

An Instructional Strategy Guide for Classroom Educators

2nd Edition

by Evelyn Arroyo

Sample Strategies



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Who We Are

Pearson A+RISE®, Research-based Instructional Strategies for ELLs offers proven, practical and standards-aligned instructional strategies to ensure that ELLs, SELs and all struggling readers can achieve. Founded by nationally renowned educator Evelyn Arroyo, A+RISE offers professional development tools and training that clearly and simply translate research into practical, empowering daily instructional strategies.

The A+RISE Instructional Strategies

More than 70 step-by-step instructional strategies for use by any teacher to more effectively teach academic content while supporting language development and building academic vocabulary. The strategies are focused on either K thru 5th grade strategies (including a special section on Phonics) or 6th thru 12th grade focusing on the support of language needs within the content areas. These research-based strategies include vocabulary, fluency, comprehension and writing techniques, cooperative learning, use of linguistics and nonlinguistic representations, scaffolding, teacher modeling, higher order thinking, and alternative classroom assessments.

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Levels of Language Proficiency

Writing Descriptors

Exposure to English	0 to 1 years	2 to 3 years	3 to 4 years	4 to 6 years	6+ years
Stages	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
English Proficiency	Level I	Level II	Level III	Level IV	Level V
Writing Descriptors	<ul style="list-style-type: none"> • Uses inventive writing and inserts many native language vocabulary words • Draws and writes short phrases and simple sentences • Text may or may not include approximations of letters or known words 	<ul style="list-style-type: none"> • Composes writing on relevant and personal topics • Text is short (1-2 paragraphs) • Uses basic vocabulary, simple sentences and phrases • Errors in spelling and grammar are frequent 	<ul style="list-style-type: none"> • Writes short essays up to 3-4 paragraphs • Uses basic vocabulary and common language structures • Uses present, past and future tenses • Errors in spelling and grammar are common 	<ul style="list-style-type: none"> • Shows good control of grammatical structures • Uses full range of verb tenses • Produces independent writing with good control of basic English conventions 	<ul style="list-style-type: none"> • Approaches fluency and makes occasional errors • Produces writing with only minor errors that do not impede the message conveyed • Writes as well as native English students

Language Acquisition Content Knowledge

Language & Content

La10

How ELLs acquire English

How native English speakers acquire English

Native Language at home:

- Listening
- Speaking

English at school:

- Listening
- Speaking
- Reading
- Writing

At home:

- Listening
- Speaking

At school:

- Reading
- Writing

ELLs require Comprehensive Instruction

Listening
Speaking
Reading
Writing

Cognitive
Academic
Language

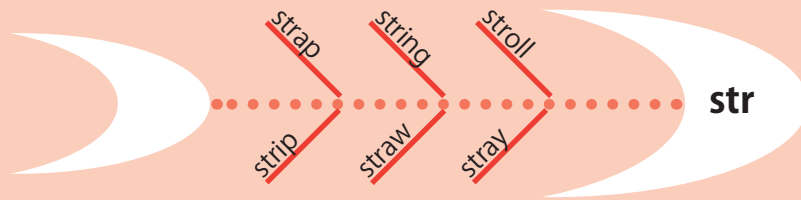
Content
Knowledge

Comprehensible
Learning

CONTENT!

Example:

- All letter and sound recognition



Fishbone ELL Strategy

Procedures:

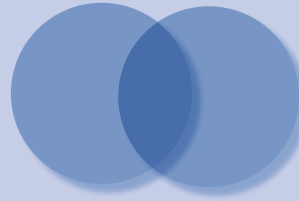
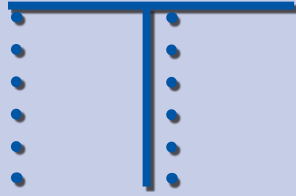
1. After reading the text, introduce or review the target letter sound.
2. Teacher draws a fishbone on the board.
3. Explain that the fishbone is a graphic organizer that helps us see the examples of words that correspond with the sound at the fish's head.
4. Teacher writes several words, based on the content of the story, and the corresponding sound at the head. Teacher models the writing as the fishbone is created.
5. Continue the process until you have created several words on the fishbone.

FAQ:

How can young students, especially ELLs, understand and create a graphic organizer such as a fishbone? All students should be challenged to think critically. This is an excellent way to visualize concepts for younger students.

Phonics

P10



Venn
Diagram
T-Chart
ELL Strategy

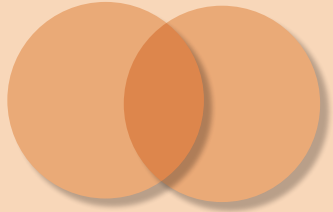
Procedures:

1. After reading the selection, introduce or review the concept of comparison.
2. Inform students that they will help the teacher create a Venn Diagram to compare people, places, ideas, or things from the text.
3. Begin by drawing only one of the circles.
4. Have students call out various attributes of the item being described. The teacher scribes the students' responses using bullets.
5. Teacher will overlap a second circle for the second item. Follow step #4.
6. Use the T-Chart as a secondary method for comparison.

FAQ:

How can I use these graphic organizers for other concepts? Comparison organizers can be used for any content area and literature-based lessons. ELLs require visuals to process new information. The few words used in these representations help ELLs break down concepts, making the concepts more comprehensible.

Venn Diagram

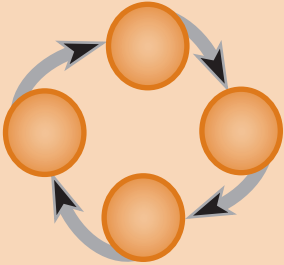


Organizational Map

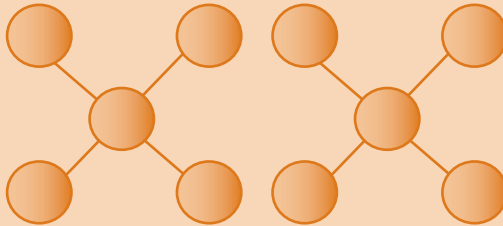


Graphic Organizers
ELL Strategy

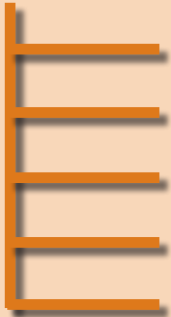
Cycle Graph



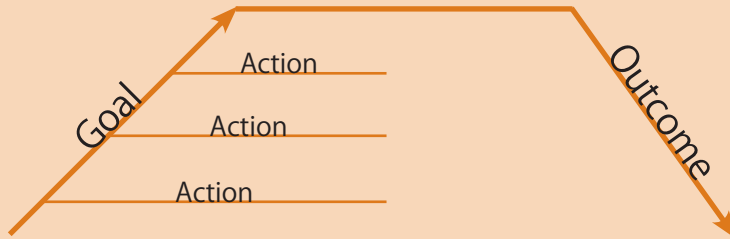
Comparison Clusters



Timeline



Narrative Map



Writing

W11



Comprehension Level: **Understanding information**

Comprehension
Level
ELL Assessments

CUES

ASSESSMENTS


- | | |
|---------------|--|
| • Describe | Describe the various illustrations, graphs, and charts from the text |
| • Discuss | Discuss the differences between two concepts or events |
| • Contrast | Contrast and compare 2 events/concepts using a Venn Diagram |
| • Compare | Compare and contrast 2 events/concepts using comparison webs |
| • Outline | Outline the main idea and details using bullets or pictures |
| • Extend | Extend ideas from a concept/event using a spider web |
| • Restate | Restate the title of the chapter and subheadings in your own words |
| • Summarize | Summarize events/concepts of the chapter using a pictorial timeline |
| • Predict | Predict outcomes before reading sections of the text |
| • Distinguish | Distinguish causes and effects in the chapter using a T-chart |
| • Retell | Retell a section of the chapter in your words |
| • Write | Write a brief summary as a group using bullets and/or illustrations |

Assessment

A5

Example:

- Science Concepts

K Key Word	I Information	M Memory Cue
Binary Star	Two stars that orbit each other	

KIM
ELL Strategy

Procedures:

1. Provide students with index cards or use regular writing paper.
2. Inform students that they will use an advance organizer called KIM.
3. Model KIM on the board by using one content vocabulary word.
4. Have students use KIM as students develop their vocabulary.

FAQ:

I would like for my students to keep using KIM as they continue to build their “bank” of vocabulary. **What other ideas can I use for this technique?** A simple way for students to keep this bank of knowledge is for them to keep their cards together by hole punching them on the top left corner of the card. Tie a piece of yarn to the cards to hold them together. Advance organizers, such as KIM, help students organize information using linguistic and nonlinguistic representations in a simplistic manner.

Vocabulary

V11

Partner Fluency Check

ELL Strategy

I noticed my partner <u>After 2nd reading</u>	I noticed my partner <u>After 3rd reading</u>	
		Remembered more words
		Read faster
		Read smoothly
		Read with expression

Procedures:

1. Have students copy the Partner Fluency Check chart for partner readings. Pair up readers to respond to one another.
2. Begin by explaining what you will be listening for. Model fluent and non-fluent reading. For example, show the difference between smooth and choppy reading. Show how expressive readers make their voices go higher and lower, faster and slower, louder and softer.
3. For each pair, students take turns being the reader and the listener. The reader reads a selection three times. The listener gives a report after the second and third readings. All reports are complimentary.

FAQ:

How can ELLs check each other's fluency when they are struggling readers? You may want to consider a fluent reader partnered up with an ELL. ELLs will need fluent models as their partners. Also, Partner Fluency Check requires several readings before they can apply this strategy.

Fluency



Omit.....
Keep.....
Summarize

Omit
Keep
Summarize
ELL Strategy

Comprehension

C4

Procedures:

1. Provide each student with a transparency and an erasable marker to place on top of the text.
2. The teacher will model his/her thinking throughout the entire process.
3. The teacher reads aloud the targeted paragraph/s and has students follow along.
4. Inform students that they will summarize the paragraph/s using the OKS technique.
5. Help students identify and omit trivial text using the erasable marker.
6. Read aloud the unmarked text as a class. Teacher will model various sentences to rephrase the remaining text into one sentence.
7. Have students practice rephrasing and summarizing other paragraphs.

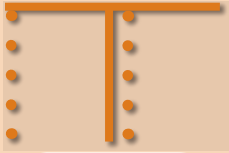
FAQ:

How do I help my beginning ELLs participate in this activity since they are struggling readers? Beginning ELLs should be paired with more proficient ELLs or monolingual English students. The mere act of participation will help ELLs process the OKS technique, and thereby improve reading and note-taking skills.

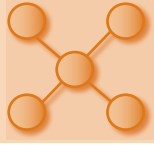
Prewriting Techniques

ELL Strategy

Writing



Note-taking



Graphic Organizers



Drawings



Brainstorming



Word Banks



Dictations

Techniques:

1. **Brainstorming** is a prewriting strategy for writing ideas based on the selected topic. This is facilitated by the teacher.
2. **Word banks** provide the necessary vocabulary for writing.
3. **Drawings** help students illustrate ideas.
4. **Note-taking** using bullets is a simplistic approach for breaking down information.
5. **Graphic organizers** are excellent for eliciting, organizing and activating prior knowledge.
6. **Dictations** provide students alternative methods for a writing task.