss ways to identify when it is time to move to another section and what to do when they are finished with the test (step 5 of Active Processing, “How do I know the task is completed?”).

### **Example about a thematic unit**

- ix) Suppose you want your students to complete a new unit in Language Arts about bears in fact and fiction. Some of your diverse learners are not familiar with the concept of fact versus fiction as used on our society and have no words in their native language for this distinction; also several of them have little or incomplete prior schooling. You could modify your preparation for this unit by integrating the Active Processing strategy into the lessons.
- x) **Begin** having the students in your class speak out loud with one another in small groups about what they know about bears and other animals following the steps in Active Processing. Do this within the context of reinforcement and review of prior content the students have successfully accomplished until the students are familiar with the Active Processing process itself.
- xi) (**step 1**) Then introduce the concept of Fact versus Fiction to your class. Have them discuss how these differ using real life experiences from their homes or communities. Use visual and physical examples of the concept, such as a photograph of a car and a sketch or drawing of a car, a realistic portrait of a child and an abstract painting of a child, a picture of astronauts on the moon and a picture of children playing on the moon, etc., to ensure that students are aware of what is involved. Have students discuss examples from their own communities or lives. Discuss how to tell the difference and what is involved in the process (step 1 of Active Processing, “What is my task?”).



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- xii) (**step 2**) Have the groups discuss what they will need to compare and contrast fact from fiction and what actions are involved. Have those that are more successful describe the process and what it was like for them to learn it. Talk about the importance of learning this skill and discuss the steps involved. Have your students work in groups to develop a set of “rules” outlining the steps to follow (step 2 of Active Processing, “What do I need to do to complete my task?”).
- xiii) (**step 3**) Discuss what an acceptable performance might be for various levels of skill and knowledge. Explain some of the strategies that help students be successful at separating fact from fiction. Discuss how to check for the accuracy and the steps involved (step 3 of Active Processing, “How will I know my task is done correctly?”).
- xiv) (**step 4**) Provide suggestions for relieving stress during the lesson and ideas for self-monitoring their progress through the different steps of the process (step 4 of Active Processing, “How will I monitor the implementation?”). Discuss ways to identify when it is time to move to another question or example and what to do when they have finished each set of comparisons (step 5 of Active Processing, “How do I know the task is completed?”).
- o) Research base
  - i) Law & Eckes (2000)
  - ii) Cole (1995)
  - iii) Tovani (2000)
  - iv) Collier (2002)
- p) What to watch for with ELL/CLD students
  - i) The strategy preparation can be done in the native language or dialect of the students to assure their understanding of your expectations and their task prior to carrying the assignment out in English or other communication mode.
  - ii) Students who are less proficient in English will need guidance in using the steps of active processing; the process can be explained and practiced in the students’ most proficient language before going on in English.
  - iii) Active processing can be used in any language of instruction and in any content area or age level.

### Alternate response methods

#### Purpose of the Strategy




- (1) Improve access prior knowledge
- (2) Adapt to meet individual or unique student needs
- (3) Adapt the mode of response required of students
- (4) Facilitate access of prior knowledge
- (5) Eliminate or minimize inappropriate responses
- (6) Enhance ability of student to focus on learning
- (7) Expand and elaborate on learning
- (8) Facilitate school adaptation
- (9) Increase time on task
- (10) Lower anxiety levels
- (11) Reduce anxiety and stress
- (12) Reduce fears associated with assignments
- (13) Reduce response fatigue

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### (14) Strengthen awareness of learning process

How to do it

- i) This strategy is an application of Universal Design principles and is effective within multi-tiered support systems, including RTI.
- ii) It works well in mixed general education classrooms where a few students with special response needs have been mainstreamed or where there is a great variation in student preparedness.
- iii) The teacher introduces the alternate response strategy by illustrating, demonstrating, and explaining alternate acceptable responses to the task at hand. For example, oral, written, drawn, electronic, cut out images, etc. modes of answering a question or completing an assignment may be acceptable. A poster or other visual reminder of appropriate ways to respond within a variety of activities may be posted on the wall and reviewed regularly with students.

 <p>Raise your hand to ask a question or to get permission to do something away from your seat..</p>	 <p>Use a pen or pencil when you have to write something down.</p>
 <p>Bring your papers up to the front of the class when you finish your assignment.</p>	 <p>Listen carefully to directions.</p>
 <p>Point to what you want information about if you don't know how to say the name of it.</p>	 <p>No loud talking while you are working on an assignment, unless the teacher gives you permission to discuss the work.</p>
 <p>Use checkmarks for yes or agreement and exmarks for disagreement.</p>	 <p>Look up words in the dictionary if you do not know their meaning or spelling.</p>

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 <p>Always go back and check for errors in your work</p>	 <p>Ask questions for clarification.</p>
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- iv) In essence, students are encouraged to respond to assignments, tasks, questions in a manner compatible with their needs. For example, you could allow a student who has difficulty with writing activities to dictate his or her answers through a tablet or other “voice to writing” tool. Students are allowed to express their understanding of a task, question or issue in varied ways to meet their individual needs. This practice ensures that students have the best possible chance to show that they have acquired and retained skills and knowledge.
- v) Keep in mind Howard Gardner’s work on “multiple intelligences.” What other forms might be available to the student to express her/his understanding? If the topic is westward expansion, the student could find musical examples illustrating the various cultures that came into contact with each other, and could make a mixed sound recording to demonstrate the culture clashes and consequences of expansion. The student could draw a map or other illustration supporting the musical representation and her/his understanding of the geographic concept of the movement of populations from one location to another.

**Example:** Students may record their oral responses to questions given in class. For the geography unit, provide the questions in writing for the student to take home and practice responding. Some names of American states are very difficult to pronounce: provide time for the student to work alone or with a peer to write the difficult state names on tag board cards that he or she can hold up during class discussion rather than say aloud.

- b) Research base
  - i) Cole (1995)
  - ii) Bailey, L. (1993)
  - iii) Gardner, H. (1993a)
  - iv) Tannenbaum, J. (1996)
- c) What to watch for with ELL/CLD students
  - i) Some CLD students have had previous schooling in situations where students have no choice in their responses and teachers are authority figures who direct every action in the classroom.
  - ii) When the teacher wishes to make student empowerment an instructional goal, this strategy is an excellent direction to take.
  - iii) Demonstrate how the various responses can be made, including color, modeling, illustrating, etc.
  - iv) Some role play in the process from initial choice to final task completion may be helpful.



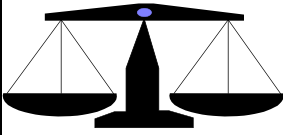

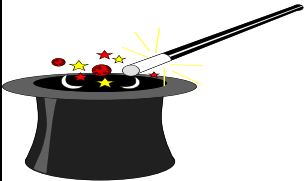
### Analogy

- a) Purpose of the Strategy
  - i) Facilitate connections between known and new

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- ii) Improve access to prior knowledge
  - iii) Strengthen retention and application abilities
  - iv) Strengthen learning to learn skills
  - v) Develop higher tolerance
  - vi) Build awareness of learning process
  - vii) Develop cognitive learning strategies
  - viii) Develop problem solving skills
  - ix) Enhance ability of students to learn new things
  - x) Expand and elaborate on learning
  - xi) Facilitate access of prior knowledge
  - xii) Develop association skills
  - xiii) Develop analytical skills
  - xiv) Build academic transfer skills
  - xv) Build foundation for learning
  - xvi) Build metacognition skills
  - xvii) Develop categorization skills
- b) How to do it
- i) This cognitive strategy can be done in the general education classroom with all students participating. Students may be paired with culture and language peers at first and then mixed pairs of diverse students as they become comfortable with the strategy.
  - ii) The teacher or assistant models making analogies by using physical items or visual representations of animals, tools, or other objects. They hold up a familiar object and ask students to describe it and what they know about it already. Next a new item that is related in some way to the older item is held up. The teacher leads students through a discussion of how the items are similar or different from one another. She introduces the sentence frame “X is to Y, as Y is to Z” where X is the new item and Y and Z are familiar items. For example, a ratchet is similar to a hammer just as a hammer is similar to a screwdriver; they are all tools.
  - iii) The teacher brings up this idea of analogies between known and new when they introduce a new topic. She asks students each share something they already know about the lesson topic, something that is meaningful to them. They go through the steps of analogy in pairs as they share their items/ideas with one another.
  - iv) We recommend several demonstrations with modeling and role playing of the steps and process for clarification of the expectations. I have also made small posters of each step and placed them around the room as reminders of the steps to follow.
  - v) Steps for students to follow in implementing this analogy strategy:
    - (1) What do I already know about this item or concept?
    - (2) How does what I already know about this idea or item compare with the new idea or item?
    - (3) Can the known idea or item be substituted for the new item or idea and still make sense?
    - (4) How can I elaborate on these comparisons through analogies?

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<p>What do I know about things like this?</p>  <p>Analogy #1</p>	<p>How is what I know similar to this new thing?</p>  <p>Analogy #2</p>	<p>How is this new thing different from what I know?</p>  <p>Analogy #3</p>
<p>Can I substitute what I know for this new thing?</p>  <p>Analogy #4</p>	<p>How can I elaborate on these?</p>  <p>Analogy #5</p>	<p>_____ is to _____ as _____ is to _____.</p>

- vi) A basic description of Analogy is that you have students work through a task describing, comparing and contrasting things that are meaningful to them. They go through the steps of analogy in pairs or groups as they share their items with one another, asking one another five specific questions that guide them through the application of the steps involved in Analogy. Eventually they ask themselves these five self-guiding questions silently as they complete tasks.
- vii) An example of a content application of Analogy that I have used is having students compare an object representing a new subject we are going to study with an object they are familiar with, describing the objects and making analogies between the two items. For example, I brought examples of different “dragons” (Chinese, Japanese, English, Javanese, and Scandinavian) to share with students after we had read The Reluctant Dragon by Kenneth Grahame and when we were about to move into a unit on Asia. I had them make analogies between and among the various types of dragons, discussing cultural and linguistic manifestations of these different impressions of and perspectives on a mythological figure. I then had them do expansions related to our Asian unit. The students were to all bring something they had which were meaningful to themselves that was from Asia and share it with others using the analogy strategy. They created Venn diagrams showing the many ways their various objects were similar and different from each other.
- viii) Steps for Teaching Analogy
  - (1) *Inform* the students what Analogy is, how it operates, when to use it, and why it is useful. Begin by saying that Analogy is a tool for learning and

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remembering. It works by asking and answering a series of five questions concerning the lesson or assignment they are working upon. Once they learn how to use Analogy, they can use it anytime and with any content or lesson you give them to do.

- (2) Use Cues, metaphors, or other means of elaborating on a description of Analogy combined with visual cues. One way to do this is to have the group compare their jackets or shoes or something else everyone in the class has with them. Have them see how although everyone has the same object there are many ways these are different and many ways they are similar to one another. You can also use favorite stories or activities, anything where a fundamental similarity exists along with distinct differences.
- (3) Lead group discussions about the use of Analogy. Have students start with talking about a lesson they have just successfully completed. They can go back through the lesson using the Analogy question steps to see how they work and what information is required. Encourage your students to ask you anything about the learning process they want clarified.
- (4) Provide guided practice in applying Analogy to particular tasks. Here is an example of guided practice as the teacher leads the students through the use of Analogy. Examples of both teacher and student comments are shown.
  - (a) Teacher-"The first step is to see if you can you recall something from your own language or experiences which is similar to this item?"
  - (b) Student-"What do I know that is like this item? Is there something in my background, language, or experiences which is similar to the item?"
  - (c) Comparison
  - (d) Teacher-"Second, examine how these items are similar or different. Do they have similar uses?"
  - (e) Student-"How are these items similar and different? Are they used in similar ways?"
  - (f) Teacher-"Third, identify the items or parts of items that might be substituted for these items. Why would this substitution work? Why might it not work?"
  - (g) Student-"Can I use these similar elements interchangeably? What other items might be substituted for these items?"
  - (h) Elaboration
  - (i) Teacher-"Fourth, think about other experiences, words, or actions from your life, language, or culture which are similar to elements of English or your life here in this community. In what ways are they similar and different? How could you use your prior knowledge effectively in new situations?"
  - (j) Student-"When the teacher asks for examples I can provide them based upon my own experiences and do not have to use American examples. I know that aspects of a new situation may be similar to something I know from my previous experiences."
- (5) Provide feedback on monitoring use and success of Analogy. While students

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use Analogy in small groups, you should move around the room listening and supplying encouragement for consistent use of the question and answer steps. As students get more comfortable using this strategy you can have them monitor one another in the use of the strategy, encouraging each other to ask and/or answer the questions.

- (6) *Provide generalization* activities. Have your students use Analogy for a variety of lessons and tasks. You should be sure to identify the strategy by name and point to the poster or visual cues about the strategy whenever you have students use it. Hold Enhanced cognitive discussions about the use of Analogy in these different lesson settings and encourage discussion of how useful or not useful students found this strategy in particular tasks.
- ix) When applying the Analogy strategy, students work through problems or tasks using the above sequence of self-monitoring questions. Let us suppose that you are about to have your students begin a new unit in Social Studies about Immigration nationally and in your state and your local community. You have several students who are newcomers to your community, from a different part of the world and from a culturally and linguistically diverse background. You could modify your usual instructional approach by building in an opportunity for your students to compare and contrast their personal experiences with current immigration and refugee policies and procedures with those in their past experience. You would have them first discuss the difference between ‘immigrant,’ ‘colonist,’ ‘settler,’ ‘emigrant,’ and ‘refugee’ using examples from current news stories on television. You could also have them see dvd/videotapes or actually visit an INS office or a center where particular groups of newcomers to America receive services. You then have them share what they know about these terms and services from their personal, current experience (step 1 of Analogy, “What do I know about things like this?”). They could then share how these experiences are similar to others they are familiar with or others in the classroom (step 2 of Analogy, “How is what I know similar to this new thing?”). Then they would discuss the differences between their personal or familiar experiences and what is new to them about the policies, procedures, services, and experiences (step 3 of Analogy, “How is this new thing different from what I know?”). The students could explore how different people’s experiences might change if certain elements of their circumstances were substituted for another (step 4 of Analogy, “Can I substitute what I know for this new thing?”). Now the students would be ready to expand this knowledge to identifying ways to improve current models of service and how they might help other newcomers to the community (step 5 of Analogy, “How can I elaborate on this?”). Discussions will naturally arise out of these lessons about comparing and contrasting based upon High versus Low Tolerance characteristics.
- x) Example: Students are shown an object that looks familiar, such as a metal rod used to connect two wheels on a toy car. They generate words describing the rod such as “long”, “shiny”, “manufactured”, “connects”, “an axle”, etc. They then are shown another metal rod that is unfamiliar to them. They generate more words describing the new object. Some of the words will be similar, some different. Example words might be “long”, “shiny”, “threaded ends”, “connects something”, “pointy”, “heavy”, “metallic”, etc. They may actually try to substitute the new

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rod for the toy axle or they may make guesses about substitution and conclude that it could be done but won't work exactly. They generate sentences such as "The axle is smaller than the new rod." "The new rod is larger than the axle of the toy car." "The new rod has threaded ends while the axle does not." "The axle is to a car as the new rod is to something else." "The axle is as shiny as the new rod is shiny."

- c) Research base
  - i) Tovani (2000)
  - ii) Cole (1995)
  - iii) Collier (2002)
- d) What to watch for with ELL/CLD students
  - i) Be sure students are matched with peers with whom they can communicate comfortably while they are all learning the strategy and steps in the process.
  - ii) After students learn the process and steps, posters or cards with reminder illustrations and the words of the steps can be put up around the room.
  - iii) Once students can use analogy without prompting, they can be paired up with non- bilingual peers for more applications.

### Bilingual Aide

- a) Purpose of the Strategy
  - i) Improve and facilitate access of prior knowledge
  - ii) Reduce stress for new students
  - iii) Build upon family language and culture
  - iv) Build upon existing language strengths of student
  - v) Improve and develop confidence in school culture interactions
  - vi) Develop self esteem
  - vii) Improve motivation
  - viii) Improve retention of content
  - ix) Increase and improve time on task
  - x) Facilitate acquisition of content knowledge
  - xi) Facilitate discussion about new learning
  - xii) Encourage pride in home language and culture
  - xiii) Enhance ability of student to learn new things
  - xiv) Develop cognitive academic language
  - xv) Build transfer skills
  - xvi) Ensure student is familiar with specific academic and behavioral expectations
  - xvii) Build upon diverse language foundations of students
  - xviii) Reduce anxiety and stress
  - xix) Reduce culture shock
  - xx) Reduce frustration
  - xxi) Reinforce and improve retention of content lessons
  - xxii) Reduce off task behaviors
  - xxiii) Build awareness of appropriate academic behavior
  - xxiv) Strengthen knowledge of academic content
- b) How to do it
  - i) This strategy is done within the general education classroom with a bilingual adult



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working in coordination with the classroom teacher. An instructional assistant or aide fluent in both English and the native or home language of ELL students is available within the classroom to assist ELL/LEP students when possible, regarding content instruction, academic behavior and communication.

- ii) The bilingual instructional assistant coordinates with the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and must plan lessons with the teacher.
  - iii) When used in multi-tiered small group support and intervention, this strategy is done with small groups. An instructional assistant or aide works with a small group of linguistically similar students, though they may speak as English to some extent. This can also be done with non-English speaking students are new to the classroom.
  - iv) In settings with speakers of many different languages, bilingual aides can rotate among several rooms providing assistance to mixed groups as well as linguistically matched groups of students.
  - v) The bilingual aide may assist speakers of languages they are not fluent in by their example and modeling of how to learn and transition between languages.
  - vi) Materials may be provided printed in both English and another language, in as many languages as necessary for the population of the classroom. The assistant or teacher who is bilingual may draw upon these materials to supplement their explanation or interpretation of classroom content and situations.
- c) Research base
- i) Cole (1995)
  - ii) Kovelman, I., Baker, S., & Petitto, L. (2008)
  - iii) Garcia, E. E. (2005)
  - iv) Collier (2003)
- d) What to watch for with ELL/CLD students
- i) When this strategy is used for sequential translation, i.e. the teacher speaks and then the aide speaks, ELL/LEP students may become dependent upon the bilingual aide and remain unengaged while the teacher speaks in English, waiting for the interpretation and explanation by the bilingual aide.
  - ii) Better use would be for the aide to prepare the ELL/LEP students for the English lesson by reviewing key vocabulary words, explaining what will be occurring and discussing what the teacher's expectations will be for the students' performance. This would then be followed by the teacher presenting the lesson in English. Students would be given the opportunity to ask for specific clarification only during the lesson.
  - iii) Students could work on their projects subsequent to the English lesson with the assistance of the bilingual aide as needed. Content discussion and clarification should be in the students' most proficient language while they are preparing their task or project for presentation in English with the rest of the class.



### Bilingual peers

- a) Purpose of the Strategy
  - i) Improve and facilitate access of prior knowledge
  - ii) Build appreciation that everyone belongs, is needed

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- iii) Develop confidence in academic interactions
  - iv) Develop confidence in school culture interactions
  - v) Build appreciation that everyone has a contribution to make
  - vi) Build foundation for learning
  - vii) Develop positive peer relationships
  - viii) Encourage pride in home language and culture
  - ix) Encourage pride in student's personal history
  - x) Expand comprehension
  - xi) Facilitate access of prior knowledge
  - xii) facilitate acquisition of content knowledge
  - xiii) Lower anxiety levels
  - xiv) Reduce culture shock
  - xv) Reduce anxiety and stress responses
  - xvi) Strengthen learning to learn skills
  - xvii) Build upon existing language skills
  - xviii) Build upon family language and culture
  - xix) Build upon the diverse language foundations of students
  - xx) Build upon existing language strengths of student
  - xxi) Develop cognitive academic language
  - xxii) Develop basic interpersonal communication
  - xxiii) Build transfer skills
  - xxiv) Develop content knowledge foundation
- b) How to do it
- i) This strategy is done by pairing linguistically similar students within an integrated classroom preferably a more advanced emerging bilingual student with a beginner or newcomer or less advanced.
  - ii) When used within multi-tiered support systems, including RTI, this strategy may be done in small groups with teams of matched pairs of students.
  - iii) In essence, home and community language peers who are more proficient in English assist home and community language students in specific content area lessons and activities. The peer assistants are given training or guidance in being a language partner or tutor, with guidelines about how to facilitate learning without doing another's work, how to translate appropriately, and how to monitor for understanding.
  - iv) This can be part of a general classroom buddy system where students are matched up with partners of differing skills for specific activities.
- c) Research base
- i) Cole (1995)
  - ii) Kovelman, I., Baker, S., & Petitto, L. (2008)
  - iii) Garcia, E. E. (2005)
- d) What to watch for with ELL/CLD students
- i) With specific first generation refugee, indigenous, migrant and immigrant groups the teacher must be careful about pairing students based on her own perceptions of



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- them coming from similar language backgrounds. There can be cultural and class differences which will make the partners uncomfortable with one another.
- ii) The teacher must be prepared to deal with prejudice between populations where language is the same but culture, class, or racial issues may impede comfort and communication. American “all togetherness” may come in time, but the teacher must proceed slowly and not push.
  - iii) Students may interact more as they become more comfortable in the classroom or more trusting that they are accepted and valued.

### Bilingual texts

- a) Purpose of the Strategy
  - i) Facilitate access to prior knowledge
  - ii) Build upon existing language skills of students
  - iii) Build academic transfer skills
  - iv) Build upon existing language strengths of student
  - v) Build upon family language and culture
  - vi) Build upon the diverse language foundations of students and parents
  - vii) Build vocabulary
  - viii) Develop confidence in school culture interactions
  - ix) Develop content area skills
  - x) Develop content knowledge foundation
  - xi) Develop cognitive academic language
  - xii) Expand and elaborate on learning
  - xiii) Expand comprehension
  - xiv) Facilitate access of prior knowledge
  - xv) facilitate acquisition of content knowledge
  - xvi) Improve access to prior knowledge
  - xvii) Improve comprehension
  - xviii) Improve confidence and self-esteem
  - xix) Reduce and lower anxiety
  - xx) Encourage pride in home language and culture
  - xxi) Enhance ability of students to learn new things
  - xxii) Build home and community language-to-English transfer skills
  - xxiii) Strengthen knowledge of academic content
  - xxiv) Develop confidence in academic interactions
- b) How to do it
  - i) This strategy facilitates understanding content area instruction within the integrated general education classroom by allowing students of various linguistic backgrounds to access content related materials in their more proficient language.
  - ii) When used within multi-tiered support systems or during RTI interventions, this strategy facilitates content clarification, vocabulary, and specificity without interrupting the flow and direction of the lesson for other students.
  - iii) Duplicate or parallel texts are made available in English and home and community language of students for all content areas. Reference texts are made available in English, bilingual, or home and community language format. Students are shown how and when to access the texts.

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- iv) One source for bilingual materials in Spanish is the Colorín Colorado website and organization, <http://www.colorincolorado.org>. Multiple Asian language source materials may also be found at [asiaforkids.com](http://asiaforkids.com).
- v) Another source is the National Council for Lifelong Learning and Work Skills (CONEVyT). CONEVyT was created in 2002 in Mexico to provide primary and secondary education and training to adults (15+) left behind in education in that country as well as migrant populations living in the U.S. Through an online portal and a network of Plazas Comunitarias where direct instruction, assessment and varied materials can be found, both U.S. and Mexican governments make educational support available for anyone willing to learn or to teach. For more information, go to [www.conevyt.org.mx](http://www.conevyt.org.mx).
- c) Research base
  - i) Cole, R. W. (Ed.). (1995)
  - ii) Garcia, E. E. (2005)
  - iii) Hu, R., & Commeyras, M. (2008)
  - iv) Kovelman, I., Baker, S., & Petitto, L. (2008)
  - v) Ma, J. (2008)
- d) What to watch for with ELL/CLD students
  - i) Not all ELL/CLD students are literate in their home or community language.
  - ii) Picture dictionaries with bilingual words and definitions are usually the most practical reference to use with younger, less educated students.

### Bilingual videotapes about North American speech

- a) Purpose of the Strategy
  - i) Build upon existing language strengths of student
  - ii) Build awareness of appropriate social and academic language
  - iii) Build transfer skills
  - iv) Develop confidence in school language and rules for academic and social interactions
- b) How to do it
  - i) This can be done in class or during parent nights or outside of the school day when including ELL parents and families.
  - ii) Groups of students and/or their families view videos developed locally or available from Intercultural Press and other publishers about North American idioms, communication structures and expectations. Best shown with an experienced bilingual facilitator.
- c) Research base
  - i) Cole (1995)
  - ii) Collier (2003)
- d) What to watch for with ELL/CLD students
  - i) There are many dialects of spoken English and differences of opinion about what is the “proper” dialect to use as the model for ELL/CLD students.
  - ii) The teacher should be aware of the diversity of reaction to specific dialects of spoken English in North America and be prepared to address expressions of prejudice or value judgments about certain speakers shown on the videotapes.
  - iii) The most practical way to deal with this is to pre-screen the videos and select segments that most closely represent the dialects common in your local communities plus a few as examples of the diversity that exist in our country.

## Building connections

### Building connections – Reading strategy

- a) Purpose of the Strategy
  - i) Enhance and improve access prior knowledge
  - ii) Build learning foundation
  - iii) Build academic transfer skills
  - iv) Build awareness of appropriate cognitive academic language
  - v) Build awareness of appropriate social and academic language
  - vi) Build awareness of learning process
  - vii) Build vocabulary
  - viii) Develop content area skills
  - ix) Develop content knowledge foundation
  - x) Encourage questioning and exploration of new learning
  - xi) Enhance ability of students to learn new things
  - xii) Expand and elaborate on learning
  - xiii) Expand comprehension
  - xiv) Facilitate access of prior knowledge
  - xv) facilitate acquisition of content knowledge
  - xvi) Improve reading comprehension
  - xvii) Improve retention of content
  - xviii)
- b) How to do it
  - i) All readers bring to the reading/writing process their own growing knowledge of language, the world and their understandings of how print is used to convey meaning. A child who is often read to, or who regularly sees adults reading and writing for personal tasks and pleasure will expect that reading and writing play useful roles in life and are valued activities. A child who has limited exposure to reading and writing will have very different expectations and understandings. Each of these situations, however, provides some of the background knowledge that children bring to the act of reading and writing.
  - ii) The building connections strategy for reading fosters students' expectations of reading and writing as purposeful and meaningful acts, and honors and builds on learners' diverse areas of knowledge through thoughtful selection of reading materials and activities.
  - iii) The teacher or assistant activates students' background knowledge before a reading activity. To assist in activating background knowledge or prior experiences similar to what is depicted in the reading selection, the teacher introduces the topic or general content of the reading and asks students to create pictures or images they may have when they hear the title or topic. Or the teacher may ask for descriptive words about the topic.
  - iv) The teacher may use KWL+ charts or other advanced organizers to introduce a new reading selection and deliberately make connections between the new materials and prior information or readings the class has engaged in or knows about. If students do not have any background knowledge on the topic of the reading material that is to be used, then every effort should be made to build that

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knowledge through prior discussion, looking at pictures or objects, or through other means before introducing the new text. That will lead to much greater success with the reading experience.

**Example,** The teacher flashes a picture of a dinosaur upon the wall or takes the class through a “virtual walk” through a natural history museum with skeletons of dinosaurs prior to having the students read a book about dinosaurs. Beginning readers, too, need to learn to use their own background knowledge. Helping them activate and extend this knowledge and selecting texts that build on what they already know or understand about their world support their attempts to make sense of what they are reading.

- c) Research base
  - i) Carrigan (2001)
  - ii) Brownlie & King (2000)
- d) What to watch for with ELL/CLD students
  - i) ELL and CLD students may not have much depth of knowledge in what is considered “usual” among typical school students. They may have experienced extensive disrupted learning opportunities or may have gaps in their prior learning.
  - ii) Never assume your diverse learners know what you are talking about. Always have pictures or objects for the students to look at and handle that can activate learning or prior learning about the topic under discussion.

### Class buddies / Peer helpers / Peer tutors

- a) Purpose of the Strategy
  - i) Build transfer skills
  - ii) Develop basic interpersonal communication
  - iii) Develop cognitive academic language
  - iv) Develop content knowledge foundation
  - v) Develop higher tolerance
  - vi) Develop positive peer relationships
  - vii) Develop thinking and planning skills
  - viii) Improve retention
  - ix) Utilize prior knowledge
- b) How to do it
  - i) At Tier 1, this strategy is done with all of the students in the general education classroom.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) Students assist in the classroom by working with other students. Tutors may receive training about objectives, reinforcement, etc. A student who has mastered a list of sight words or math facts presents these items on flash cards to another student needing assistance in this area. Students help other learners of similar or different ages in the classroom to complete assignments or other responsibilities. This strategy has been shown to provide learning gains for both the tutor and the tutee, and allows for the teacher to work closely with more students. The teacher should always be clear about the objectives of the tutoring session, and hold the students accountable for their work.

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- vi) Example: The tutoring student shares her/his report with the tutee. In preparation, the tutor identifies key concepts and vocabulary used in the report, and presents these on tag board cards to the tutee. The tutee tells the tutor in his/her own words, what he or she understood from the report.
- vii) Home and community language peers who are more proficient in English assist home and community language students in specific content area lessons and activities. The peers are given training in being a tutor, with guidelines about how to facilitate learning without doing another's work, how to translate appropriately, and how to monitor for understanding.
- viii) Expansion: Peer helpers develop code of ethics and their own guidelines for tutoring.
- ix) As students become more comfortable, they may be paired with more diverse peers and tutors.
- c) Research base
  - i) Carrigan (2001) pp 44-45
  - ii) Cole (1995)
- d) What to watch for with ELL/CLD students
  - i) With specific first generation refugee, indigenous, migrant and immigrant groups the teacher must be careful about pairing students of based on her own perceptions of them coming from similar language backgrounds. There can be cultural and class differences which will make the partners uncomfortable with one another.
  - ii) The teacher must be prepared to deal with prejudice between populations where language is the same but culture, class, or racial issues may impede comfort and communication. American "all togetherness" may come in time, but the teacher must proceed slowly and not push.
  - iii) Students may interact more as they become more comfortable in the classroom or more trusting that they are accepted and valued.

### Cognitive strategies in home and community language

- a) Purpose of the Strategy
  - i) Improve motivation
  - ii) Minimize behavior problems
  - iii) Build transfer skills
  - iv) Develop cognitive academic language
  - v) Reduce code-switching
- b) How to do it
  - i) At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) Teacher working with student peers or assistant discusses the academic language of learning and of the classroom in both English and in the home and community language,

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- when possible. Bilingual posters and signs about cognitive academic language proficiency are posted and referred to regularly.
- vi) Expansion: Periodically, the teacher will stop a lesson in various content areas and ask students to discuss what is being presented and how, and what academic behaviors are expected.
- c) Research base
    - i) Strickland, Ganske, & Monroe (2002)
    - ii) Collins Block, C., & Mangieri, J. N. (2003)
    - iii) Roessingh, H., Kover, P., & Watt, D. (2005) pp 1-27
    - iv) Walter, C. (2004) pp 315-339
  - d) What to watch for with ELL/CLD students
    - i) Not all ELL/CLD students are academically fluent in their home or community language.
    - ii) Graphics and illustrations representing the cognitive strategies may be used on posters or individual cue card sets for the students. These can be bilingual.

### Concurrent language development/acquisition sessions for students & parents

- a) Purpose of the Strategy
  - i) Build awareness of appropriate communication behaviors for school language and rules
  - ii) Improve confidence in home and community culture/school culture interactions
  - iii) Build upon the diverse language foundations of students and parents
  - iv) Strengthen school/parent partnerships
  - v) Reduce culture shock
  - vi) Reduce anxiety and stress
- b) How to do it
  - i) At Tier 1, this strategy is an effective way to improve readiness among students while building communication with their parents.
  - ii) At Tier 2, this strategy is conducted with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) Classes are provided at a time selected by parents. Parents and adults participate in English as a second language instruction in one room while the students receive home and community language instruction (when possible) and academic content support in another room. After the formal class period, the groups reunite and parents practice bilingual educational games they can play at home with their children.
- c) Research base
  - i) Cole (1995)
  - ii) Law & Eckes (2000)
  - iii) Brownlie & King (2000)
- d) What to watch for with ELL/CLD students
  - i) This is most effective with large communities of one language and more difficult to implement where there are separate families or small groups speaking various and diverse languages.
  - ii) In multi-language family communities, focus can remain on English as a second language with first language support offered for as many languages as you have access to bilingual personnel.



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### Context embedding

- a) Purpose of the Strategy
  - i) Develop content knowledge foundation
  - ii) Develop cognitive academic language proficiency
  - iii) Develop content area skills
- b) How to do it
  - i) At Tier 1, this strategy is used with all students in the general education classroom in all content areas at the beginning of every lesson.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) The teacher presents lessons with concrete, physical models and demonstrations of both content and expected performance. Language is simplified and content focused. Lessons address real life situations and learning.
  - vi) Students are encouraged to work in small groups on content-focused activities and to discuss lessons in home and community language.
- c) Research base
  - i) Cummins, J. (1984)
  - ii) Cummins, J., Baker, C., & Hornberger, N. H. (2001)
  - iii) Donaldson, M. (1978)
  - iv) Roessingh, H., Kover, P., & Watt, D. (2005) pp 1-27
- d) What to watch for with ELL/CLD students
  - i) Vocabulary may be previewed with fluent speakers in the students' most proficient language.
  - ii) Some cultures may have strictures against children handling or being too close to certain objects. Always screen items ahead of time with knowledgeable community members.

### Context-embedded instruction (sheltered techniques)

- a) Purpose of the Strategy
  - i) Reduce distractibility
  - ii) Develop cognitive academic language proficiency
  - iii) Develop content area skills
  - iv) Develop personal control of situations
  - v) Develop cognitive academic language proficiency
  - vi) Develop personal control of situations
  - vii) Reduce distractibility
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) Teacher always presents lessons with concrete, physical models and demonstrations of both content and expected performance. Language is simplified and content focused.
  - v) Expansion: Students are encouraged to discuss lesson in home and community language and work in small groups on content activities.

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- c) Research base
  - i) Cole (1995)
  - ii) Echevarria, J., & Graves, A. (2006)
  - iii) Echevarria, J., Vogt, M. E., & Short, D. (2007)
- d) What to watch for with ELL/CLD students
  - i) Building familiarity is critical for the success of this strategy. Not all ELL/CLD students will know what the objects or models represent.
  - ii) The teacher will need to introduce the models or objects in full scale representations or use the actual items to build a true understanding. Only after students have actually seen, felt, smelled, and possibly tasted an apple will they respond to a picture of an apple.

### Cross-cultural communication strategies

- a) Purpose of the Strategy
  - i) Build transfer skills
  - ii) Build awareness of appropriate communication behaviors for school language and rules
  - iii) Develop confidence in school language and rules for academic and social interactions
- b) How to do it
  - i) At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) The teacher models cross-cultural communication strategies such as reflection, proximics, latency, and active listening. Reflection is positioning yourself in an almost mirror image to the posture of the other person, using similar rate of speech. Proximics is paying attention to how close you are to the other speaker and latency is the culturally learned length of time between one speaker's turn and the next speaker's turn to speak. Active listening is showing that you are paying attention and responding in culturally appropriate ways to indicate your attention. This may include repeating some portion of what was said.
  - vi) The teacher has the students practice using these strategies in a variety of interactions.
- c) Research base
  - i) Croom, L., & Davis, B. H. (2006)
  - ii) Gibbons, P. (2002)
  - iii) Trudeau, K., & Harle, A. Z. (2006)
- d) What to watch for with ELL/CLD students
  - i) All cultures have different morés about how close you can stand or sit next to another person (proximics), who or what you may touch, how much time should elapse before you speak after another person (latency), etc. The teacher should become familiar with these differences regarding the students in this classroom.
  - ii) The strategy of reflection can look like mockery and mimicry if not done with sensitivity. The goal is to reflect, not imitate the mode of the speaker.

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### Demonstration

- a) Purpose of the Strategy
  - i) Improve confidence in academic interactions
  - ii) Reduce distractibility
  - iii) Build academic transfer skills
  - iv) Develop content knowledge foundation
- b) How to do it
  - i) At Tier 1, this strategy can be used in any lesson and in any classroom by teachers, peer tutors, instructional assistants, and volunteers.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) The teacher, assistant or peer demonstrates the content of the lesson. The content is explained in the home and community language when possible, and each aspect of the lesson is demonstrated.
  - vi) Students demonstrate their understanding of the lesson and content.
  - vii) Activities and assessment are designed to facilitate demonstration of understanding.
- c) Research base
- d) Echevarria, J., Vogt, M. E., & Short, D. (2007)
  - i) Gibbons, P. (2006)
- e) What to watch for with ELL/CLD students
  - i) This strategy is consistent with both SIOP and the Guided Language Acquisition Design (GLAD) process used in many ELL programs.
  - ii) Students who have never been schooled before will not know what is expected and will benefit from concrete direct demonstrations of content elements and activity expectations.

### Double-entry

- a) Purpose of the Strategy
  - i) Double entry is a method of taking comprehensive notes as well as reflecting on what is read.
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) Students divide a piece of paper in half, length-wise. In the left hand column, they copy sentences or summarize a passage. In the right hand column, they write down their interpretation, inferences, and critical thinking about the passage. This activity can also be done as a journal in which the pages are divided into the two columns.
- c) Research base
  - i) Tovani (2000) pp 30-32
  - ii) Strickland, Ganske, & Monroe (2002) p 204
- d) What to watch for with ELL/CLD students
  - i) This is an easy strategy to assist students who are beginning to do more reading and writing to organize and think about what they are reading.
  - ii) This can be done in any language in which the students are literate.

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### Experience-based learning

- a) Purpose of the Strategy
  - i) Build transfer skills
  - ii) Develop cognitive academic language
  - iii) Develop content knowledge foundation
  - iv) Facilitate analogy strategies
- b) How to do it
  - i) At Tier 1, this strategy can be done in the general education classroom with all students participating. Students may be paired with culture and language peers at first and then mixed pairs of diverse students as they become comfortable with the strategy.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) Primary level: Teacher presents lessons with concrete reference to specific experiences in which students have participated. Activity may be paired with field trips or other shared experiences; may be in reference to prior life experiences of ELL/LEP students. Community members may make presentations about events significant to students' families. Teacher then has students tell what their illustrations depict and writes down verbatim what the students say. Students then read back to the teacher what has been written.
  - vi) Intermediate and secondary levels: teacher guides students to illustrate and write their own stories about their experiences. These stories can be put into collections and bound for use by other students. Stories can be kept in the classroom, library or media center.
- c) Research base
  - i) Echevarria, J., Vogt, M. E., & Short, D. (2007)
  - ii) Gibbons, P. (2002)
  - iii) Nessel, D. D., & Nixon, C. N. (2008)
  - iv) Wasik, B. H. (2004)
  - v) Cole (1995) p 126
  - vi) Beckett, G. H. (2002) pp 52-66
  - vii) Beckett, G. H., & Miller, P. C. (Ed.). (2006)
  - viii) Beckett, G. H., & Slater, T. (2005) pp 108-116
  - ix) Coelho, E., & Rivers, D. (2003)
- d) What to watch for with ELL/CLD students
  - i) Some shared experiences will be very novel for particular cultural members of a group, more so than for other members. Be sure to give those who have never seen something before, extra preparation time and explanations of what they are going to see or do during the field trip or experience.
  - ii) Be sure students are matched with peers with whom they can communicate comfortably while they are all learning the strategy and steps in the process.
  - iii) Be sensitive to cultural mores about certain experiences and businesses. You may need to spend extra time discussing what is going to be seen and heard, or in some cases prepared to have some students participate in a related but separate activity.

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### Family-centered learning activity

- a) Purpose of the Strategy
  - i) Build awareness of academic expectations
  - ii) Build awareness of appropriate school language and rules for academic and social behaviors
  - iii) Build upon family language and culture
  - iv) Strengthen school/parent partnerships
- b) How to do it
  - i) At Tier 1, this strategy is useful in building family involvement in school as well as strengthening the support at home for student learning.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) Evening learning activities are offered to families centered on specific content areas. For example, Family Math, Family Computer, and Family Literacy Nights, offering several interactive activities, provide an educational and fun setting for all. Parents benefit from home and community language explanations when possible, about education outcomes, and how they can help students at home.
  - vi) These activities can be done bilingually or wholly in the family language. If Spanish speakers, you can tie into the existing Spanish language computer, math, science and language materials available online from CONEVyT.
- c) Research base
  - i) Garcia, D. C., Hasson, D. J., Hoffman, E., Paneque, O. M., & Pelaez, G. (1996)
  - ii) Sink Jr, D. W., Parkhill, M. A., Marshall, R., Norwood, S., & Parkhill, M. (2005)
- d) What to watch for with ELL/CLD students
  - i) It is important to tie these extracurricular activities into general classroom content areas. These can be a point of academic content support by offering the activities in the home language of participants as well as having bilingual personnel available.
  - ii) The Mexican government offers free materials and textbooks that can supplement these activities for Spanish speaking families. Contact the Mexican embassy or consulate closest to you to find out more. An example of what the Mexican government offers is National Council for Lifelong Learning and Work Skills (CONEVyt). CONEVyt was created in 2002 in Mexico to provide primary and secondary education and training to adults (15+) left behind in education in that country as well as migrant populations living in the U.S. Through an online portal and a network of Plazas Comunitarias where direct instruction, assessment and varied materials can be found, both U.S. and Mexican governments make educational support available for anyone willing to learn or to teach. For more information go to [www.conevyt.org.mx](http://www.conevyt.org.mx).

### Guided lecture procedure

- a) Purpose of the Strategy
  - i) Provide students with a structure for taking notes during lectures
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.

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- iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
- iv) Group activity is involved to facilitate effective note taking. Students listen to teacher or student presentation. Speaker pauses periodically to allow groups to compare notes and fill in missing information.
- c) Research base
  - i) Kirschner, P. A., Sweller, J. & Clark, R. E. (2006) pp 75-86
  - ii) Kelly, B. W., & Holmes, J. (1979) pp 602-604
  - iii) Toole, R. (2000) pp 166-168
- d) What to watch for with ELL/CLD students
  - i) This strategy is especially useful with upper elementary and secondary students. The teacher may need to physically model how to listen and take notes appropriately.
  - ii) Not all students will have prior educational experiences where they have listened to someone present and are then responsible for taking notes or developing commentary about what was said.
  - iii) This can be paired with general guided practice in test preparation and test taking.

### Guided memories

- a) Purpose of the Strategy
  - i) Build transfer skills
  - ii) Facilitate discussion about new learning
  - iii) Strengthen school/parent partnerships
- b) How to do it
  - i) At Tier 1, this strategy is done in general education and integrated classrooms where all students participate in the activity. The teacher selects the events or length of time to cover, e.g. two years, five years, or such as appropriate to the age and developmental level of the students. The teacher gives the students an event in time or a length of time as a framework. The students research and then tell about their personal or family history during this event or length of time. Students may create booklets about their memories, their families, etc.
  - ii) At Tier 2, this strategy is done with small groups. Students tell about their homeland or family history and create booklets about their memories.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time. Students tell about their homeland or family history and create booklets about their memories.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP. Students tell about their homeland or family history and create booklets about their memories.
- c) Research base
  - i) Carrigan (2001)
- d) What to watch for with ELL/CLD students
  - i) Students may be reluctant to describe or discuss what happened to their family during this time period or specific event. Very difficult or painful things may have occurred for this student or family.

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- ii) The teacher must be prepared to deal with sensitive information should it arise and also to know when not to push further for information. Only elicit information that the student is comfortable sharing at that particular point in time.
- iii) Students may share more as they become more comfortable in the classroom or more trusting that the information will not be used against them or their family.

### Guided practice & planned interactions with different speakers

- a) Purpose of the Strategy
  - i) Build transfer skills
  - ii) Build awareness of appropriate school language and rules for communication behaviors
  - iii) Develop confidence in school language and rules for academic and social interactions
  - iv) Develop cognitive academic language
  - v) Develop personal control of situations
  - vi) Reduce anxiety in social/academic interactions
  - vii) Reduce response fatigue
- b) How to do it
  - i) At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) Peer or specialist demonstrates how to act or speak in a given school culture situation. The situation is explained in the home and community language when possible, and each part of the situation is modeled.
  - vi) Representatives of the mainstream school language and rules who are familiar to the learners come into the classroom and act out the situation with the instructor. Students then practice each part of the interaction with these familiar participants until comfortable with the interaction. Expansion: Students select new interactions they wish to learn.
- c) Research base
  - i) Cole, R. W. (Ed.). (1995)
  - ii) Haneda, M. (2008)
  - iii) Reggy-Mamo, M. (2008)
  - iv) Ross, D. (1971)
- d) What to watch for with ELL/CLD students
  - i) It is important to have the example speakers be people with whom the students are familiar and comfortable.
  - ii) This can be paired with role play of school interactions.

### Guided practice in classroom behavior expectations & survival strategies

- a) Purpose of the Strategy
  - i) Build transfer skills
  - ii) Develop personal control of situations
  - iii) Improve confidence in school interactions
  - iv) Reduce distractibility

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- v) Reduce acting out behaviors
- vi) Develop confidence in cognitive academic interactions
- b) How to do it
  - i) At Tier 1, this strategy is done with the entire general education classroom population.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP
  - v) Primary grades: Intermediate student, peer or specialist demonstrates how to act in a given school or school culture situation. The situation is explained, in home and community language when possible, and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.
  - vi) Intermediate: Secondary student, peer or specialist demonstrates how to act in a given school or school culture situation. The situation is explained, in home and community language when possible, and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.
  - vii) Secondary: Older peer or specialist demonstrates how to act in a given school or school culture situation. The situation is explained, in home and community language when possible, and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.
- c) Research base
  - i) Buchanan, L. (1990) pp 73-87
  - ii) Hafernik, J. J., Messerschmitt, D. S., & Vandrick, S. (2002)
  - iii) Rubenstein, I. Z. (2006) pp 433-441
  - iv) Davis, B. M. (2005)
  - v) Nelson, J. R., Martella, R., & Galand, B. (1998) pp 153-161
  - vi) Rubenstein, I. Z. (2006) pp 433-441
- d) What to watch for with ELL/CLD students
  - i) Particular social groups and cultures have different expectations of adult and children when it comes to being accountable for task completion. This is a learned difference between cultures. The teacher needs to be aware that the expectations in an American school may need to be taught directly to CLD students and not just assumed to be understood.
  - ii) One way to introduce the idea of behavior and strategies specific to your classroom is to ask students about how their parents have them behave at home or learned playing games. This can then be expanded to the idea of acting appropriately in a classroom.
  - iii) Demonstrate all of the desired behaviors and strategies. Some role play may be helpful. Examples of bad behaviors may be used with caution.

### Guided practice in constructive quality interactions

- b) Purpose of the Strategy
  - i) Build transfer skills
  - ii) Build awareness of appropriate school language and rules for academic and social behaviors



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- iii) Develop confidence in school language and rules for academic and social interactions
- iv) Develop personal control of situations
- v) Reduce response fatigue
- c) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time. At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iii) Peer or specialist demonstrates how to act or speak in a given school culture situation. The situation is explained in home and community language when possible, and each stage is modeled. Representatives of school language and rules who are familiar to the learners come into the classroom and role play the situation with the instructor. Students then practice each stage of the interaction with these familiar participants until comfortable with the interaction.
- d) Research base
  - i) Carrigan (2001) p 49
  - ii) Cole (1995) pp 150-152
- e) What to watch for with ELL/CLD students
  - i) Learning to survive and thrive in a new environment is challenging for anyone. This can be especially difficult for ELL and CLD learners and their families as they learn to interact in a new language and with new social rules and expectations.
  - ii) Bring in people from the community with whom the participants are comfortable first. Gradually expand the interaction circle as folks become more confident.
  - iii) Small social support groups within school and within the community can provide a 'safe' group within which to ask questions and learn ways to succeed at tasks or in solving problems.

### Guided practice in cross-cultural conflict resolution strategies

- a) Purpose of the Strategy
  - i) Develop personal control of situations
  - ii) Enhance ability to resolve conflicts with others
  - iii) Facilitate the school adaptation process
  - iv) Reduce acting out behaviors
  - v) Reduce number of conflicts with other students
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time. At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iii) Peer or specialist demonstrates conflict resolution techniques in a given school culture situation. The situation is explained in home and community language when possible, and each step is modeled. Students then practice each step of the resolution with familiar participants until comfortable and successful in appropriate behaviors.
- c) Research base
  - i) Aram, D., & Shlak, M. (2008) pp 865-884
  - ii) Fitzell, S. G. (1997)

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- iii) Hafernik, J. J., Messerschmitt, D. S., & Vandrick, S. (2002)
- iv) Ovando, C. J., & Collier, V. P. (1998)
- d) What to watch for with ELL/CLD students
  - i) Particular social groups and cultures have different expectations of adult and children when it comes to conflict resolution. This is a learned difference between cultures. The teacher needs to be aware that the expectations in an American school may need to be taught directly to CLD students and not just assumed to be understood.
  - ii) One way to introduce the idea of conflict resolution behavior and strategies specific to your classroom is to ask students about how their parents have them behave at home when they disagree with their siblings. This can then be expanded to the idea of acting appropriately in a classroom.
  - iii) Demonstrate all of the desired behaviors and strategies. Some role play may be helpful. Examples of bad behaviors may be used with caution.

### Guided practice w/ service personnel from school/government agencies

- a) Purpose of the Strategy
  - i) Improve confidence in official interactions
  - ii) Strengthen school/parent partnerships
  - iii) Reduce anxiety and stress
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) Peer or specialist demonstrates how to act in a given situation. The situation is explained in home and community language when possible, and each step is modeled. Parents may suggest situations with which they want assistance. Parents, students and community members then practice each stage of the interaction, taking different roles each time until comfortable and successful in appropriate behaviors.
- c) Research base
  - i) Carrigan (2001) pp 54-58
- d) What to watch for with ELL/CLD students
  - i) Depending upon their particular history, parents and community members from particular cultures may have had very negative relationships with government agencies and representatives in their country or region of origin.
  - ii) Personnel working with diverse families need extensive training in how to be most effective cross-culturally while at the same time sensitive to and responsive to the differences within specific speech communities.
  - iii) Families and parents from diverse communities may need preparation and training in how to interact with government officials and representatives.
  - iv) They may also need assistance in how to ask for assistance, how to request interpreters, how to access services, etc.

### Guided reading & writing in home and community language

- a) Purpose of the Strategy
  - i) Improve motivation

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- ii) Minimize behavior problems
- iii) Build transfer skills
- iv) Develop confidence in school language and rules for academic and social interactions
- v) Reduce code-switching
- vi) Develop cognitive academic language
- b) How to do it
  - i) At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) Teacher directs advanced-fluency student to lead a guided reading or writing activity in the home and community language. Students can reread parts of a story in pairs after the directed reading activity rather than have one student read while the others all listen. Students then write their own summaries of what they have read. Writing can be in either home and community language or English. During this time the students have a chance to help each other. Advanced-fluency students can dramatize and create dialog to illustrate the action.
  - vi) Expansion: Students can create dialogue and dramatize to illustrate the action of the story or passage.
- c) Research base
  - i) Strickland, Ganske, & Monroe (2002) p 217
  - ii) Cole (1995) pp 150-152
  - iii) Haneda, M. (2008)
  - iv) Reggy-Mamo, M. (2008)
  - v) Ross, D. (1971)
- d) What to watch for with ELL/CLD students
  - i) Not all ELL/CLD students are literate in their home or community language.
  - ii) Picture dictionaries with bilingual words and definitions are usually the most practical reference to use with younger, less educated students.

### Home activities

- a) Purpose of the Strategy
  - i) Develop cognitive academic language
  - ii) Build transfer skills
  - iii) Improve school/parent partnership
  - iv) Develop content knowledge foundation
- b) How to do it
  - i) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - ii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iii) Teacher sends home specific content support activities for parents and students to do together. Parents are asked to read/work through the activities in both home and community language and English with their students.

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- c) Research base
  - i) Cole (1995) pp 150-152
  - ii) Collier (2003) pp 180, 280
- d) What to watch for with ELL/CLD students
  - i) Not all parents will be literate in their home language so you cannot just send materials home.
  - ii) Parents will need to have the process explained and what is expected explained in the home language.
  - iii) Some programs provide training to parents about how to read to their children and provide books in the home language to facilitate this process.

### Language games

- a) Purpose of the Strategy
  - i) Develop cognitive academic language
  - ii) Develop basic interpersonal communication
  - iii) Build transfer skills
  - iv) Develop content knowledge foundation
- b) How to do it
  - i) At Tier 1, this strategy can be done in the general education classroom with all students participating. Students may play in groups with culture and language peers at first and then mixed groups of diverse students as they become comfortable with the games activities.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) Students play language games that reinforce specific content. The games are structured to reinforce and elaborate on content knowledge while developing home and community language and English language skills including turn taking, asking questions, giving appropriate responses, giving directions, and other game, communication and interaction skills.
  - vi) Examples of game structures are memory games like “Concentration”, rummy games such as “Go Fish”, and matching games such as “Old Maid”.
  - vii) The content topics of the games can be chosen and developed to match a specific topic or lesson in the classroom and to reinforce the vocabulary words of that lesson. Some examples might be: terms from the rainforest, historical events, types of animals, mathematical equations, visits to community locations, workers in the community, etc.
  - viii) These are also useful in illustrating second language learning strategies. All of the three basic games, SETS, PAIRS, and MEMORY, can be played to reinforce receptive and expressive language, visual and auditory memory, or content literacy.
  - ix) The games can be played periodically during the school year to provide a review of foundation concepts when making a transition to a new topic or subject matter. The cards may also be used individually as flashcards to review the vocabulary words, and language content.
  - x) The games may be used as an alternate assessment process. By watching the students play the card games, especially when a lot of expressive and receptive language is

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required, the teacher will be able to observe the extent to which individual students have acquired the learning concepts and content or how well they have retained previously presented information.

- xi) All of the games can be played to reinforce receptive and expressive language, visual and auditory memory, or content literacy. If students are non-verbal, the games can be played through cognitive visual matching. If students do not speak English or are limited English proficient, the games can be played in their native language or bilingually. They can play using as much English as they have acquired, and finally wholly in English.
  - xii) Example game: WEATHER game may be used in versatile ways to supplement content lessons at any grade level. It is best used as a review, reinforcement or assessment tool. There are three basic games which can be played with these cards: Sets, Pairs, and Memory. Each of the three basic games can be varied according to specific lesson objectives. The Cards in WEATHER consist of 9 sets of four cards per set illustrating common weather conditions in English. These are the weather words most often used in calendar activities in the classroom.
    - (1) Players: Two to six in each group playing.
    - (2) Object: To collect the most sets of four of a kind.
    - (3) Deal: Cards are dealt one at a time. Each player receives five cards. The rest of the pack is placed face down in the center of the table to form the 'draw' pile.
    - (4) Play: Have the students choose the first player by names alphabetically, ages, or other device. Starting with the first player, each player calls another by name and requests cards of a specific type, as: "David, do you have any sunny days?" The player asking must hold at least one of the types of card requested. The player asked must give up the card requested, saying: "Yes, Kala, I have a sunny day." Another variation of this is to have the player ask for a category first. If Kala successfully identifies the picture, "cloudy day", then she gets the card. The player asked does not have to say she has more of the set of cards if she has more than one of the same set of cards. The player requesting has to ask for each individual card. E.g. "David, do you have another cloudy day?"
    - (5) If the player asked does not have any cards of the type requested, then she says "Draw!" and the asker draws the top card from the draw pile. A player's turn to ask continues so long as she is successful in getting the cards requested. If he is told to draw and happens to draw a card of the type requested, the player may show this card, name it, and continue the turn. As soon as any player gets a set of all four cards of one type, they must show them and give the names of the cards out loud, placing them on the table in front of him or her. If played competitively, the player who collects the most sets by the end of the game wins.
- c) Research base
    - i) Law & Eckes (2000) pp 204-206
    - ii) Ajibade, Y., & Ndububa, K. (2008) pp 27-48
    - iii) Padak, N., & Rasinski, T. (2008) pp 363-364
    - iv) Wright, A., Betteridge, D., & Buckby, M. (2006)
  - d) What to watch for with ELL/CLD students
    - i) Be sure to establish consistent game playing rules and phrases that all students are to use when playing the game. At first, these can be as simple as "Do you have an xxx?" "Is this an xxx?" Here are xxx".

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- ii) The phrases can become more complex and more ‘natural’ as students become more comfortable playing the games.

### Leveled activities

- a) Purpose of the Strategy
  - i) Build awareness of learning process
  - ii) Develop extended time on-task
  - iii) Develop personal control of situations
  - iv) Improve retention
  - v) Develop higher tolerance
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) Teacher ensures that students with different learning needs work with the same essential ideas and use the same key skills. For example, a student having difficulty with reading still needs to make sense of the basic concepts and ideas of a story. Simultaneously, a student who is advanced in the same subject needs to find genuine challenge in working with these same concepts and ideas. Tiered activities are used so all students focus on essential understandings and skills but at different levels of complexity, abstractness, and open-endedness. This is done by keeping the focus of activity the same but providing routes of access at varying degrees of difficulty.
- c) Research base
  - i) Tomlinson (1999) pp 83-87
  - ii) Heacox (2002) pp 91-100
- d) What to watch for with ELL/CLD students
  - i) The key to integrating instruction in mixed skill classrooms, typical of Tier 2, is the creation of or access to leveled reading, writing, or content materials. Several publishers have excellent leveled materials which can be used as models.
  - ii) An example is books about the ecosystem within a pond. All illustrations are the same and all content is the same, but the reading level of the content in the booklets varies for the ability level of the students, e.g. level 1, level 2, level 3, etc. depending upon the classroom needs.
  - iii) For example, National Geographic publishes magazines that are coded in the upper left corner of the cover for beginner, middle, and advanced readers. They also have topic specific books coded on the back of the cover for levels with one spot, two spots, three spots, or four spots.

### Listening comprehension (TQLR)

- a) Purpose of the Strategy
  - i) Build awareness of learning
  - ii) Develop personal control of situations
  - iii) Improve access to prior knowledge
  - iv) Strengthen language development
- b) How to do it

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- i) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
- ii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
- iii) This strategy assists with listening comprehension. Students generate questions and listen for specific statements related to those questions. The steps in TQLR are:
  - (1) Tuning in
  - (2) Questioning
  - (3) Listening
  - (4) Reviewing
- c) Research base
  - i) Popp, M.S. (1997)
  - ii) Artis, A. (2008)
  - iii) Fisher, D., & Frey, N, (2004)
  - iv) Irvin, J. L., & Rose, E. O. (1995)
  - v) Law, B., & Eckes, M. (2000)
  - vi) Robinson, F. P. (1946)
  - vii) Sakta, C. G. (1999)
- d) What to watch for with ELL/CLD students
  - i) Newcomers will need to have the TQLR steps modeled and explained in their most proficient language before they can proceed independently.
  - ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

### Marking text

- a) Purpose of the Strategy
  - i) Also called coding text (Davey, 1983), students mark their text as a way to stay engaged in their reading.
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) They use codes to indicate the type of thinking they are to use with particular passages. For example, if you want the students to make connections between their lives and the text, they might mark those passages with “REM” for “remember when”. Students can also put “?” marks where they have questions about the text.
- c) Research base
  - i) Tovani (2000) pp 29-30
- d) What to watch for with ELL/CLD students
  - i) This is an easy strategy to assist students who are beginning to do more reading to organize and think about what they are reading.
  - ii) This can be done in any language in which the students are literate.

### Math word problem strategy (SQRQCQ)

- a) Purpose of the Strategy
  - i) Improve comprehension

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- ii) Improve retention of information
- iii) Improve problem solving of math word problems
- iv) Strengthen language development
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) This strategy provides a systematic structure for identifying the question being asked in a math word problem, computing the response, and ensuring that the question in the problem was answered. The steps in SQRQCQ are:
    - (1) Survey word problems
    - (2) Question asked is identified
    - (3) Read more carefully
    - (4) Question process required to solve problem
    - (5) Compute the answer
    - (6) Question self to ensure that the answer solves the problem
- c) Research base
  - i) Cole (1995) pp 65-66, pp 127-128, p 132
  - ii) Elliot, J. L., & Thurlow, M. L. (2005)
- d) What to watch for with ELL/CLD students
  - i) Newcomers will need to have the SQRQCQ steps modeled and explained in their most proficient language before they can proceed independently.
  - ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

### Mediated stimuli in classroom

- a) Purpose of the Strategy
  - i) Enhance ability of student to focus on learning
  - ii) Facilitate discussion about new learning
  - iii) Reduce distractibility
  - iv) Reduce resistance to change
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) Teacher always previews new content, new materials, new sounds and any new activity with the students. Peers provide home and community language explanations.
- c) Research base
  - i) Feuerstein, R. (1986)
  - ii) Feuerstein, R., & Hoffman, M. (1982)
  - iii) Gibbons, P. (2002)
  - iv) Echevarria, J., Vogt, M. E., & Short, D. (2007)
- d) What to watch for with ELL/CLD students



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- i) Newcomers may become overly stimulated by lots of bright, new, unfamiliar, strange objects, signs, sounds, and miscellany within their new classroom. They do not know what is important to attend to and what is not important. It is all new and exciting.
- ii) This is also going to impact students with undiagnosed neurological conditions that they have not yet learned to accommodate.
- iii) Better to start out with less and add as students become comfortable and familiar with what is in the classroom

### Modeling

- a) Purpose of the Strategy
  - i) Reduce code-switching
  - ii) Develop cognitive academic language
  - iii) Build transfer skills
  - iv) Develop content knowledge foundation
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) Teacher models academic responses and expectations. The situation is explained in home and community language when possible, and each response and expectation is modeled. Students then practice each response and interaction until comfortable and successful.
- c) Research base
  - i) Tovani (2000) has a good discussion about the importance of modeling on pp 33-34.
  - ii) Cole (1995) pp 30-31, pp 107-108
  - iii) Collier (2003) pp 280, 323, 351
- d) What to watch for with ELL/CLD students
  - i) Remember that some ELL and CLD students have had very little experience with school or with being with people outside of their own family or culture. They may not know what action you are modeling if it is something they have never experienced or seen.
  - ii) The desired action and response need to be explained in the students' most proficient language.

### Oral discussions

- a) Purpose of the Strategy
  - i) Reduce code-switching
  - ii) Develop cognitive academic language
  - iii) Develop basic interpersonal communication
  - iv) Build transfer skills
  - v) Develop confidence in school language and rules for academic and social interactions
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.

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- iv) Target students are given opportunities to discuss all aspects of content lessons and to prepare for assessment situations. They are encouraged to hold discussions in both home and community language and English whenever they need to clarify content or directions. Specific homogeneous and heterogeneous discussion groups may be established and used alternately in varied content-focused activities.
- c) Research base
  - i) Collier (2003) pp 281, 358
  - ii) Law & Eckes (2000) pp 199-201
  - iii) Flowerdew, J., Peacock, M. (2001)
  - iv) Youb, K. (2008) pp 431-451
- d) What to watch for with ELL/CLD students
  - i) Some teachers are threatened or concerned about students speaking to each other when they do not understand what they are saying. To assure teachers that the students are indeed on task, the teacher can always have these oral discussions focus upon specific tasks, with worksheets or other task production involved that they can see is being attended to.
  - i) The teacher can also have bilingual student monitors report on what was discussed after these activities.

### Paraphrasing (RAP)

- a) Purpose of the Strategy
  - i) Reading comprehension technique for improved retention of information
  - ii) Assist students to learn information through paraphrasing
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) This strategy assists students to learn information through paraphrasing. The steps in RAP are:
    - (1) Read paragraph
    - (2) Ask self the main idea and two supporting details
    - (3) Put main idea and details into own words
- c) Research base
  - i) Cole (1995) p 80
  - ii) Dang, T., Dang, P., & Ruiters, R. (2005)
  - iii) Ellis, E. S., & Lenz, B. K. (1987) pp 94-107
  - iv) Odean, P. M. (1987) pp 15-27
- d) What to watch for with ELL/CLD students
  - i) Newcomers will need to have the RAP steps modeled and explained in their most proficient language before they can proceed independently.
  - ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

### Partners

- a) Purpose of the Strategy

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- i) Improve motivation
- ii) Minimize behavior problems
- b) How to do it
  - i) At Tier 1, this strategy is done by pairing up all the students in the general education classroom.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) With paired oral reading, each student participates either as an interested listener or as a reader, while the teacher can move from pair to pair listening. Reading can be varied by changing partners. Children can reread parts of a story in pairs after the directed reading activity rather than have one student read while the others all listen. During this time, the students have a chance to help each other.
  - vi) With science and math lessons, different partners may be used matching a successful learning with one just slightly less successful and so on down the line. Problem solution can be revisited by changing partners and redoing the problem and solution.
- c) Research base
  - i) Kamps, D. (2007) pp 153-69
  - ii) Koskinen, P. A., & Blum, I. H. (1984) pp 70-75
  - iii) Wood, K. D., & Algozzine, B. (1994)
  - iv) Wood, K. D., & Harmon, J. M. (2001)
  - v) Zutell, J., & Rasinski, T. V. (1991) pp 211-217
- d) What to watch for with ELL/CLD students
  - ii) Partners must be selected carefully with specific objectives in mind. If competence and understanding of the content is the goal, then similar language skills are necessary.
  - iii) If expansion and transition of learning is the goal, then pairing a less proficient with a more proficient bilingual partner will help.
  - iv) If challenging application is the goal, then pairing very differently skilled parties may work.

### Proofreading (COPS)

- a) Purpose of the Strategy
  - i) This strategy provides a structure for proofreading written work prior to submitting it to the teacher.
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) The steps in COPS are:
    - (1) Capitalization correct
    - (2) Omissions
    - (3) Punctuation correct
    - (4) Spelling correct
- c) Research base

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- i) Cole (1995) pp 108-110
- d) What to watch for with ELL/CLD students
  - i) Newcomers will need to have the COPS steps modeled and explained in their most proficient language before they can proceed independently.
  - ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

### Proximity (Proximics)

- a) Purpose of the Strategy
  - i) Increase students' time on-task
  - ii) Reassure frustrated students
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) Teacher and/or other students are strategically positioned to provide support and to prevent or minimize misbehaviors.
  - v) For example, teacher circulates throughout the classroom during group or independent activities, spending more time next to particular students.
- c) Research base
  - i) Etscheidt, S. (1984) pp 33-35
  - ii) Evertson, C. M., & Weinstein, C. S. (2006)
  - iii) Gunter, P. L., & Shores, R. E. (1995) pp 12-14
  - iv) Marable, M. A., & Raimondi, S. L. (1995) pp 45-47
  - v) Walters, J., & Frei, S. (2007)
- d) What to watch for with ELL/CLD students
  - i) All cultures have guidelines about how close or how far away to stand or sit next to another person. These are mostly unspoken and learned through being raised in the culture and community where the proximity to another person is seen and remarked upon by those around you.
  - ii) These space relations are also affected by whether someone is standing over or sitting under another person. These relative positions convey power and control relationships which vary from culture to culture.
  - iii) The teacher must familiarize herself with the proximity 'rules' of the various cultures represented in her classroom before expecting to use proximics strategically to promote learning.

### Reading comprehension - PQ4R

- a) Purpose of the Strategy
  - i) Improve reading comprehension
  - ii) Improve access to prior knowledge
  - iii) Expand and elaborate on learning foundation
  - iv) Build transfer skills
- b) How to do it
  - i) At Tier 3, this strategy is done in individualized, focused intensive periods of time.

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- ii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
- iii) PQ4R may assist students to become more discriminating readers and retain more of what they are reading.
- iv) The steps in PQ4R are:
  - (1) Preview
  - (2) Question
  - (3) Read
  - (4) Reflect
  - (5) Recite
  - (6) Review
- c) Research base
  - i) Anderson, J. R. (2000)
  - ii) Hamachek, D. E. (1994)
  - iii) Pelow, R. A., & Colvin, H. M. (1983) pp 14-22
  - iv) Sanacore, J. (1982) pp 234-236
- d) What to watch for with ELL/CLD students
  - i) Newcomers will need to have the PQ4R steps modeled and explained in their most proficient language before they can proceed independently.
  - ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

### Reading comprehension strategy - SQ3R

- a) Purpose of the Strategy
  - i) Build transfer skills
  - ii) Expand and elaborate on learning foundations
  - iii) Improve access to prior knowledge
  - iv) Improve comprehension
  - v) Strengthen language development
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) This strategy reminds students to go through any passage or lesson carefully and thoughtfully. Students can make cue cards to remember each step. The steps in SQ3R are:
    - (1) Survey
    - (2) Question
    - (3) Read
    - (4) Recite
    - (5) Review
- c) Research base
  - i) Law & Eckes (2000 pp 83-108.
  - ii) Cole (1995) pp 75-94
    - (1) Allington & Cunningham (2002) pp 89-116

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- iii) Tovani (2000)
- iv) Moore, Alvermann, & Hinchman (2000) pp 139
- v) Artis, A. (2008) pp 130-137
- vi) Fisher, D., & Frey, N, (2004)
- vii) Irvin, J. L., & Rose, E. O. (1995)
- viii) Law, B., & Eckes, M. (2000)
- ix) Robinson, F. P. (1946)
- x) Sakta, C. G. (1999) pp 265-269
- d) What to watch for with ELL/CLD students
  - i) Newcomers will need to have the SQ3R steps modeled and explained in their most proficient language before they can proceed independently.
  - ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

### Reading strategy (FIST)

- a) Purpose of the Strategy
  - i) Assist students to actively pursue responses to questions related directly to materials being read
  - ii) Improve reading comprehension
- b) How to do it
  - i) At Tier 1, this strategy is done within the general education classroom with mixed groups of students. The FIST analysis strategy framework provides a structure for understanding reading and building reading comprehension.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) Students follow the steps in the FIST strategy while reading paragraphs in assigned readings. To help the students remember the steps, the teacher can provide a checklist of the steps with the letters F, I, S, T down the side and their meaning under each letter.
  - vi) The steps in FIST are:
    - (1) First sentence is read
    - (2) Indicate a question based on first sentence
    - (3) Search for the answer to the question
    - (4) Tie question and answer together through paraphrasing
- c) Research base
  - i) Cole (1995)
    - (1) Allington & Cunningham (2002)
  - ii) Dang, T., Dang, P., & Ruitter, R. (2005)
  - iii) Derwinger, A., Stigsdotter Neely, A., & Baeckman, L. (2005)
  - iv) Ellis, E. S., & Lenz, B. K. (1987) pp 94-107
  - v) Odean, P. M. (1987) pp 15-27
  - vi) Moore, Alvermann, & Hinchman (2000)
- d) What to watch for with ELL/CLD students

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- i) Newcomers will need to have the FIST steps modeled and explained in their most proficient language before they can proceed independently.
- ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

### Retention strategy (CAN DO)

- a) Purpose of the Strategy
  - i) Develop higher tolerance
  - ii) Develop thinking and planning skills
  - iii) Improve mnemonic retrieval
  - iv) Improve retention
  - v) Utilize prior knowledge
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) This visualization technique may assist with memorization of lists of items. The steps in CAN-DO are:
    - (1) Create list of items to learn
    - (2) Ask self if list is complete
    - (3) Note details and main ideas
    - (4) Describe components and their relationships
    - (5) Over-learn main items followed by learning details
- c) Research base
  - i) Derwinger, A., Stigsdotter Neely, A., & Baeckman, L. (2005) pp 37-54
  - ii) Eskritt, M., & McLeod, K. (2008) pp 52-74
  - iii) Jutras, P. (2008) p 50
  - iv) Lee, S. W. (2005)
- d) What to watch for with ELL/CLD students
  - i) Newcomers will need to have the CAN-DO steps modeled and explained in their most proficient language before they can proceed independently.
  - v) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

### Retention strategy - PARS

- a) Purpose of the Strategy
  - i) Retention of content.
- b) How to do it
  - i) At Tier 1, this strategy is done within the general education classroom with mixed groups of students. The PARS retention strategy framework provides a structure for understanding what is being learned and retaining the information for later application.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.

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- v) PARS is recommended for use with younger students and with those who have limited experiences with study strategies. Students can create cue cards or use posters to remind themselves of the steps.
- vi) The steps in PARS are:
  - (1) Preview
  - (2) Ask questions
  - (3) Read
  - (4) Summarize
- c) Research base
  - i) Derwinger, A., Stigsdotter Neely, A., & Baeckman, L. (2005) pp 37-54
  - ii) Lee, S. W., (Ed.) (2005)
  - iii) Smith, C. B. (2000)
- d) What to watch for with ELL/CLD students
  - i) Newcomers will need to have the PARS steps modeled and explained in their most proficient language before they can proceed independently.
  - ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

### Reading strategies - RIDER

- a) Purpose of the Strategy
  - i) Build transfer skills
  - ii) Expand and elaborate on learning foundation
  - iii) Improve access to prior knowledge
  - iv) Improve retention of information
  - v) Improve reading comprehension
  - vi) Strengthen language development
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) This visualization strategy cues the learner to form a mental image of what was read and assists the student in making connections with previously learned materials. The steps in RIDER are:
    - (1) Read a sentence
    - (2) Image (form a mental picture)
    - (3) Describe how new information differs from previous
    - (4) Evaluate image to ensure it is comprehensive
    - (5) Repeat process with subsequent sentences
- c) Research base
  - i) Cole (1995) p 80
- d) What to watch for with ELL/CLD students
  - i) Newcomers will need to have the RIDER steps modeled and explained in their most proficient language before they can proceed independently.
  - ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.



### Reality-based learning approaches

- a) Purpose of the Strategy
  - i) Build awareness of learning
  - ii) Reduce confusion in locus of control
  - iii) Reduce off-task behaviors
  - iv) Improve motivation
- b) How to do it
  - i) At Tier 1, this strategy is done in general education and integrated classrooms where all students participate in the activities.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) Teachers provide students with real purposes and real audiences for reading, writing, and speaking.
  - vi) The teacher provides students with real audiences and real application situations for presenting mathematical and scientific hypotheses or calculations.
  - vii) When students write and speak to intended purposes and audiences, they are more likely to be motivated and to obtain valuable feedback on their efforts.
- c) Research base
  - i) Cole (1995) pp 25-26
- d) What to watch for with ELL/CLD students
  - i) In some societies and cultures, children are actively discouraged from speculation and make believe and are encouraged to stay focused on real life and real objects and real interactions.
  - ii) It is not always apparent when your students come from homes where make believe and fantasy are not supported. Always introducing new content by giving real examples and real applications will assist students in accessing and comprehending the content of the lesson.
  - iii) The teacher can begin introducing make believe examples and applications as students become comfortable with the general learning process. Teachers should always make it clear when something is nonfiction and when something is fiction.

### Reciprocal questioning

- a) Purpose of the Strategy
  - i) Improve reading comprehension
  - ii) Use discourse techniques
  - iii) Sometimes used as an inquiry approach
  - iv) Improve mnemonic retrieval
  - v) Improve retention
  - vi) Develop thinking and planning skills
- b) How to do it
  - i) At Tier 1, this strategy is done within the integrated classroom in any content area.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.

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- iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
- v) Reciprocal Questioning: Teacher and student ask each other questions about a selection. Student modeling of teacher questions and teacher feedback are emphasized as the learner explores the meaning of the reading material.
- c) Research base
  - i) Moore, Alvermann, & Hinch (2000) pp 141-142
  - ii) Cole (1995) pp 113-114
- d) What to watch for with ELL/CLD students
  - i) Provide initial set up in the student's most proficient language.
  - ii) Students can practice reciprocal questioning with each other in their native language and then proceed with English proficient students.

### Role-playing

- a) Purpose of the Strategy
  - i) Build awareness of appropriate cognitive academic language
  - ii) Build awareness of appropriate communication behaviors for school language and rules
  - iii) Build transfer skills
  - iv) Develop cognitive academic language
  - v) Develop confidence in school language
  - vi) Develop higher tolerance
  - vii) Develop personal control of situations
  - viii) Develop thinking and planning skills
  - ix) Improve retention of content
  - x) Reduce code-switching
  - xi) Reduce distractibility
  - xii) Reduce response fatigue
  - xiii) Utilize prior knowledge
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) Students identify a number of uncomfortable or uncertain social or formal interactions. Teacher and assistant model the appropriate and inappropriate ways to handle these interactions. Students take different roles in the interaction and practice with each other and the teacher. Students read dialog prepared by the teacher or by other students.
  - v) Teachers and assistants model the appropriate and inappropriate ways to use cognitive academic language and cognitive learning strategies. Students take different roles in the interactions and practice these with each other and the teacher. Students practice the cognitive learning strategies in varied academic content areas with the teacher or assistant monitoring.
  - vi) Teacher and assistant model the appropriate and inappropriate ways to use basic interpersonal communication and cognitive academic language in various school settings, both in and out of the classroom. Students take different roles in the interactions and practice these with each other and with the teacher. Students may suggest

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- communication situations they want specific assistance with and teacher facilitates role-plays. Students create dialogs and interaction situations to enact.
- vii) Assign students specific roles and create situations where roles are acted out based upon how the students believe their characters would act. A specific problem, such as discrimination, is identified and described. Students role-play how they would confront the problem and discuss their roles or behaviors upon completion. Students learn how to confront the reactions of others and ways to deal with situations similar to the role-play.
- c) Research base
    - i) Collier (2003) pp 183
    - ii) Johnson, J. E., Christie, J. F., & Yawkey, T. D. (1999)
    - iii) Kim, Y., & Kellogg, D. (2007).
    - iv) Livingstone, C. (1983)
    - v) Magos, K., & Politi, F. (2008).
    - vi) Rymes, B., Cahnmann-Taylor, M., & Souto-Manning, M. (2008)
    - vii) Webster-Stratton, C., & Reid, M. J. (2004)
  - d) What to watch for with ELL/CLD students
    - i) Many societies and cultures have specific beliefs and understandings about pretending to be something one is not in reality; there are cultural guidelines for “make believe”, “play”, and assuming the role or character of someone or something.
    - ii) Be clear that in public schools and classrooms we sometimes are like actors in movies or television stories (although understanding that some people may think those are all real) for the purpose of illustrating or demonstrating something.
    - iii) Be clear that they will not become the character or thing and that it is a temporary action to illustrate or demonstrate a particular interaction you want them to learn.
    - iv) It may be easier with some students to start with puppets or drawings and then work up to individual people doing the actions.

### Scaffolding

- a) Purpose of the Strategy
  - i) Scaffolding is a way to support, elaborate and expand upon students’ language as they learn to read (and write).
  - ii) Scaffolds are temporary frameworks that offer students immediate access to the meanings and pleasure of print.
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) For example, one scaffolding strategy is paired reading. The teacher has students sit in pairs with one copy of the same book between them. All students are to read along during the activity, but only those students who the teacher taps or stands behind are to read aloud. The teacher may move around the room in a random manner, tapping or standing behind different pairs of students. When he/she taps the new pair, they start reading wherever the previous pair stopped reading. The voices may overlap slightly. The same story may then be read by groups of various sizes in the same manner.

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- v) Another scaffolding technique is to have various students holding puppets or models representing characters or passages in the reading and when the person or persons reading get to that passage, the puppets or pictures representative of that passage are held up for all to see. Sentence level scaffolds and discourse scaffolds (such as story mapping) are further examples of supporting language and reading.
- c) Research base
  - i) Opitz (1998) pp150-157,
  - ii) Vygotsky 1962
- d) What to watch for with ELL/CLD students
  - i) Teachers will need to lay a foundation for learning and continue to support new learners through the process until they are ready to go on their own.
  - ii) It is important to remember not to continue extensive scaffolding beyond the point of skill acquisition. The learner must become empowered to proceed on her own.
  - iii) Vygotsky discusses this in the context of the zone of proximal development.

### Sheltered interactions

- a) Purpose of the Strategy
  - i) Build transfer skills
  - ii) Develop confidence in school culture interactions
  - iii) Develop higher tolerance
  - iv) Facilitate access of prior knowledge
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) Teacher develops a game or other casual group interaction activity. Teacher or specialist explains in home and community language when possible, what is going to occur and whom the students are going to meet. The home and community culture students are introduced to the school culture students and they engage in the game or activity together.
- c) Research base
  - i) Cole, R. W. (Ed.). (1995) p 65
  - ii) Cloud, N., Genesee, F., & Hamayan, E. (2000)
  - iii) Echevarria, J., & Graves, A. (2006)
  - iv) Echevarria, J., Vogt, M. E., & Short, D. (2007)
  - v) Garber-Miller, K. (2006)
- d) What to watch for with ELL/CLD students
  - i) It is important to have the example speakers be people with whom the students are familiar and comfortable.
  - ii) This can be paired with role play of school interactions.

### Sheltered Language

- a) Purpose of the Strategy
  - i) Develop cognitive academic language proficiency
  - ii) Develop content area skills
  - iii) Reduce distractibility

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- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) Teacher presents lessons with concrete models and demonstrations of both content and expected performance. Language is simplified and content focused.
- c) Research base
  - i) Cloud, N., Genesee, F., & Hamayan, E. (2000)
  - ii) Echevarria, J. (1995)
  - iii) Echevarria, J., Vogt, M. E., & Short, D. (2007)
  - iv) Gibbons, P. (2002)
  - v) Hansen-Thomas, H. (2008)
  - vi) Short, D., & Echevarria, J. (2004)
- d) What to watch for with ELL/CLD students
  - i) Building familiarity is critical for the success of this strategy. Not all ELL/CLD students will know what the objects or models represent.
  - iv) The teacher will need to introduce the models or objects in full scale representations or use the actual items to build a true understanding. Only after students have actually seen, felt, smelled, and possibly tasted an apple will they respond to a picture of an apple.

### Total physical response

- a) Purpose of the Strategy
  - i) Build transfer skills
  - ii) Build awareness of appropriate communication behaviors for school language and rules
  - iii) Develop confidence in school language and rules for academic and social interactions
  - iv) Develop cognitive academic language
  - v) Reduce code-switching
  - vi) Reduce stress for new students
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) A popular and effective way of teaching language that actively involves the students and focuses on understanding the language rather than speaking it. TPR method asks the students to demonstrate that they understand the new language by responding to a command with an action. At first, the teacher gives the commands and does the actions along with the student. As the student understands the vocabulary, the teacher stops doing the action and has the student do the action alone. Later, the student can give commands to other students or to the teacher.
  - v) Teacher and assistant model words and phrases in action in various school settings, both in and out of the classroom. For example, teaching the response to a question such as “what is this” or “what can you do with this” by saying and acting out the phrases “This is a pencil.” “This pencil is used for writing on paper.” Students take different roles in the interactions and practice these with each other and with the teacher. Expansion:

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Students may suggest communication situations in which they would like specific assistance.

- c) Research base
  - i) Asher (1980)
  - ii) Law & Eckes (2000) pp 202-203
  - iii) Collier (2003) p 351
- d) What to watch for with ELL/CLD students
  - i) Although this is a common beginner or newcomer strategy for use with ELL students, the teacher must still be cautious about making assumptions about CLD students understanding of the actions required in the classroom.
  - v) The teacher must clearly model and act out every action required before asking students to repeat the action.

### Use of first language

- a) Purpose of the Strategy
  - i) Build transfer skills
  - ii) Develop confidence in school language and rules for academic and social interactions
  - iii) Develop cognitive academic language
  - iv) Improve motivation
  - v) Minimize behavior problems
  - vi) Reduce code-switching
  - vii) Build upon existing language strengths of student
  - viii) Develop cognitive academic language
  - ix) Build awareness of appropriate academic behavior
  - x) Strengthen knowledge of academic content
- b) How to do it
  - i) At Tier 1, this strategy is done within the general education classroom with a bilingual student, assistant, or other volunteer working in coordination with the classroom teacher.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) Teacher directs an advanced-fluency student or volunteer to lead a guided activity in the home and/or community language.
  - vi) Students can retell parts of a story in pairs after the directed activity rather than have one student speak while the others all listen. Students then write their own summaries of what they have heard.
  - vii) Writing can be in either home or community language or English. During this time the students have a chance to help each other. Advanced-fluency students can dramatize and create dialog to illustrate the action.
- c) Research base
  - i) Carrigan (2001) p 191
- d) What to watch for with ELL/CLD students
  - i) The language helper can prepare the ELL/LEP students for an English lesson by reviewing key vocabulary words, explaining what will be occurring and discussing what the teacher's expectations will be for the students' performance. This would then be

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followed by the teacher presenting the lesson in English. Students would be given the opportunity to ask for specific clarification in their first language.

- vi) Students could work on their projects subsequent to the English lesson with the assistance of the bilingual helper as needed. Content discussion and clarification should be in the students' most proficient language while they are preparing their task or project for presentation in English with the rest of the class.

### **Videotapes & booklets about interaction patterns in North America**

- a) Purpose of the Strategy
  - i) Build awareness of school culture expectations
  - ii) Develop familiarity with school language and rules for academic and social interaction patterns
  - iii) Reduce culture shock
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) Groups of students and/or their families view videos developed locally or available from Intercultural Press and others about life in North America and about interacting with North Americans. Best if shown in home and community language and with an experienced facilitator.
- c) Research base
  - i) Cochran-Smith, M., & Zeichner, K. M. (Eds.). (2005)
  - ii) Prasad, J. (2005)
- d) What to watch for with ELL/CLD students
  - i) There are many dialects of spoken English and differences of opinion about what is the "proper" dialect to use as the model for ELL/CLD students.
  - ii) The teacher should be aware of the diversity of reaction to specific dialects of spoken English in North America and be prepared to address expressions of prejudice or value judgments about certain speakers shown on the videotapes.
  - iii) The most practical way to deal with this is to pre-screen the videos and select segments that most closely represent the dialects common in your local communities, plus a few as examples of the diversity that exist in our country.

### **Videotapes & booklets about North American schools, communities, social service providers, laws**

- a) Purpose of the Strategy
  - i) Build awareness of appropriate academic behavior
  - ii) Build transfer skills
  - iii) Reinforce school/parent partnership
  - iv) Reduce culture shock
  - v) Develop personal control of situations
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.

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- iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
- iv) Groups of students and/or their families view videos developed locally or available from national organizations and others about public schools and about interacting with service personnel. Best shown in home and community language and with facilitator. Students are encouraged to discuss with their families what they see and experience in school.
- c) Research base
  - i) Carrigan (2001) pp 54-58
  - ii) Kamps, D. (2007) pp 153-69
  - iii) Koskinen, P. A., & Blum, I. H. (1984) pp 70-75
  - iv) Wood, K. D., & Algozzine, B. (1994)
  - v) Wood, K. D., & Harmon, J. M. (2001)
  - vi) Zutell, J., & Rasinski, T. V. (1991) pp 211-217
- d) What to watch for with ELL/CLD students
  - i) There are some excellent locally produced materials about school and service options within and for specific communities. The local school district may keep these in the media center. They may also be available through a local college or university.
  - ii) The teacher should be aware of the diversity of reaction to depictions of official or government agencies and laws. These can raise the “affective filter” or emotional response of both students and parents to discussions about services.
  - vi) Always have interpreters available for in depth discussion of the materials presented.

### **Videotapes & booklets of school procedures & expectations**

- a) Purpose of the Strategy
  - i) Build awareness of appropriate academic behavior
  - ii) Build transfer skills
  - iii) Build awareness of appropriate cognitive academic language
  - iv) Develop personal control of situations
  - v) Reinforce school/parent partnership
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) Groups of students and/or their families view videos developed locally or available from Intercultural Press and others about public schools and about interacting with school personnel. Best if shown in home and community language and with facilitator. Students are encouraged to discuss with their families what they see and experience in school.
- c) Research base
  - i) Carrigan (2001) pp 54-58
  - ii) Kamps, D. (2007) pp 153-69
  - iii) Koskinen, P. A., & Blum, I. H. (1984) pp 70-75
  - iv) Wood, K. D., & Algozzine, B. (1994)
  - v) Wood, K. D., & Harmon, J. M. (2001)
  - vi) Zutell, J., & Rasinski, T. V. (1991) pp 211-217.



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- d) What to watch for with ELL/CLD students
  - i) Always introduce school expectations and rules to ELL and CLD students by explaining them in their most proficient language.
  - ii) ELL/CLD students who have had prior schooling might be asked what sort of rules and expectations they were familiar with and that could become part of the classroom routine.
  - iii) There are some excellent locally produced materials about school and service options within and for specific communities. The local school district may keep these in the media center. They may also be available through a local college or university.
  - iv) The teacher should be aware of the diversity of reaction to depictions of official or government agencies and laws. These can raise the “affective filter” or emotional response of both students and parents to discussions about services.
  - vii) Always have interpreters available for in depth discussion of the materials presented.

### Writing Strategy (PENS)

- a) Purpose of the Strategy
  - i) Strategy for writing and composition skills to expand language arts capabilities
  - ii) Appropriate for developing basic sentence structure
- b) How to do it
  - i) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - ii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iii) PENS is appropriate for developing basic sentence structure and assists students to write different types of sentences following formulas for sentence construction. The steps in PENS are:
    - (1) Pick a formula
    - (2) Explore different words that fit the formula
    - (3) Note the words selected
    - (4) Subject and verb selections follow
- c) Research base
  - i) Derwinger, A., Stigsdotter Neely, A., & Baeckman, L. (2005) pp 37-54.
  - ii) Eskritt, M., & McLeod, K. (2008) pp 52-74
- d) What to watch for with ELL/CLD students
  - i) Newcomers will need to have the PENS steps modeled and explained in their most proficient language before they can proceed independently.
  - ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

### Wordless picture books

- a) Purpose of the Strategy
  - i) Improve sequencing skills
  - ii) Facilitate reading process
  - iii) Improve vocabulary
- b) How to do it
  - i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.

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- iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) Using wordless picture books with emerging readers of all ages is very effective. It builds upon the learner's oral language skills to develop the reading process. This allows for variations in phonology, syntax, vocabulary, intonation, etc., to be accommodated in an integrated classroom, i.e., all students can participate in the activity regardless of reading level. The teacher selects a wordless picture book of high interest content to the students. Wordless picture books are available at all age/grade levels. The students can "read" the pictures in small groups or individually, telling the "story" as they see it. Students can also make their own wordless picture books.
- c) Research base
- i) Opitz (1998) pp 130-135
- d) What to watch for with ELL/CLD students
- i) Teachers may need to model how to go through a book, how to follow the sequence of the story through the pictures.
  - ii) Begin with pictures the students recognize from their own experiences. Introduce new and unusual illustrations after the students understand what the process of reading is like in a wordless picture book.
  - iii) Another variation on this is to use modern "pop-up" books for telling the story. Some of these are quite sophisticated and may be used in math and science lessons as well.

### Writing strategies - DEFENDS

- a) Purpose of the Strategy
- i) Assist learners to defend a particular position in a written assignment
- b) How to do it
- i) At Tier 2, this strategy is done with small groups.
  - ii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iii) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - iv) The DEFENDS writing strategy framework provides a structure for completing initial and final drafts of written reports.
  - v) It may be used effectively with the COPS proofreading strategy structure.
  - vi) To help the students remember the steps in DEFENDS, the teacher can provide the students with a printed form with the letters D,E,F,E,N,D S down the left side and their meaning under each letter.
  - vii) The steps in DEFENDS are:
    - (1) Decide on a specific position
    - (2) Examine own reasons for this position
    - (3) Form list of points explaining each reason
    - (4) Expose position in first sentence of written task
    - (5) Note each reason and associated points
    - (6) Drive home position in last sentence
    - (7) Search for and correct any errors
- c) Research base
- i) Ellis, E. S., & Colvert, G. (1996)
  - ii) Ellis, E. S., & Lenz, B. K. (1987)

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- iii) Goldsworthy, C. L. (2003)
- d) What to watch for with ELL/CLD students
  - i) Newcomers will need to have the DEFENDS steps modeled and explained in their most proficient language before they can proceed independently.
  - ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

### Writing strategies -TOWER

- a) Purpose of the Strategy
  - i) Build awareness of learning
  - ii) Develop personal control of situations
  - iii) Develop thinking and planning skills
  - iv) Improve access to prior knowledge
  - v) Reduce off-task behaviors
  - vi) Strengthen language development
- b) How to do it
  - i) At Tier 1, this strategy is done within the general education classroom with mixed groups of students.
  - ii) At Tier 2, this strategy is done with small groups.
  - iii) At Tier 3, this strategy is done in individualized, focused intensive periods of time.
  - iv) At Tier 4, this strategy is done in specially designed individual programs and may be included in the IEP.
  - v) The TOWER writing strategy framework provides a structure for completing initial and final drafts of written reports.
  - vi) It may be used effectively with the COPS proofreading strategy structure.
  - vii) To help the students remember the steps in TOWER, the teacher can provide the students with a printed form with the letters T,O,W,E,R down the left side and their meaning under each letter.
  - viii) The steps students follow in TOWER are:
    - (1) Think
    - (2) Order ideas
    - (3) Write
    - (4) Edit
    - (5) Rewrite
- c) Research base
  - i) Cole (1995) pp 102-104
  - ii) Ellis, E. S., & Colvert, G. (1996)
  - iii) Ellis, E. S., & Lenz, B. K. (1987)
  - iv) Goldsworthy, C. L. (2003).
- d) What to watch for with ELL/CLD students
  - i) Newcomers will need to have the TOWER steps modeled and explained in their most proficient language before they can proceed independently.
  - ii) Students can be paired with partners that are slightly more bilingual than themselves to facilitate their learning this process.

## Glossary of Language Use Terms

1. **Acquisition (vs Learning)...** Krashen states that acquisition amounts to a functional mastery of some aspect of a language, such as a word or grammar structure that you don't have to translate from your first language because you "just know it." To some extent acquisition is 'subconscious' or covert and learning is conscious or overt. Learning is a conscious process whereby we store information about a language in our minds, access it and use it consciously to translate to or from the target language. Language learners in typical settings perform both acquisition and learning simultaneously.
2. **Additive bilingualism...** One of two contextual concepts which explain the possible outcomes of second language learning. Additive bilingualism occurs in an environment in which the addition of a second language and culture does not replace the first language and culture; rather, the first language/culture are promoted and developed, such as in dual language programs or developmental bilingual education programs. Additive bilingualism is linked to high self-esteem, increased cognitive flexibility, and higher levels of proficiency in L2 . The opposite of subtractive bilingualism.
3. **Additive Model/Common Underlying Proficiency....** Theory that both acquisition of first and second languages can contribute to underlying language proficiency. Experiences with both languages, according to Cummins, promote the development of the proficiency underlying both languages, given adequate motivation and exposure to both, within school or the wider environment. SUP (Separate Underlying Proficiency) approach indicates that no such relationship/synergy exists between L1 and L2 language acquisition.
4. **Advanced fluency....** Your student can understand and perform at grade level in both languages and dialects. He or she functions on academic level with peers and maintains two-way conversation. He or she has a vocabulary beyond 12,000 words and demonstrates decontextualized comprehension. Uses enriched vocabulary
5. **Advanced Intermediate fluency....** Your student can communicate thoughts and engage in and produce connected narrative. He or she shows good comprehension and uses expanded vocabulary. They may make complex grammatical errors and functions somewhat on an academic level. They have about a 12,000 receptive & active word vocabulary.
6. **Affective Filter...** Associated with Krashen's Monitor Model of second language learning, the affective filter is a metaphor that describes a learner's attitudes that affect the relative success of second language acquisition. Negative feelings such as lack of motivation, lack of self-confidence and learning anxiety act as filters that hinder and obstruct language learning. Krashen has opined that the best acquisition will occur in environments where anxiety is low and defensiveness absent, i.e. in contexts where the "affective filter" is low. Optimal input occurs when the "affective filter" is low. The affective filter is a screen of emotion that can block language acquisition or learning if it keeps the users from being too self-conscious or too embarrassed to take risks during communicative exchanges.
7. **Attrition ...** L1 attrition describes patterns of language use in which an individual does not lose ability in the L1 but does not advance in it's use either. L1 attrition co-occurs with L1 loss when demonstrated skill with certain aspects of the language is reduced across time. Simultaneously, certain patterns are also present in which characteristics of

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the language do not continue to develop as noted in monolingual speakers of the target language (Goldstein, 2004).

8. **Audio-lingual approach...** Non-communicative approach that involves heavy use of mimicry, imitation and drill. Speech and not writing is emphasized. It is perhaps unfair to associate this approach with B.F. Skinner whose theories would in no way preclude a communicative approach to second language acquisition instruction. A behaviorist approach to language learning, which stems from the belief that the ability to make a sound or use correct grammar is an automatic, unconscious act. Instruction is teacher-centered and makes use of drills and dialogue. Vocabulary and sentence patterns are carefully graded and introduced in a sequence, skills of listening and speaking are introduced before reading and writing, and emphasis is placed on accuracy of pronunciation and grammar. The aim is for the learner to gain an automatic, accurate control of basic sentence structures, sounds, and vocabulary. The approach was very popular in the 1950s and 60s, but its use has declined in favor of the communicative approach
9. **Basic Interpersonal Communication Skills...** Basic Interpersonal Communication Skills (BICS) are those that are cognitively-undemanding and include known ideas, vocabulary and syntax. They are the aspects of communication that are used daily in routine communicative exchanges (e.g., while dressing, eating, bathing, playing, etc.). BICS skills represent the informal aspects of social talk as well as skills that do not require a high degree of cognition (e.g., naming objects and actions, referring to non-existence, disappearance, rejection, and negation, and so forth). Students demonstrating BICS might recognize new combinations of known words or phrases and produce single words or short phrases. When students begin to acquire a second language, they are typically able to develop BICS within 2-3 years. Most importantly, Cummins cautioned that students should not be placed in learning situations in which a second language (L2) is used just because they have adequate L2 BICS. Your student can use the language or dialect in informal or social interpersonal conversations. Acronym for Basic Interpersonal Communication Skills, part of a theory of language proficiency developed by Jim Cummins in 1984, which distinguishes BICS from CALP (Cognitive Academic Language Proficiency). BICS is often referred to as "playground English" or "survival English." It is the basic language ability required for face-to-face communication where linguistic interactions are embedded in a situational context (see context-embedded language). This language, which is highly contextualized and often accompanied by gestures, is relatively undemanding cognitively and relies on the context to aid understanding. BICS is much more easily and quickly acquired than CALP, but is not sufficient to meet the cognitive and linguistic demands of an academic classroom.
10. **Bilingual Code Mixing ...** The use of phonological, lexical, morphosyntactic or pragmatic patterns from two languages in the same utterance or stretch of conversation (Genesse, Paradis & Crago, 2004). Bilingual code mixing plays several, important sociopragmatic functions, and it is a component of bilingual people's communicative competence. Genesse et al., 2004 present six bilingual Code Mixing types and examples mainly observed in children: 1. Intrautterance mixing "Alguien se murió en ese cuarto that he sleeps in." (Someone died in that room); 2. Interutterance mixing "Pa, ¿me vas a comprar un jugo? It cos' 25 cents." (Are you going to buy me juice?); 3. Words "Estamos como marido y woman" (we are like man and ...); 4. Phrase "I'm going with her a la esquina" (...to the corner); 5. Clauses "You know how to swim buy no te tapa."

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- (...it won't be over your head); 6. Pragmatic "Donne moi le cheval; le cheval; the horse!" (Give me the horse, the horse; ...); 7. Grammar "Yo have been able to enseñar Maria leer" (I ... teach Maria to read.); 8. Flagging "Hier, je suis allé au hardware store-how do you say hardware store in French?" (Yesterday, I went to the ...).
11. **Bilingualism....** Put simply, bilingualism is the ability to use two languages. However, defining bilingualism is problematic since individuals with varying bilingual characteristics may be classified as bilingual. There may exist distinctions between ability and use of a language; variation in proficiency across the four language dimensions (listening, speaking, reading and writing); differences in proficiency between the two languages; variation in proficiency due to the use of each language for different functions and purposes; and variation in language proficiency over time. People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language.
  12. **Bilingual social and academic fluency...** Your student can perform at grade level in both languages and dialects.
  13. **Cloze...** A language assessment technique where you blank out every 5th or so word and have the student replace it while reading. Cloze has been used as a language assessment tool for a long time. It has been touted as a valid integrative test of language proficiency, and holds both problems and promises. You may wish to try it as one of your assessment techniques. Cloze was an early language application of Information Theory.
  14. **Code-Switching....**One of the manifestations of culture shock and a stage in second language acquisition is code switching. This is apparent as an insertion or substitution of sounds, words, syntax, grammar or phrases from existing language or communication process into new, emerging language or communication process. The term used to describe any switch among languages in the course of a conversation, whether at the level of words, sentences or blocks of speech. Code-switching most often occurs when bilinguals are in the presence of other bilinguals who speak the same languages.
  15. **Cognitive Academic Language Proficiency...** Cognitive Academic Language Proficiency, or CALP. CALP takes much longer than BICS to develop; usually about 5-7 years. CALP skills are those that are necessary for literacy attainment and academic success. CALP enables students to have academic, analytical conversation and to independently acquire factual information. CALP is used to use information acquired to find relationship, make inferences, and draw conclusions. Your student has acquired enough competence in the language or dialect to solve problems or discuss the content of lessons at some length. Cognitive/Academic Language Proficiency (CALP) is the language ability required for academic achievement in a context-reduced environment. Examples of context-reduced environments include classroom lectures and textbook reading assignments. CALP is distinguished from Basic Interpersonal Communication Skills (BICS).
  16. **Common Underlying Proficiency....** Theory that both acquisition of first and second languages can contribute to underlying language proficiency. Experiences with both languages, according to Cummins, promote the development of the proficiency underlying both languages, given adequate motivation and exposure to both, within school or the wider environment. SUP (Separate Underlying Proficiency) approach indicates that no such relationship/synergy exists between L1 and L2 language acquisition.

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17. **Communicative Approaches.....** Teaching approach where negotiation for meaning is critical. The teacher becomes a facilitator. Collaborative learning and peer interaction is important. Students and teacher select and organize curriculum contents.
18. **Communicative Competence....** Input + 1/Zone of Proximal Development-Input/instruction that is just above the student's abilities. Instruction that is embedded in a meaningful context, modified (paraphrasing, repetition), collaborative/ interactive and multimodal. You have acquired a level of enough competence in the culture, language, and social interaction of your audience that you can exchange information and instruction comfortably. The ability to interact appropriately with others by knowing what to say, to whom, when, where, and how.
19. **Comprehensible Input....** An explanation of language learning, proposed by Krashen, that language acquisition is a result of learners being exposed to language constructs and vocabulary that are slightly beyond their current level. This "input" is made comprehensible to students by creating a context that supports its meaning. Krashen has opined that language acquisition occurs when instruction is provided at a level that is comprehensible to the learner. This can be achieved by modeling, demonstration, physical and visual examples, guided practice, and other strategic instructional practices.
20. **Concurrent translation....**A bilingual teaching approach in which the teacher uses two languages interchangeably during instruction. When not carefully planned, this approach may lead to pedagogically random code-switching which may not meet instructional objectives. In addition, students often learn to tune out the language they do not understand and wait for the information in the language they do understand. A more effective approach, new concurrent approach (NCA), developed by Rodolfo Jacobson, is an approach to bilingual instruction that suggests using a structured form of code-switching for delivery of content instruction. Language switches are carefully planned to meet instructional purposes and concepts are reinforced by being considered and processed in both languages. In addition, all four language abilities (listening, speaking, reading and writing) should be addressed in both languages.
21. **Content-based ESL....**This approach to teaching English as a second language makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.
22. **Context-embedded language....** Communication occurring in a context that offers help to comprehension (e.g. visual clues, gestures, expressions, specific location). Language where there are plenty of shared understandings and where meaning is relatively obvious due to help from the physical or social nature of the conversation.
23. **Context-reduced language.....** Language where there are few clues as to the meaning of the communication apart from the words themselves. The language is likely to be abstract. Examples: textbook reading, classroom lecture.
24. **Critical Biliteracy.....**Critical biliteracy refers to the ability to read and understand academic or cognitively demanding texts in each language.
25. **Cummin's Classification of Language and Content activities.....** Divided activities/modes of instruction and learning along two continuums (context embedded/reduced and academic and cognitively demanding /undemanding). Instruction should progress from context embedded/academically non-demanding to context reduced/academically demanding. Teacher should be aware of where his instruction falls

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and how it is relating to the needs of his students who may be in various stages of language acquisition and development.

26. **Developmental bilingual education....** A program that teaches content through two languages and develops both languages with the goal of bilingualism and biliteracy. See also late-exit bilingual education.
27. **Dialogue journal...** A type of writing in which students make entries in a notebook on topics of their choice, to which the teacher responds, modeling effective language but not overtly correcting the student's language.
28. **Dictation...** Dictation has been used as a language assessment tool for a long time. It has been touted as a valid integrative test of language proficiency, and holds both problems and promises. You may wish to try it as one of your assessment techniques
29. **Direct Method (Berlitz)...** Non-communicative method that involves exclusive use of target/L2 language, uses a step by step progression of material and considers correct translation to be very important.
30. **Dual language program/dual immersion...** Also known as two-way immersion or two-way bilingual education, these programs are designed to serve both language minority and language majority students concurrently. Two language groups are put together and instruction is delivered through both languages. For example, in the US, native English-speakers might learn Spanish as a foreign language while continuing to develop their English literacy skills and Spanish-speaking ELLs learn English while developing literacy in Spanish. The goals of the program are for both groups to become biliterate, succeed academically, and develop cross-cultural understanding.
31. **Dynamic Indicators of Basic Early Literacy Skills....** (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.
32. **Early-exit bilingual education...** A form of transitional bilingual education (TBE) in which children move from bilingual education programs to English-only classes in the first or second year of schooling.
33. **Early production....**Limited social fluency. Your student can speak informally in social settings using basic words, phrases and sentences in the language or dialect. He or she depends heavily on context and produces words in isolation. Verbalizes key words and responds with one/two word answer or short phrases. He or she points, draws, or uses gesture responses and may have mispronunciation and grammar errors.
34. **Embedding...** This refers to a strategy where all instruction is implemented using context rich activities. Embed instruction in concrete, explicit structure or a model, making sure that concrete context is used. This may involve using real objects, models and demonstrations or the use of specific cues and guide structures.
35. **English as a Foreign Language (EFL)....** English as a Foreign Language (EFL) refers to situations where English is taught to persons living in countries where English is not the medium of instruction in the schools or to international students in the US who intend to return to their home countries. In EFL classes, English is taught as a subject, and exposure to English is typically limited to the classroom setting (e.g., English in Japan).
36. **English Language Development (ELD)...** English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as



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“English as a second language” (ESL), “teaching English to speakers of other languages” (TESOL), or “English for speakers of other languages” (ESOL). ELD, ESL, TESOL or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English. ELD classes (ala the Freemans) are designed for students with lower levels of English proficiency and less primary language academic development. In ELD classes, the focus is on learning English through content instruction suited to the level of the students’ academic background. For this reason, teachers provide first language support whenever possible, especially to help students with key ideas and concepts.

37. **English Language Learner...** English Language Learners (ELLs) are students whose first language is not English and who are in the process of learning English. Also see LEP.
38. **English-Only...** An umbrella term that is used to refer to different federal and state legislative initiatives and various national, state, and local organizations, all of which involve the effort to make English the official language of the United States. The initiatives and organizations vary in the degree to which they promote the suppression of non-English languages. The official English movement is spearheaded by two national organizations: U.S. English and English First.
39. **English Plus...** A movement based on the belief that all U.S. residents should have the opportunity to become proficient in English plus one or more other languages.
40. **English as a second Language (ESL)...** English as a second language (ESL) is an educational approach in which English language learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content) and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL compone.
41. **Entry criteria....** A set of criteria for designation of students as English language learners and placement in bilingual education, ESL, or other language support services. Criteria usually include a home language survey and performance on an English language proficiency test. **Exit criteria....** A set of criteria for ending special services for English language learners and placing them in mainstream English only classes as fluent English speakers. This is usually based on a combination of performance on an English language proficiency test and grades, standardized test scores, or teacher recommendations. In some cases, this redesignation of students may be based on the amount of time they have been in special programs.
42. **Exiting rate....** The rate at which students are moved from programs in which they receive special services as English language learners to mainstream English-only programs. See redesignation rate.
43. **Functional approach...** This approach to teaching English as a second language (also referred to as the communicative-based ESL approach or communicative approach) is based on the theory that language is acquired through exposure to meaningful and comprehensible messages, rather than being learned through the formal study of grammar and vocabulary. The goal of communicative-based ESL is communicative competence.
44. **Functional Literacy...**You have acquired enough reading and writing ability to accomplish your primary goals and no more.

45. **Gradual exit program....** A bilingual education program in which students gradually transition from native language classes to classes in English. At first, the native language is used for all subjects (except ESL and art, music and physical education). At a later stage, the first language is used for those subjects that are difficult to make comprehensible for those limited in English (social studies and language arts), while English is used in those subjects that are easier to contextualize (math, science). Finally, English is used for all subjects.
46. **Grammar....** A theory or hypothesis, about the organization of language in the mind of speakers of that language--the underlying knowledge that permits understanding and production of language.
47. **Grammar-translation approach...** This is a non-communicative approach that relies heavily on reading and translation, mastery of grammatical rules and accurate writing. The historically dominant method of second language teaching in school. Students were expected to memorize vocabulary and verb declensions, learn rules of grammar and their exceptions, take dictation, and translate written passages. The emphasis was on literacy development rather than the acquisition of oral/aural skills.
48. **Heritage language....** The language a person regards as their native, home, and/or ancestral language. This covers indigenous languages (e.g. Navajo) and immigrant languages (e.g. Spanish in the U.S.)
49. **Home Language Survey (HLS)....** Form completed by parents/guardians that gives information about a student's language background. Must be on file for every LEP student.
50. **Interference...**Interference is the process in which a communicative behavior for the first language influences the second language. Students tend to demonstrate interference when using English in formal settings, i.e., in a testing situation, rather than playing on the playground. Practitioners are recommended to consider the possibility that second language learners' errors in English may result from language interference or from limited English experience. An illustration of interference would be when children literally translate phrases from their native language to English i.e., the Spanish form for "Have a seat" is "Toma asiento", when translated literally, second language learners may say, "Take a seat". In such situations, the second language learner's language use difference is due to language interference.
51. **Immersion approach...** Bilingual program similar to double or two-way program. Sometimes also used to describe a program where L1 students are given academic instruction in a non-native language for enrichment. Approach to teaching language in which the target language is used exclusively to provide all instruction.
52. **Input +1...** Optimal input must be at a level slightly above that of the learner. Krashen labeled this concept "input + 1". To explain this principle, Krashen uses an analogy of an English speaker trying to comprehend Spanish from a radio program. Those of us who have a beginner's ability to speak Spanish and who have listened to a Spanish radio broadcast know how frustrating (and incomprehensible) it can be to try to attend to input that is just too complex and that lacks a visible context from which we can deduce clues.
53. **Interlanguage ...**Second language learners are usually observed developing a new language system that incorporates elements from the native language and elements from English they recently learned. Interlanguage actually helps second language learners test hypotheses about how language works and develop their own set of rules for using

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language. As students master the English language, their unique set of rules will resemble more the second language.

54. **Intermediate fluency ....** Your student can speak effectively in social settings and can understand and perform many academic tasks in the language or dialect. He or she uses simple but whole sentences and makes some pronunciation & basic grammatical errors but is understood. He or she responds orally and in written form with a limited vocabulary. She or he initiates conversation and questions and shows good comprehension and uses up to 7000 receptive word vocabulary.
55. **Instructional conversations....** Discussion-based lessons geared toward creating opportunities for students' conceptual and linguistic development. They focus on an idea or a student. The teacher encourages expression of students' own ideas, builds upon information students provide and experiences they have had, and guides students to increasingly sophisticated levels of understanding.
56. **L1...**Primary or heritage language.
57. **L2...**Secondary language.
58. **Lag Time...**The length of time it takes a second language learner to process the information or question directed at them and to form an appropriate response. This lag time may be a considerable span of time.
59. **Language Acquisition Theory (Krashen and others)...** Acquisition and learning are two separate processes. Learning is knowing about a language (formal knowledge). Acquisition is the unconscious process that occurs when language is used in real conversation. Language Acquisition Theory embodies the following hypotheses: Natural Order: Natural progression/order of language development exhibited by infants/young children and/or second language learners (child or adult).Monitor: Learning (as opposed to acquisition) serves to develop a monitor- an error detecting mechanism that scans utterances for accuracy in order to make corrections. As a corollary to the monitor hypothesis, language acquisition instruction should avoid emphasis on error correction and grammar. Such an emphasis might inhibit language acquisition, particularly at the early stages of language development. Input: Input needs to be comprehensible . Affective Filter
60. **Language Experience Approach...** An approach to literacy development based on the idea that students can learn to write by dictating to the teacher what they already know and can express verbally, and that they can then read that which has been written. Hence, the students' first reading materials come from their own repertoire of language (Richard-Amato, 1996). The Language Experience Approach involves direct transcription of a story or dialog from the students and then using that written language to practice reading. This approach creates authentic text that is at the students' ability level and helps them to make connections between the oral language and the written code.
61. **Language Loss ...** Language loss occurs when a child's competence in the first language diminishes, while skills in the second language are not at the same level of native speakers (Kayser, 1998). Language loss occurs primarily in a context in which minimal support is given for the use and maintenance of the L2. Thus, the sociolinguistic environment plays a critical role in the emergence of L1 loss and language shift (Goldstein, 2004).
62. **Language Loss and Assessment** As clinicians working with children who are either bilingual or learning English as a second (or other) language, the phenomena of language shift and L1 loss/attrition is of great relevance. This is especially salient when working

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with Latino populations in the United States. Studies focusing on the Spanish language skills of children in various Latino groups have reported a pattern of reduction of expressive skills in Spanish over time. When assessing children who may be in a language shift process and when assessing children who are experiencing L1 loss, the main concern is differentiating between language difference and language disability. “Because some patterns that are observed in language shift/language loss situations may mimic what has been noted in children with true learning disabilities, correctly diagnosing language impairment in this population is not a trivial matter”(Goldstein, 2004, p. 203).

63. **Language Loss vs. Language Shift...**Language shift results in changes in native language use with an eventual erosion of abilities in the language. L1 loss however, refers to a more rapid shift from first language prominence to second language prominence (Goldstein, 2004). When it occurs in children, L1 loss can be described as a language shift phenomenon that occurs within – rather than across generations. In this context, L1 loss are patterns of L1 use in which there is a change toward earlier linguistic forms. In other words, the child evidences reduction in linguistic skill relative to his/her skill at a previous time. (Goldstein, 2004).
64. **Language proficiency....** To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language.
65. **Language shift ....** Language shift is a pattern of language use in which the relative prominence or use of the two languages changes across time and generations. Language shift is usually reported across generations and is characterized by a pattern whereby members of the immigrant populations are fluent in their native language with limited skill in the host country's language.
66. **Late-exit bilingual education....** Late-exit programs provide bilingual instruction for three or more years of schooling. Late-exit programs may be transitional or developmental bilingual programs, depending on the goal of the program.
67. **Latency...**The space of time between the end of one person's utterance and the beginning of another speaker's utterance. This length of time is culturally determined and means different things within different cultures and languages/dialects.
68. **Lau v. Nichols...** Supreme Court case where the Court ruled that, "There is no equality of treatment merely by providing students the same facilities, textbooks, teachers and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education". Also: Lau remedies.
69. **Limited English proficient (LEP)....** Limited English proficient (LEP) is the term used by the federal government, most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English language learner (ELL) or English learner (EL) are used in place of LEP.
70. **Maintenance Bilingual Program...** Bilingual program whose goal is to maintain English learner's native language and culture. Students are encouraged to be proficient in English and their native tongue.
71. **Metalinguistic skills.....** The ability to talk about language, analyze it, think about it, separate it from context, and judge it. Metalinguistic skills, such as phonemic awareness

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and sound-to-symbol correspondence are regarded as key factors in the development of reading in young children and they may be prerequisite to later language acquisition in reading and writing. Research shows that balanced bilinguals have increased metalinguistic awareness in their abilities to analyze language and their control of internal language processing.

72. **Monolingual.....**Your student commonly uses only one language or dialect.
73. **Morphology...** The study of the meaning units in a language (morphemes)
74. **Native-language instruction....** The use of a child's home language (generally by a classroom teacher) to provide lessons in academic subjects or to teach reading and other language arts.
75. **Natural approach....** Developed by linguist Stephen Krashen and teacher Tracy Terrell in 1983, the Natural Approach is a methodology for fostering second language acquisition which focuses on teaching communicative skills, both oral and written, and is based on Krashen's theory of language acquisition which assumes that speech emerges in four stages: (1) preproduction (listening and gestures), (2) early production (short phrases), (3) speech emergence (long phrases and sentences), and (4) intermediate fluency (conversation).
76. **Newcomer program.....** A program that addresses the specific needs of recent immigrant students, most often at the middle and high school level, especially those with limited or interrupted schooling in their home countries. Major goals of newcomer programs are to acquire beginning English language skills along with core academic skills and to acculturate to the U.S. school system. Some newcomer programs also include primary language development and an orientation to the student's new community.
77. **One-way program...** Bilingual program where native English speakers do not receive instruction in the native language of the English learners.
78. **Phase or Stage...** Periods of development that are typically used in discussion of language ability instead of ages to refer to a child's process.
79. **Phonology...** The study of the sound patterns of a language.
80. **Pragmatics...** The general study of how context affects the user's interpretation of language.
81. **Pre-production.....**Receptive comprehension. Your student can understand when spoken to, depends on context and has minimal receptive vocabulary. He or she comprehends key words only and points, draws, or uses gesture responses, but may not produce speech. She or he has a 0-500 receptive word vocabulary and may still be adjusting to US/Canadian culture.
82. **Primary Language...** The language of most benefit in learning new and difficult information.
83. **Pull-out ESL...** A program in which LEP students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language.
84. **Push-in ESL...** In contrast with pull-out ESL instruction, the ESL teacher goes into the regular classrooms to work with English language learners.
85. **Redesignation....** Generally, the process of changing the English proficiency status of a student from limited English proficient (LEP) to fluent English proficient (FEP). However, within NCLB, such students must be monitored for two years. If they do not continue to make progress in the English-speaking classroom, they can be redesignated back to SEI classes or others providing home language support. Developmental progress

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of LEP students is reviewed annually. FEP (Fluent English Proficiency) redesignation will occur based on the following criteria: 1) Teacher recommendation 2) SOLOM 3) Oral English Fluency (LAS-O and other assessment tests) 4) Reading/Writing (LAS R/W and other assessment tests) 5) Student writing sample 6) CTBS score of 36 percentile or greater in reading, language and math)

86. **Redesignation rate...** The percentage of students who are reclassified from limited English proficient (LEP) to fluent English proficient each year. The redesignation rate is often used as part of the accountability system for a school or district, although it does not provide valid data on program effectiveness.
87. **Scaffolding...** Providing contextual supports for meaning during instruction or assessment, such as visual displays, classified lists, or tables or graphs. Supporting structures or activities that assist a language learner in comprehending and interacting with new information or vocabulary.
88. **Semantics...** The study of meanings of individual words and or larger units such as phrases and sentences.
89. **Sheltered English...** An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects.
90. **Sheltered Instruction Observation Protocol (SIOP)...** SIOP is a program for structuring instruction for ELL students. It includes specific steps for teachers to follow in preparing and implementing their lessons.
91. **Silence Stage....** This is a common stage in second language acquisition and is also one of the manifestations of culture shock. The individual is spending a lot of energy listening and observing, processing what is occurring before feeling comfortable responding to a situation or interaction.
92. **Silent Period...** It is observed at the beginning of exposure to the new language. It may last from a couple of days to several months). Fact: ESL beginners who listen but rarely speak in the new language make just as much, and frequently more, progress in second language development as their more talkative classmates, by the end of the first year of exposure to English. Implications for instruction and assessment: Use sensitivity when developing systems for nonverbal feedback in this early stage. Beginning adolescent and adult students may be more influenced by cultural socialization norms or their own emotional feelings than by a predictable silent period. An initial focus of intensive listening comprehension in the very beginning of ESL instruction is beneficial for everyone.
93. **Silent Way...** Communicative approach that makes learner responsible for own learning and makes extensive use of Cuisenaire rods, color-coding and other manipulatives.
94. **SOLOM (Student Oral Language Observation Matrix)...** Rating form with clear rubrics designed to help teachers assess oral language skills of students.
95. **Specially-designed Academic Instruction in English (SDAIE)....** SDAIE classes (ala the Freemans) are for students with intermediate to advanced levels of English proficiency and

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grade-level academic development in their primary language. SDAIE classes are content classes taught using special techniques to make instruction comprehensible. SDAIE differs from ELD in that the focus is on academic content, not on language development. Students must deal with the content and textbooks that mainstream classes use and SDAIE classes are content classes taught using special techniques to make the instruction comprehensible. In addition, teachers pay special attention to helping students deal with academic texts in English.

96. **Speech emergence....** Intermediate social fluency, and limited academic fluency. Your student uses short phrases and makes many mistakes in grammar. She or he generally responds orally and hears smaller elements of speech. A he or she function on a social level and uses a limited vocabulary (between 1000-6000 receptive vocabulary).
97. **Submersion...** Sink or swim approach to ELD instruction. L2 students are placed in the same classes as L1 students and required to learn as much as they can.
98. **Subtractive bilingualism...** When learning a second language interferes with the learning of a first language. The second language replaces the first language. This is commonly found in children who emigrate to a foreign country when they are young, especially in cases of orphans who are deprived of their first language input. This can be contrasted to additive bilingualism.
99. **Suggestopedia...** Communicative approach that uses Baroque music (in the session phase of a lesson) and stresses a welcoming atmosphere and natural settings. A Suggestopedia lesson may have three phases: (1) Pre-session; (2) Session and (3) Post-session.
100. **Syntax...** The study of the sentence patterns of a language and rules that govern the correctness of a sentence.
101. **Threshold theory...** Research on thinking and bilingualism suggests two "thresholds", each a level of language competence in the first or second language that must be passed to reach the next level of competence. The three levels are: limited bilingual, less balanced bilingual (age-appropriate competence in one language) and balanced bilingual (age-appropriate competence in both languages). The Threshold theory, developed by linguist Jim Cummins, helps to explain why language minority children taught only through the second language may fail in school and why children educated in developmental bilingual programs may have a cognitive advantage over monolingual students.
102. **Total Physical Response (TPR)...** Communicative approach where students respond with actions, not words first. Instruction is concrete and can be introductory to reading/writing experiences. A popular and effective way of teaching language developed by James Asher that actively involves the students and focuses on understanding the language rather than speaking it. TPR method asks the students to demonstrate that they understand the new language by responding to a command with an action. At first, the teacher gives the commands and does the actions along with the student. As the student understands the vocabulary, the teacher stops doing the action and has the student do the action alone. Later, the student can give commands to other students or to the teacher.
103. **Transition....** Bilingual program whose goal is to help English learners ultimately adjust to an all English educational program. May be early-exit ( 2nd grade) or late-exit (6th grade).
104. **Transfer....** One of the fundamentals of bilingual education is that knowledge and skills learned in the native language may be transferred to English. This holds true for

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content knowledge and concepts as well as language skills, such as orthography and reading strategies. The transfer of skills shortens the developmental progression of these skills in the second language. Language skills that are not used in the first language may need to be explicitly taught in the course of second language development, but content area knowledge does not need to be explicitly retaught as long as the relevant English vocabulary is made available.

- 105. Two-way program...** Bilingual program where L2 learners receive L1 instruction and L1 students receive L2 instruction. To be effective program must: a) Allow for development of CALP b) Optimal input in both languages c) Focus on academic subjects d) Integrate the curriculum e) Allow for monolingual instruction for sustained periods f) Have home-school collaboration g) Empower students as active learners. H) Make sufficient use of minority language.
- 106. Wait Time...** The period of silence that a speaker needs to leave after asking a question or making a comment to a second language learner, to give the new speaker a change to process their response.
- 107. Whole Language....** Whole language is an overall philosophy to learning, which views language as something that should be taught in its entirety, not broken up into small pieces to be decoded. Some common practices include: project-based learning, language experiences, writing using inventive spelling, and little attention paid to errors.
- 108. Withdrawal....** This is a common stage in second language acquisition and is also one of the manifestations of culture shock. The individual is not yet comfortable interacting or responding and withdraws from situations where a response is expected of them.
- 109. Zone of Proximal Development...** a level of development attained when children engage in social behavior. Often abbreviated **ZPD**, is the difference between what a learner can do without help and what he or she can do with help. It is a concept developed by the Soviet psychologist and social constructivist Lev Vygotsky (1896 – 1934). Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help or assistance. Vygotsky's often-quoted definition of zone of proximal development presents it as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers. Vygotsky among other educational professionals believes the role of education to be to provide children with experiences which are in their ZPD, thereby encouraging and advancing their individual learning. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.



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## About the Author



Dr. Catherine Collier has over 45 years' experience in equity, cross-cultural, bilingual, and special education beginning with Civil Rights voter registration in 1964. She completed her Ph.D. with research into the referral of Latino/Hispanic students to special education programs. For eight years, she was a classroom bilingual/ESL teacher, special education resource room teacher, and diagnostician for the Bureau of Indian Affairs in Arizona and Alaska. She established and directed the Chinle Valley School, *Dine Bitsiis Baa Aha Yaa*, bilingual services for Navajo students with severe and multiple disabilities for the Navajo Nation. She was the director of a teacher-training program, *Ikayurikiit Unatet* for the University of Alaska for seven years, preparing Yup'ik Eskimo paraprofessionals for certification as bilingual preschool, elementary, and special educators. She was an itinerant (diagnostician/special education) for Child Find in remote villages in Alaska. For eight years, Dr. Collier worked with the BUENO Center for Multicultural Education, Research, and Evaluation at the University of Colorado, Boulder, where she created and directed the Bilingual Special Education Curriculum/Training project (BISECT), a nationally recognized effort. She was the Director of Resource and Program Development for the American Indian Science and Engineering Society and is a Sequoyah Fellow.

Dr. Collier is the author of several books and articles on cross-cultural and multilingual special education. She is active in social justice activities for culturally and linguistically diverse learners and families. She started the first bilingual special education programs for the Navajo Nation and the White Mountain Apache. She works extensively with school districts on professional and program development for at-risk diverse learners. Dr. Collier provides technical assistance to university, local, and state departments of education regarding programs serving at-risk cognitively, culturally and linguistically diverse learners. She works with national organizations to provide professional development in the intersection of cross-cultural, multilingual, diversity, special needs issues in education.

She is the director of the national professional development project Curriculum Integration for Responsive, Crosscultural, Language Education (CIRCLE) at Western Washington University. She is the principal developer of the screening and software program "Acculturation Quick Screen" and many instruction, assessment and intervention materials for diverse learners. Her most recent publications are a chapter on acculturation in the Multicultural Handbook for School Psychologists, and two books, Response to Intervention for Diverse Learners and Seven Steps for Separating Difference and Disability.