

English Language Arts Standards and Limited English Proficient/English Language Learners: Applications and Practices

A variety of instructional practices, strategies, and techniques are suggested in this section to assist all professionals working with limited English proficient/English language learners (LEP/ELLs) to effectively use the New York State ELA core curriculum in their efforts to enable LEP/ELLs to meet the ELA standards. These practices are equally applicable to NLA instruction, ESL instruction, and mainstream ELA instruction. Essentially, all the practices suggested here can be utilized in the development of language and literacy, regardless of the language of instruction, be it English, Chinese, Spanish, Haitian Creole, Russian, Bengali, or any other language used in bilingual classrooms across New York State.

“Extensive research in many cultures continues to confirm what countless experienced teachers have known intuitively: that children become readers when they are engaged in unthreatening situations where written language is meaningfully used, much the way they learn spoken language from their association with people around them who use speech in meaningful ways. Learning is nothing but the endeavor to make sense, and the effort to teach or to inform, therefore, can be nothing but an endeavor to be interesting and comprehensible.”

(Smith, 1997)

Whether in NLA, ESL, or ELA classrooms, the job of all language arts instructors is to make the process of learning to read and write, as well as reading and writing to learn, both interesting and comprehensible. Students must be made to feel welcome, respected, and secure in a print-rich environment. They must be actively involved in the process of making sense of the language and text with which they work. In the NLA and ESL classrooms, as well as in the ELA classroom, teachers endeavor to understand and address the individual needs of the students with whom they work, from a culturally sensitive and supportive perspective.

Considerations for Instruction: Listening and Speaking

Complex skills in listening and speaking are included in the new standards; they are a major means of communicating information in the classroom, and are even more important outside. Learning to listen and speak effectively, as with the other strands of language arts instruction, occurs best in situations that encourage discussion and sharing. The environment must be a supportive and nonthreatening one in which LEP/ELLs receive sensitive responses to their personal experiences, prior knowledge, values, emotions, attitudes, opinions, and efforts to communicate in informal discussions and in formal public speaking experiences. Accordingly, a classroom environment which aims to maximize the development of oral proficiency

Key Concepts:

- ◆ Supportive environment
- ◆ Interactive learning
- ◆ Extensive reading
- ◆ Strategy instruction
- ◆ Integrated activities
- ◆ Higher-order thinking
- ◆ Writing process
- ◆ Communicative competence

You must train the children to their studies in a playful manner, and without any air of constraint, with the further object of discerning more readily the natural bent of their respective characters.

Plato

in English and in the native language will include such practices as cooperative learning, storytelling, role play, reader's theater, dictation, formal and informal oral reports, note-taking activities, interviews, and debates.

In teaching LEP/ELLs to become effective listeners and speakers in both formal and informal situations, the teacher must be a role model for correct, clear, well-modulated speech, and must help LEP/ELLs understand and exhibit the following attitudes and behaviors:

CONSIDERATIONS for LEP/ELLs

- ✓ All teachers are important role models for oral language development.
- ✓ Promote courteous communication that respects all languages and cultures.
- ✓ Check comprehension frequently to ensure that students understand the topic of discussion.

CONSIDERATIONS for LEP/ELLs

- ✓ Depending on the focus of the lesson, meaning may be emphasized over pronunciation or form.
- ✓ Teach note-taking and summarizing skills to enhance students' verbal comprehension.
- ✓ Provide LEP/ELLs with opportunities to make formal oral presentations.
- ✓ Have LEP/ELLs become aware of the diversity of cultural nuances in verbal communication in English and other languages.

FOR INFORMAL SPEECH:

- As listeners, students are able to differentiate between hearing and listening.
- As listeners, students avoid interrupting, and otherwise behave courteously.
- As listeners, students respect a speaker's manner of communicating and obtain meaning despite unusual accent, alternative means of speaking, or vocal quality.
- As speakers, students use language appropriate to purpose, occasion, and audience (personal conversations, community transactions, club meetings, classroom discussions, etc.).
- As speakers, students practice courtesy, avoiding sarcasm or ridicule, and do not dominate conversation or classroom discussion.
- As listeners and speakers, students will take messages by listening carefully, seeking clarification if confused, and delivering the information clearly.

FOR FORMAL SPEECH:

- As listeners, students focus on the topic, the speaker, and the purpose of the presentation.
- As listeners, students prepare to anticipate or predict the message and to put aside judgments or biases which will prevent accurate reception of the message.
- As listeners, students summarize the main points and evaluate their validity; confusing points are noted for questioning after the presentation.
- As listeners, students are respectful of the speaker.
- As speakers, students prepare materials with purpose and audience in mind.
- As speakers, students present ideas in a clear and organized way.
- As listeners and speakers, students consider the effect of choice of language, rate, pitch, tone, volume, and nonverbal cues.
- As listeners and speakers, students monitor their own communication processes.

(NYSED, Listening and Speaking in the English Language Arts Curriculum, 1989)

Considerations for Instruction: Reading

The foundation of comprehension lies in the process of relating information presented by the author to the knowledge the reader has already stored in his or her mind either in English or the native language — information about decoding, about sentence structure, and about the world. In line with this theory are the following best instructional practices as outlined in the New York State *English Language Arts Resource Guide* (1997).

- **A range of literature:** Reading and reflecting on a range of traditional and nontraditional literary works of high quality published in English and in the native language can help young people learn about the ideas and values of their own and other cultures, as well as about the experiences of different groups.
- **Attention to skills:** Many children will not automatically acquire such basic skills as word attack or grammar without direct instruction. However, when children receive skills-based instruction to the exclusion of ample opportunities to read for meaning, the development of both vocabulary knowledge and reading comprehension suffers.
- **Discussion and analysis:** Regardless of the language of instruction, approaches that emphasize discussion and analysis rather than rote memory contribute most effectively to development of students' thinking abilities.
- **Extensive reading:** Reading materials of many kinds in the native language and in English, both inside and outside the classroom, results in substantial growth in the vocabulary, comprehension abilities, and information base of students. This includes reading aloud by the teacher at all educational levels. "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children." (*Becoming a Nation of Readers*)
- **Extension of background knowledge:** The more a reader knows about the topic of a text, the better the reader is able to construct meaning from the text. It is in pre-reading activities that the teacher elicits students' prior knowledge about the genre of the work to be read, as well as the topic, author, illustrations, vocabulary, and concepts. The teacher builds upon the language, culture, and experiential background that the students bring to school and relates this knowledge to the new information found in the selection.
- **Instruction in reading strategies:** When strategies used spontaneously by skilled readers in the native language and/or in English are intentionally taught to those less skilled, those strategies contribute to improved comprehension. Some examples of such strategies include previewing, predicting, skimming, scanning, and reviewing.
- **Interactive learning:** When students are involved in thinking about, writing about, and talking about their learning in English and in the native language, they show more effective growth than when they passively sit and listen. Interactive instruction, among other things, includes flexible group work, reader response activities, and shared reading.
- **Integrated activities:** Organizing instruction into broad, theme-based clusters of work through which reading, writing, and speaking activities are interrelated promotes understanding of the connections among activities and ideas whether in English and/or the native language.

CONSIDERATIONS for LEP/ELLs

- ✓ Reading strategies are universal. If taught in the native language, the same strategies can be used in reading in the second language.
- ✓ Enhance LEP/ELLs' cognitive/academic development through the use of multicultural literature in English and the native language.
- ✓ Teach reading within the context of meaningful and relevant language and experiences.
- ✓ Involve LEP/ELLs actively in instruction whenever possible.
- ✓ Be aware of LEP/ELLs' individual learning styles, cultural backgrounds, and the instructional methods favored in the native country to assist in planning effective instruction.
- ✓ Draw on LEP/ELLs' prior experiences and knowledge to foster both concept and language development.
- ✓ Encourage LEP/ELLs to use specific reading strategies, such as skimming, scanning, previewing, reviewing.
- ✓ Invite LEP/ELLs to select books to read for their own pleasure in the native language and in English.
- ✓ Provide time for sustained silent reading whenever possible.
- ✓ Design thematic instruction which includes related content-area readings.
- ✓ Promote awareness of interrelationships across disciplines to enhance cognitive development in the native language and English.

CONSIDERATIONS for LEP/ELLs

- ✓ Students who have good writing skills in the native language will be able to use them in the second language.
- ✓ Emphasize developing ideas and content first in written work; mechanics can be taught in the context of revising the text.
- ✓ Demonstrate different ways to plan and organize ideas for writing through the use of prewriting activities.
- ✓ Give LEP/ELLs daily opportunities for writing, even if each written piece does not culminate in a published work.
- ✓ Incorporate writing across the curriculum, both in language arts and in the content areas.

Considerations for Instruction: Writing

The idea that instruction in reading values the process as much as the product holds true for instruction in writing as well. Instruction is thus given in the writer's cycle of craft, or as more commonly known, "the writing process." This is a process that can be applied to learning to write in any language.

The Five Steps of the Writing Process

1. **Prewriting** - getting started: brainstorming ideas about literature or classroom themes, choosing personal topics from diaries, discussing media, etc.
2. **Writing a first draft** - the students focus on getting ideas onto paper. They think as they go, crossing out, leaving blanks, writing quickly without undue emphasis at this point on mechanics.
3. **Revising** - students review what they have written and decide how they need to change it to make their work more effective. They add more information, delete irrelevancies, and organize more efficiently. Then they share their work with classmates and teachers, who focus on ideas, order, clarity, beginnings, endings, word choices, and ways to make the piece more interesting.
4. **Proofreading/editing** - it is at this stage that students check for spelling, capitalization, punctuation, sentence structure, and usage. Teachers work on identified problems with individuals, in small groups, or with the whole class. Instruction in the mechanics of writing arises out of the specific needs demonstrated in the students' work.
5. **Publishing** - students put their writing into finished form; they may illustrate it, make books to put into class libraries, read it aloud, or place it on class or school bulletin boards, so others may enjoy it (Mullett, 1986).

In this process, effective writing instruction focuses on content over form, with emphasis on expressing ideas over mechanics. Instruction in the conventions of written language may differ from language to language but grows out of students' writing rather than workbook exercises. Responses to student writing are constructive and should take place through all five stages. Students participate in evaluating their writing and assessing their growth. In this form of writing instruction:

- The focus is on whole pieces of writing for authentic purposes in the native language and in English, rather than grammar exercises, workbooks, and ditto sheets. Writing every day, whether or not the writing eventually becomes a published work, is a very important part of learning to write.
- A climate of trust is created so that students are sure both teacher and classmates will treat their work with sensitivity; they need to feel at home, safe, respected, and free to be themselves (Calkins, 1991).
- A writing center is supplied with paper and pencils, a computer, resource books of all types, illustration materials, and dictionaries in English and the students' native languages.

During the writing process, students engage in extensive oral activities. They meet with the teacher and their classmates to reread their pieces, to listen to and discuss their ideas and the clarity of their expression, and to evaluate the success of their work. Thus, the writing experience in English or in any other language incorporates all four strands of language arts.

Incorporating Standards-Based Instruction for Limited English Proficient/English Language Learners

The ELA standards describe what **all** students, including LEP/ELLs, should know and be able to do, and together with the performance indicators show how well students should be able to perform. The ELA standards address all four language arts skills: listening, speaking, reading, and writing. Each ELA standard describes a distinct learning outcome, yet taken together, they provide a basis for the integration of language arts across the curriculum. Thus, there is a definite congruence between what the ELA standards require and the foundations of both NLA and ESL instruction.

It is incumbent upon all teachers of LEP/ELLs to appreciate the diverse aspects of linguistic development. As mentioned in Chapters 2 and 3, there is no single predictable linear progression for acquiring either a first or a second language. Both in research and in practice, there is a basic assumption that each student will progress at a rate that is commensurate with his or her level of cognitive, social, and linguistic knowledge. Although there are some general features of language learning that have been observed, all teachers of LEP/ELLs must be aware that each student will evidence progress in linguistic development in a unique manner (see **naturalistic theory of language learning**, p. 19). Therefore, such variables as learning styles, educational history, life experiences, cultural background, social perceptions, etc. will have a definite impact on the way each LEP/ELL works in the native language and in English toward achieving the ELA standards.

Developing communicative competence across the curriculum is of primary importance to all language educators. To achieve the goals of the ELA standards, intensive efforts must be made to incorporate topics relevant to the real-life experiences of the students and their families. Whole class, small group, and individual instruction must be integrated throughout the learning experience, whether in a lesson, unit of study, or theme. Educators, in both NLA and ESL, must design their instruction to include the diverse aspects of linguistic development required to achieve communicative competence. Prudent use of varied instructional approaches ensures that both the students' knowledge base and their abilities to think critically will be supported in the native language as well as in English. This congruence of philosophy and practice in NLA instruction and ESL instruction will become apparent through subsequent explanations and examples.

CONSIDERATIONS for LEP/ELLs

- ✓ Instruction in listening, speaking, reading, and writing in NLA and ESL classrooms must incorporate NYS English language arts standards.
- ✓ Communicative competence is the key to success in both academic and social settings.
- ✓ Recognize that language development does not follow a predictable, linear path.
- ✓ Include topics that are relevant to the real-life experiences of LEP/ELLs.
- ✓ Integrate content-area information into both NLA and ESL instruction.
- ✓ Allow LEP/ELLs a choice of tasks to address different learning styles and strategies.
- ✓ Vary instructional approaches to promote development of critical thinking skills.
- ✓ Plan activities which incorporate LEP/ELLs' varied life experiences and diverse cultures.
- ✓ Use a variety of materials, media, and books in English and in the students' native languages to scaffold prior knowledge and develop academic language.

ELA Standards in the NLA and ESL Classroom

On the following pages, vignettes of instructional practice aligned with each of the ELA standards are portrayed. These vignettes include examples of native language arts classes and ESL classes at varying grade levels, as outlined below:

STANDARD 1:

Vignette of a High School Russian Language Arts Class

Vignette of a Middle School ESL Class

STANDARD 2:

Vignette of an Elementary School Haitian Creole Language Arts Class

Vignette of an Intermediate School ESL Class

STANDARD 3:

Vignette of a High School Spanish Language Arts Class

Vignette of a High School ESL Class

STANDARD 4:

Vignette of a Junior High School Chinese Language Arts Class

Vignette of an Elementary ESL Class

ELA STANDARD 1:

Students will read, write, listen, and speak for information and understanding.

- ◆ As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts.
- ◆ As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

ELA STANDARD 1 in NLA and ESL Classrooms

To achieve these outcomes in NLA and ESL instruction, a broad range of developmentally appropriate, quality nonfiction texts, media, and other materials in the native language and in English must be readily available. All four language arts skills must be developed in the students' learning experiences. Information and knowledge acquired in the native language help to expand the students' ability to develop concepts in English. The students' home cultures, prior educational experiences, and levels of language proficiency must be taken into account when designing the instructional plan. Emphasis on developing cognitive-academic language and concepts across disciplines must be of primary importance in attaining this standard's desired outcomes.

Vignette: Standard 1 in a High School Russian Language Arts Class



In a high school native language arts class in Russian, students are actively engaged in jigsaw reading of a featured article from “**Новое Русское Слово**” about career opportunities in the 21st century. Prior to this activity, the teacher brainstormed with the students to find out what their ideas were about the topic of the article. In addition, she presented the students with a sentence from the article related to

the need for increased education for any job in the future, and asked the students to list the pluses, minuses, and interesting ideas that the statement called to mind. Thus, the students are actively involved with the text before reading the article itself, not only to verify their predictions,

but also to assess their opinions. They work in five-member cooperative groups, discussing the important points of their particular section of the article, and writing them down on transparency film, so that the group's reporter can inform the rest of the class about them. After the cooperative groups complete their work, each reporter explains to the whole class the main ideas of the section studied. Students take notes based on the reporters' comments. Reinforcement of the lesson occurs when students are asked to summarize the article by using their notes and writing in their reaction journals for homework that evening.

Vignette: **Standard 1 in a Middle School ESL Class**

In a middle school ESL classroom, students in small groups are researching important topics related to the upcoming local legislative election. The



students plan to write to the candidates to express their opinions about these issues. A variety of local newspapers and other reference materials are available, including information printed in the other languages represented in the class. Prior to this activity, the students categorized a brainstormed list with the teacher and determined that there were five major

issues that the candidates should address. The students work together in groups based on an interest in one of these topics. They compile a list of pros and cons about each issue, and then individually determine which side of the issue they will support. A mock debate by each group on their selected topic will conclude of the activity. As a result of this activity, students will be asked to write to each candidate about one issue, to convince the candidate of the importance of their opinions on the issues, and to ask for a reply to their letters. A culminating activity could be for self-selected members of the class to role-play the candidates in a mock debate; the other students would be free to ask questions afterwards. This activity could then be followed by a mock election. Results could be compared to the actual results of the local election.

ELA STANDARD 1:
***Implications for NLA
and ESL Instruction***

- ✓ All four language skills — listening, speaking, reading, and writing — should be included in each NLA, ESL, or ELA instructional unit.
- ✓ Develop higher-order thinking skills through the use of real-life situations that are relevant to LEP/ELLs' lives.
- ✓ Embed content-area information in all instructional planning.
- ✓ Draw on LEP/ELLs' prior knowledge about the topics during instruction.
- ✓ Prepare LEP/ELLs for the tasks they will complete through pre-reading and prewriting activities.
- ✓ Encourage risk taking and choice in selecting specific tasks to maximize the LEP/ELLs' concept and language development.

Conclusion

As can be seen through the above examples, in both the native language arts and ESL classrooms, students are required to use critical thinking skills, develop study skills, and become knowledgeable enough to transmit information accurately. They must utilize the four language skills of listening, speaking, reading, and writing to accomplish their tasks.

ELA STANDARD 2 in NLA and ESL Classrooms

To achieve the goals of Standard 2 in NLA and ESL instruction, a rich variety of developmentally appropriate, authentic, quality literature in a broad range of genres in the native language and in English must be accessible. Works by authors who represent diverse ethnic backgrounds must be incorporated into instruction. These works should reflect diverse social, historical, and cultural perspectives. Developing comprehension and appreciation of creative works and recognition and use of literary elements and techniques is of critical importance in attaining the goals of this standard. All four language arts skills should be utilized in understanding and responding to varied literary genres. Relevance to contemporary and/or personal events and situations will ensure that the students' interest and pride in their heritage will aid in their ability to produce imaginative, interpretive, and responsive writing.

ELA STANDARD 2:

Students will read, write, listen, and speak for literary response and expression.

- ◆ As listeners and readers, students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent.
- ◆ As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Vignette: **Standard 2 in an Elementary School Haitian Creole Language Arts Class**



For the past week, students in a third-grade Haitian Creole language arts class have been reading a number of original folktales from Haiti. They write their reactions to the folktales in their reading response journals. They have just finished reading *Chen Pèdi Chat Genyen*, which offers a traditional explanation of why cats can climb trees and dogs cannot. The students are becoming increasingly familiar with the form and some of the reasons for telling folktales. To demonstrate this knowledge, the teacher gives them a choice in assignment during their daily writing workshop. Students may choose one of the tales read and write a similar story, or they may write an original story to explain a natural phenomenon. Together, the teacher and the students create a rubric of elements required in a good folktale. Over the next few days, students write the folktale they have chosen. They read their stories to their “writing partners,” checking their work against the rubric. Then they revise and edit. The teacher meets individually with each student to discuss the story, and then the student rewrites and illustrates the story for publication. A “Folktale Festival Day” affords each student the opportunity to read his or her folktale to the rest of the class from the “author’s chair.” The stories are then bound into a collection and displayed in a prominent place in the school library.

Vignette: Standard 2 in an Intermediate School ESL Class



Langston Hughes, courtesy of the National Portrait Gallery, the Smithsonian Institution.

In an intermediate school ESL class the theme, “Wishes, Hopes, and Dreams,” is being explored. The students are in the process of learning about the different elements of poetry, e.g., rhyme, rhythm, metaphor, and simile. The teacher has selected a number of short poems about the theme to read aloud and discuss with the students. During this class, the teacher and students will read two poems by Langston Hughes entitled “Dreams” and “Dream Deferred.” Before reading, the class brainstorms about the kinds of dreams they have now or that they had before coming to the United States. They then organize their dreams into three categories: “Dreams Today,” “Dreams Yesterday,” and “Dreams Deferred.” The teacher reads the two poems aloud, making sure that the students comprehend the vocabulary and theme of each poem. Together the students and teacher then read the poems chorally, emphasizing the rhythm and rhyming patterns in the poems. After this activity, the students are given five minutes to quickly write their reactions to the poems and relate the poems to one or more personal experiences in their lives. As a follow-up assignment that evening, they are asked to take the information from their quick writes and create poems which reflect some aspect of the personal experiences they recorded.

ELA STANDARD 2: *Implications for NLA and ESL Instruction*

- ✓ All four language skills — listening, speaking, reading, and writing — should be incorporated into each NLA, ESL, or ELA instructional unit.
- ✓ Tasks related to the literary texts should require higher-order critical thinking.
- ✓ Utilize culturally relevant and developmentally appropriate texts to scaffold the students’ understanding of the various literary genres.
- ✓ Elicit LEP/ELLs’ personal responses to the literary texts in both oral and written form.
- ✓ Use the writing process to develop LEP/ELLs’ ability to write in different genres.
- ✓ Encourage LEP/ELLs to relate literary texts to their personal experiences.

Conclusion

The above vignettes illustrate how the themes, topics, and activities developed by the teachers in both the native language arts and ESL classes generated enough interest to enable the students to expand their knowledge through personal reactions to and extensions of the different literary texts. A variety of literary genres were used, and all four language skills were developed in a seamless web of activities that encouraged self-expression and artistic creation.

ELA STANDARD 3 in NLA and ESL Classrooms

ELA STANDARD 3: *Students will read, write, listen, and speak for critical analysis and evaluation.*

- ◆ As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others, using a variety of established criteria.
- ◆ As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

In NLA and ESL instruction for ELA Standard 3, students must understand and respond to a broad range of developmentally appropriate, authentic, quality texts and other media from a critical point of view. The curriculum should include many opportunities for students to use both oral and written language to compare and contrast ideas and information. Students should respond to ideas based on personal experience or other criteria related to analytical thinking, including evidence, logic, opinion, coherence, and motivation. Materials in the native language and in English should reflect a variety of perspectives relevant to the particular cultures represented by the students in the class. The study of individual authors and their unique cultural perspectives can be utilized to promote higher-order and divergent thinking. Skillful planning will allow students to recognize and formulate criteria for good performances, effective speech, superior literature, and persuasive arguments, both in oral and written form.

Vignette: **Standard 3 in a High School Spanish Language Arts Class**



In an eleventh-grade Spanish language arts class, the students have just completed reading and acting out selected scenes from the classic Renaissance drama, *Fuente Ovejuna*, by Lope de Vega. The teacher has already facilitated a number of discussions about the theme of political solidarity in the face of oppression by dictatorship. Students are now being asked to relate this reading to two other contemporary novels they have read: *Viudas*, by Ariel Dorfman, and *La casa de los espíritus*, by Isabel Allende. During this activity, the students break into small groups based on their preferred text and create story maps, which will be shared with the whole class afterwards. Following their presentations, the teacher invites the students to look at and compare all of the works. For homework, the students are asked to write a first draft of an essay comparing one of these contemporary works with *Fuente Ovejuna*. They are to analyze and evaluate the chosen texts from one or more perspectives, such as cultural, historical, psychological, or social points of view. The teacher distributes a rubric on which their essays will be evaluated. Time at home as well as in class will be used for developing and completing these essays, which will become part of the students' portfolios.

Vignette: Standard 3 in a High School ESL Class



In a high school ESL class, the students have spent several days reading “Four Directions” from *The Joy Luck Club*, by Amy Tan, and “Daughter of Invention” from *How the Garcia Girls Lost Their Accents*, by Julia Alvarez. Both selections feature stories in which relationships between mothers and their daughters are explored. To review the readings, the

teacher facilitates a brainstorming session to compare and contrast the two stories, and she organizes their ideas, using a Venn diagram. The extent to which the different cultures of the authors might affect the authors’ views is also examined. Then, students are invited to choose a favorite scene from one of the stories. Working in small groups, the students create a readers’ theater performance of the selected scene for the other members of the class. In making their presentations, each group must also explain to the others why the scene was chosen and how it reflects the author’s point of view. Afterwards, students are asked to reflect on their own family relationships, and to compare them with the texts they have read. For homework, students are asked to reflect on their personal family relationships, writing in their reading journals about how their experiences are similar to or different from the selections they have read.

Conclusion

In the native language arts and ESL classes in the above examples, the topics and the accompanying activities all involved critical analysis and higher-order thinking. The prior knowledge of the students and their life experiences were interwoven into the tasks, as was student choice. Instruction included activities that required the use of all four language skills. Understanding multiple perspectives on the chosen themes was supported through author and story comparisons, and through discussion of the texts in a variety of instructional modes.

ELA STANDARD 3 *Implications for NLA and ESL Instruction*

- ✓ All four language skills — listening, speaking, reading, and writing — should be incorporated into each NLA, ESL, or ELA instructional unit.
- ✓ Use different instructional configurations to ensure that multiple criteria and diverse perspectives are explored.
- ✓ Arouse the students’ interest through culturally relevant themes and materials.
- ✓ Use graphic organizers to support and enhance critical analysis and higher-order thinking skills.
- ✓ Vary activities to include both oral performances along with reading and writing tasks.
- ✓ Encourage students to use both factual information and personal experience to understand different authors’ perspectives.

ELA STANDARD 4:
Students will read, write, listen, and speak for social interaction.

- ◆ As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.
- ◆ As speakers and writers, they will use oral and written language for effective social communication with a wide variety of people.

ELA STANDARD 4:
Implications for NLA and ESL Instruction

- ✓ Both speaking and listening, along with reading and writing, should be integrated into NLA, ESL, or ELA instruction.
- ✓ Stimulate LEP/ELLs' interest through socially and culturally relevant themes.
- ✓ Use LEP/ELLs' personal experiences and interests to enrich their understanding of different people and perspectives.
- ✓ Provide LEP/ELLs with a variety of experiences and settings to enhance their communicative competence.
- ✓ Design activities to help LEP/ELLs understand the importance of nonverbal as well as verbal skills in communicating with others.

ELA STANDARD 4 in NLA and ESL Classrooms

In using language for social interaction in native language arts and ESL instruction, students need to develop the concepts and skills in the native language and in English that will enable them to understand, respect, and appreciate social interactions and the diversity of social etiquette, cultural traditions, regional dialects, and personal viewpoints. Developing all four language arts skills in the native language and in English must support effective communication for authentic purposes and for establishing, maintaining, and enhancing personal relationships. Instructional planning must enable students to recognize the behaviors of skillful language users in developing and maintaining relationships with others, in taking on different social roles, and in responding to others in a sensitive and culturally appropriate manner. An understanding of different ways to use both verbal and nonverbal techniques to convey their messages will ensure that students achieve the required goals of this standard.

Vignette: **Standard 4 in a Junior High School Chinese Language Arts Class**



In a junior high school Chinese language arts class, the teacher has invited a representative from the Chinatown Planning Council to speak to the students about opportunities for community service. In preparation for the speaker's visit, the students have compiled a list of their own areas of interest for doing volunteer work in the community. The speaker's role will be to discuss the kinds of opportunities that exist, and to explain how the students can get involved. During the speaker's presentation, the students are expected to take detailed notes and follow up with questions based on the interest inventories they had compiled previously. Afterwards, each student writes a letter to thank the speaker for his presentation. Then, for an oral presentation to their classmates, students develop reports describing their contact with community service organizations. The students describe the services they provided and discuss their personal reactions to involvement.

Vignette: **Standard 4 in an Elementary School ESL Class**



In a first-grade ESL class, various customs related to Christmas, Hanukkah, and Kwanzaa are being investigated. A questionnaire has been sent to the students' parents in which they are asked to share any special customs or stories from their native countries. A variety of books related to Christmas around the world, to Hanukkah, and to Kwanzaa have also been read aloud to the children. The teacher guides the children in developing a holiday pageant about all of the different customs and stories they have learned. The children create individual illustrations of their favorite objects or customs, e.g., the posada, the Befana, Christmas carolers, the menorah, the dreidel, the kinara, the mkeka, etc. Working in small groups of three, the children choose an illustration and

create a short description of it. Their descriptions can be dictated to the teacher or written on their own, depending on their abilities. Finally, the students memorize their texts, and working together with the teacher, develop the format for their holiday pageant. As a culminating activity, the students present their pageant at a local nursing home. Parents are invited and are asked to bring any special holiday foods they might like to share with the children and the nursing home residents.

Conclusion

These vignettes demonstrate that in both NLA and ESL classes, students learn how social etiquette, customs, and interactions lead to effective communication with others. Language is incorporated that is authentic and relevant to the students' experiences and interests. Similarities and differences in the nature of effective social interactions among a wide range of people and cultures are explored. Students are offered ample opportunities to use both verbal and nonverbal techniques to convey their messages. Finally, the importance of cultural heritage and community relations is embedded in instructional planning.

Matrices of ELA Standards and Classroom Practices

Matrices of ELA Standards and Classroom Practices

On the following pages, there are matrices of information related to each of the four ELA standards. Each matrix contains a summary of the oral/aural skills along with the reading materials and written products that meet the requirements of the standard. The information is presented at four grade-level clusters: Pre-K to 1; grades 2 to 4; grades 5 to 8; and grades 9 to 12. In addition, there is a list of relevant instructional practices, i.e., techniques, methods, and strategies, which may be used by the teacher in planning for instruction. The instructional practices will be based on the particular type of text or activity to be explored. Finally, some important considerations for NLA and ESL instruction are suggested.

It should be noted that the materials and products which are listed in these matrices have been taken from the NYS *English Language Arts Resource Guide with Core Curriculum* (1998). As will become apparent, there are a number of approaches, strategies, and techniques that can be used across all four of the ELA standards. However, it is up to the teacher to decide which of the suggested practices would yield the most beneficial results; the decision should be based on the type of text, the student's linguistic/cultural background, level of cognitive development, and language proficiency level. Therefore, these practices should not be seen as prescriptive or mandated procedures. They should be viewed only as useful and reliable methods that may be incorporated in the manner deemed most appropriate by the various language arts teachers who interact with LEP/ELLs in their classrooms.

Beginning on page 54, there are concise descriptions of the classroom practices mentioned in the ELA standards matrices.

It is important to keep in mind that all of the practices described in this section can be used successfully both in native language arts instruction as well as in English as a second language instruction.

ELA STANDARDS

Reading/Listening

ELA Standard 1:

Students will read, write, listen, and speak for information and understanding.

LISTEN TO AND READ FROM INFORMATIONAL TEXTS, such as:

- Alphabet books
- Big books (informational/reference)
- Charts
- Counting books
- Environmental print (signs/labels)
- How-to books
- Picture books (informational/reference)
- Posters
- Age-appropriate electronic texts, software

ELA Standard 2:

Students will read, write, listen, and speak for literary response and expression.

LISTEN TO AND READ BOOKS WITH LIMITED TEXT, REPETITIVE LANGUAGE, AND SIMPLE ILLUSTRATIONS, such as:

- Beginning books
- Big books
- Literary charts and posters
- Concept books
- Dictated stories
- Fairy tales
- Picture books
- Simple poems, nursery rhymes, and songs
- Electronic books

ELA Standard 3:

Students will read, write, listen, and speak for critical analysis and evaluation.

LISTEN TO AND READ BOOKS WITH LIMITED TEXT, REPETITIVE LANGUAGE, AND SIMPLE ILLUSTRATIONS, such as:

- Advertisements, such as simple slogans or songs
- Big books
- Concept books
- Dictated language experience stories
- Picture books
- Poems and rhymes
- Simple articles
- Electronic books

ELA Standard 4:

Students will read, write, listen, and speak for social interaction.

LISTEN TO AND READ BOOKS WITH LIMITED TEXT, REPETITIVE LANGUAGE, AND SIMPLE ILLUSTRATIONS ON A DAILY BASIS, such as:

- Daily routine charts
- Experience charts
- Morning messages
- Notes, cards, and letters
- Text and pictures

Grades K to 1

Writing/Speaking

CONSIDERATIONS *for LEP/ELLs*

WRITE AND SPEAK IN ORDER TO BEGIN TO TRANSMIT INFORMATION:

- Class/student-made big books
- Drawings, pictures, illustrations
- Journals
- Labels and lists
- Language experience stories
- Letters of the alphabet
- Numbers, number words
- Simple charts
- Words, phrases, and short factual sentences

WRITE AND SPEAK ABOUT IMAGINATIVE TEXTS, such as:

- Simple stories
- Poems, jingles

INTERPRET AND RESPOND TO IMAGINATIVE TEXTS, such as:

- Captions under pictures or illustrations
- Descriptive sentences
- Names of characters, places, and events
- Original stories, poems, and songs
- Short paragraphs

WRITE AND SPEAK ABOUT THE FOLLOWING TO BEGIN TO EXPRESS OPINIONS AND MAKE JUDGMENTS:

- Advertisements, including simple slogans or jingles
- Experience charts
- Posters
- Statements about likes and dislikes

WRITE AND SPEAK ABOUT THE FOLLOWING TO BEGIN TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS:

- Cards, notes, and letters
- Letters of the alphabet
- Personal experience stories
- Numbers
- Words and pictures

PLANNING CURRICULUM:

- ✓ Incorporate listening, speaking, reading, and writing into NLA and ESL instruction on a daily basis.
- ✓ Become knowledgeable about the LEP/ELLs' backgrounds, educational experiences, and values.
- ✓ Integrate content-area subjects and materials into NLA, ESL, and ELA instruction.
- ✓ Include the writing process and ensure that sufficient time is allotted for the work to be completed.
- ✓ Expose LEP/ELLs to different literary genres and acquaint them with literary elements and devices.
- ✓ Provide instruction in study skills, organizational skills, test-taking skills, note-taking skills, and reading strategies.
- ✓ Vary instructional groupings to address the diversity of learning styles, cultural backgrounds, and educational experiences among LEP/ELLs.

CLASSROOM ACTIVITIES:

- ✓ Elicit LEP/ELLs' prior knowledge on a given topic to prepare them to learn more about it; check their comprehension often as the topic is explored.
- ✓ Use pre-reading activities to create student interest and focus LEP/ELLs' attention; reinforce what they learn through post-reading activities.
- ✓ Emphasize real-life situations and problems that require higher-order thinking skills to solve, as well as cultural sensitivity and awareness.
- ✓ Make use of graphic organizers to display information clearly and logically to aid LEP/ELLs' comprehension.
- ✓ Employ drama, role play, formal presentations, and improvisation to enhance communication and understanding.

ASSESSING PROGRESS:

- ✓ Allow LEP/ELLs a choice in completing tasks related to the topic or theme whenever possible.
- ✓ Use appropriate assessments to bridge LEP/ELLs' native language knowledge into English.
- ✓ Familiarize LEP/ELLs with the formal State assessments that will be required of them.

LEARNING ENVIRONMENT:

- ✓ Ensure that a wide variety of materials and books of all literary genres are available in the LEP/ELLs' native languages and in English.
- ✓ Integrate information, literature, ideas, and activities that are relevant to the LEP/ELLs' lives, cultures, interests, and experiences.
- ✓ Create a print-rich environment in the classroom.

COLLABORATION:

- ✓ Encourage parents to participate as partners in the education of their children.
- ✓ Collaborate regularly with all teachers involved in educating LEP/ELLs.

CLASSROOM PRACTICES (Brief descriptions of these practices begin on page 54.)

Anticipation guides	Interactive journals	Previewing	Sketch-to-stretch
Brainstorming	Language experience stories	Read and retell	Songs and chants
Buddy/partner reading	Literature circles	Role play	Story impressions
Choral reading	List-Group-Label	Sentence strips w/ cloze exercises	Story maps
Cooperative learning	Pantomime	Shared reading (Read/think alouds)	Writing process
Cross-age tutoring	Predicting	Simple semantic webs	Writers' workshop

ELA STANDARDS

Reading/Listening

ELA Standard 1:

Students will read, write, listen, and speak for information and understanding.

LISTEN TO AND READ FROM INFORMATIONAL TEXTS, such as:

- Big books (nonfiction)
- Biographies/autobiographies
- Charts, graphs, posters
- Informational books
- Textbooks
- Magazines
- Newspapers
- Recipes
- Reference books
- Age-appropriate electronic texts, software, Web sites

ELA Standard 2:

Students will read, write, listen, and speak for literary response and expression.

LISTEN TO, READ AND VIEW IMAGINATIVE TEXTS AND PERFORMANCES, such as:

- Big books
- Films and video productions
- Fairy tales, folktales, and fables
- Plays
- Songs and poems (concrete poetry, limerick, haiku, cinquain)
- Stories
- Electronic books

ELA Standard 3:

Students will read, write, listen, and speak for critical analysis and evaluation.

LISTEN AND READ TO ANALYZE AND EVALUATE INFORMATION, IDEAS, AND EXPERIENCES FROM RESOURCES, such as:

- Advertisements
- Children's books
- Children's articles
- Editorials in student newspapers
- Films and video productions
- Electronic resources

ELA Standard 4:

Students will read, write, listen, and speak for social interaction.

LISTEN AND READ TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS, such as:

- Friendly letters, notes, cards, and messages
- Published diaries and journals

Grades 2 to 4

Writing/Speaking

CONSIDERATIONS *for LEP/ELLs*

WRITE AND SPEAK IN ORDER TO BEGIN TO TRANSMIT INFORMATION:

- Biographies/autobiographies
- Brief news reports
- Brief summaries
- Concept maps
- Formal letters
- Journals
- Semantic webs
- Short reports
- Simple charts, diagrams, graphs, timelines
- Simple directions
- Simple outlines

WRITE AND SPEAK ABOUT IMAGINATIVE TEXTS, such as:

- Adaptations
- Plays
- Poems and songs
- Stories

INTERPRET AND RESPOND TO IMAGINATIVE TEXTS, such as:

- Short essays
- Short reviews

WRITE AND SPEAK ABOUT THE FOLLOWING TO ANALYZE AND EVALUATE IDEAS, INFORMATION, AND EXPERIENCES:

- Advertisements
- Editorials for classroom and school newspapers
- Movie and book reviews
- Persuasive essays
- Reports and essays

WRITE AND SPEAK ABOUT THE FOLLOWING TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS:

- Friendly letters, notes, and cards to friends, relatives, and pen pals
- Personal journals

PLANNING CURRICULUM:

- ✓ Incorporate listening, speaking, reading, and writing into NLA and ESL instruction on a daily basis.
- ✓ Become knowledgeable about the LEP/ELLs' backgrounds, educational experiences, and values.
- ✓ Integrate content-area subjects and materials into NLA, ESL, and ELA instruction.
- ✓ Include the writing process and ensure that sufficient time is allotted for the work to be completed.
- ✓ Expose LEP/ELLs to different literary genres and acquaint them with literary elements and devices.
- ✓ Provide instruction in study skills, organizational skills, test-taking skills, note-taking skills, and reading strategies.
- ✓ Vary instructional groupings to address the diversity of learning styles, cultural backgrounds, and educational experiences among LEP/ELLs.

CLASSROOM ACTIVITIES:

- ✓ Elicit LEP/ELLs' prior knowledge on a given topic to prepare them to learn more about it; check their comprehension often as the topic is explored.
- ✓ Use pre-reading activities to create student interest and focus LEP/ELLs' attention; reinforce what they learn through post-reading activities.
- ✓ Emphasize real-life situations and problems that require higher-order thinking skills to solve, as well as cultural sensitivity and awareness.
- ✓ Make use of graphic organizers to display information clearly and logically to aid LEP/ELLs' comprehension.
- ✓ Employ drama, role play, formal presentations, and improvisation to enhance communication and understanding.

ASSESSING PROGRESS:

- ✓ Allow LEP/ELLs a choice in completing tasks related to the topic or theme whenever possible.
- ✓ Use appropriate assessments to bridge LEP/ELLs' native language knowledge into English.
- ✓ Familiarize LEP/ELLs with the formal State assessments that will be required of them.

LEARNING ENVIRONMENT:

- ✓ Ensure that a wide variety of materials and books of all literary genres are available in the LEP/ELLs' native languages and in English.
- ✓ Integrate information, literature, ideas, and activities that are relevant to the LEP/ELLs' lives, cultures, interests, and experiences.
- ✓ Create a print-rich environment in the classroom.

COLLABORATION:

- ✓ Encourage parents to participate as partners in the education of their children.
- ✓ Collaborate regularly with all teachers involved in educating LEP/ELLs.

CLASSROOM PRACTICES

(Brief descriptions of these practices begin on page 54.)

Anticipation guides

Brainstorming

Concept maps

Cooperative learning

Double-entry journals

Graphic organizers:

- Cause/effect
- Compare/contrast

Graphic organizers: *continued*

- Problem/solution

- Time/sequence

Into>Through>Beyond

Know-Want to Know-Learned (KWL)

List-Group-Label

Literature circles

Predicting

Previewing

PReP

Question-Answer-Relationship (QAR)

Quick writes

Read and retell

Readers' theater

ReQuest

Role play

Semantic webs

Shared reading (Read/think alouds)

Sketch-to-stretch

Story impressions

Story maps

Writing process

Writers' workshop

ELA STANDARDS

Reading/Listening

ELA Standard 1:

Students will read, write, listen, and speak for information and understanding.

LISTEN TO AND READ FROM INFORMATIONAL TEXTS, such as:

- Biographies/autobiographies
- Charts, graphs, diagrams, timelines
- Content-area textbooks
- Essays
- Informational books
- Magazines and newspapers
- Primary sources, documents
- Reference books
- Technical manuals
- Age-appropriate electronic texts, software, Web sites

ELA Standard 2:

Students will read, write, listen, and speak for literary response and expression.

LISTEN TO, READ, VIEW, AND INTERPRET IMAGINATIVE TEXTS AND PERFORMANCES, such as:

- Ballads
- Films and video productions
- Folktales and fables
- Lyric and narrative poems
- Myths and legends
- Novels
(fantasy, science fiction, historical fiction, mystery, realistic fiction)
- Plays
- Poems
(concrete poetry, limerick, haiku, cinquain, diamante, tanka)
- Short stories
- Electronic books

ELA Standard 3:

Students will read, write, listen, and speak for critical analysis and evaluation.

LISTEN AND READ TO ANALYZE AND EVALUATE INFORMATION, IDEAS, OPINIONS, THEMES, AND EXPERIENCES, such as:

- Advertisements
- Books, fiction and nonfiction
- Book and film reviews
- Essays, including scientific and historical articles and essays
- Films and video productions
- Literary texts
- Newspapers and magazines
- Public documents for general audiences
- Electronic resources

ELA Standard 4:

Students will read, write, listen, and speak for social interaction.

LISTEN AND READ TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS, such as:

- Friendly letters, notes, and cards
- Published letters, diaries, and journals
- Electronic mail (e-mail)

Grades 5 to 8

Writing/Speaking

CONSIDERATIONS *for LEP/ELLs*

WRITE AND SPEAK IN ORDER TO TRANSMIT INFORMATION:

- Biographies/autobiographies
- Brochures
- Business letters
- Charts, diagrams, graphs, timelines
- Directions, procedures
- Journals
- Learning logs
- News articles/reports
- Outlines
- Research reports (up to five pages)
- Semantic webs
- Summaries

WRITE AND SPEAK ABOUT IMAGINATIVE TEXTS, such as:

- Adaptations
- Plays
- Poems and songs
- Stories
- Video scripts

INTERPRET AND RESPOND TO IMAGINATIVE TEXTS, such as:

- Essays
- Reviews

WRITE AND SPEAK ABOUT THE FOLLOWING TO ANALYZE AND EVALUATE IDEAS, INFORMATION, AND EXPERIENCES:

- Advertisements
- Editorials for school, local, and regional newspapers
- Expository essays
- Literary critiques
- Reviews of books, plays, poems, and films
- Persuasive texts
- Speeches

WRITE AND SPEAK ABOUT THE FOLLOWING TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS:

- Friendly letters, notes, and cards to friends, relatives, and pen pals
- Personal journals

PLANNING CURRICULUM:

- ✓ Incorporate listening, speaking, reading, and writing into NLA and ESL instruction on a daily basis.
- ✓ Become knowledgeable about the LEP/ELLs' backgrounds, educational experiences, and values.
- ✓ Integrate content-area subjects and materials into NLA, ESL, and ELA instruction.
- ✓ Include the writing process and ensure that sufficient time is allotted for the work to be completed.
- ✓ Expose LEP/ELLs to different literary genres and acquaint them with literary elements and devices.
- ✓ Provide instruction in study skills, organizational skills, test-taking skills, note-taking skills, and reading strategies.
- ✓ Vary instructional groupings to address the diversity of learning styles, cultural backgrounds, and educational experiences among LEP/ELLs.

CLASSROOM ACTIVITIES:

- ✓ Elicit LEP/ELLs' prior knowledge on a given topic to prepare them to learn more about it; check their comprehension often as the topic is explored.
- ✓ Use pre-reading activities to create student interest and focus LEP/ELLs' attention; reinforce what they learn through post-reading activities.
- ✓ Emphasize real-life situations and problems that require higher-order thinking skills to solve, as well as cultural sensitivity and awareness.
- ✓ Make use of graphic organizers to display information clearly and logically to aid LEP/ELLs' comprehension.
- ✓ Employ drama, role play, formal presentations, and improvisation to enhance communication and understanding.

ASSESSING PROGRESS:

- ✓ Allow LEP/ELLs a choice in completing tasks related to the topic or theme whenever possible.
- ✓ Use appropriate assessments to bridge LEP/ELLs' native language knowledge into English.
- ✓ Familiarize LEP/ELLs with the formal State assessments that will be required of them.

LEARNING ENVIRONMENT:

- ✓ Ensure that a wide variety of materials and books of all literary genres are available in the LEP/ELLs' native languages and in English.
- ✓ Integrate information, literature, ideas, and activities that are relevant to the LEP/ELLs' lives, cultures, interests, and experiences.
- ✓ Create a print-rich environment in the classroom.

COLLABORATION:

- ✓ Encourage parents to participate as partners in the education of their children.
- ✓ Collaborate regularly with all teachers involved in educating LEP/ELLs.

CLASSROOM PRACTICES

(Brief descriptions of these practices begin on page 54.)

Anticipation guides
Brainstorming
Concept maps
Cooperative learning
Cross-age tutoring
Directed Reading
Thinking Activity
Double-entry journals

Graphic organizers:
• *Cause/effect* • *Process steps*
• *Compare/contrast* • *Rank/order*
• *Problem/solution* • *Time/sequence*
Interactive journals
Into>Through>Beyond
Know-Want to Know-Learned
List-Group-Label
Literature circles

Plus-Minus-Interesting
Predicting
Previewing
PREP
Question-Answer-Relationship
Quick writes
Read and retell
Readers' theater
ReQuest

Semantic webs
Shared reading (Read/think alouds)
Role play
Sketch-to-stretch
Story impressions
Story maps
Survey-Question-Read-Recite-Review
Think-Pair-Share
Writing process

ELA STANDARDS

Reading/Listening

ELA Standard 1:

Students will read, write, listen, and speak for information and understanding.

LISTEN TO AND READ FROM INFORMATIONAL TEXTS, such as:

- Biographies/autobiographies
- Complex charts, graphs, diagrams, timelines
- Content-area textbooks
- Essays
- National and international newspapers, periodicals, and journals
- Primary and secondary sources
- Technical manuals
- Workplace documents
- Online electronic databases and Web sites

ELA Standard 2:

Students will read, write, listen, and speak for literary response and expression.

LISTEN TO, READ, VIEW, AND INTERPRET IMAGINATIVE TEXTS AND PERFORMANCES, such as:

- Ballads
- Films and video productions
- Folktales and fables
- Free verse
- Literary criticism
- Lyric and narrative poems (concrete poetry, limerick, haiku, cinquain, diamante, tanka)
- Myths and legends
- Novels (fantasy, science fiction, historical fiction, mystery, realistic fiction)
- Plays
- Short stories
- Sonnets
- Electronic books

ELA Standard 3:

Students will read, write, listen, and speak for critical analysis and evaluation.

LISTEN AND READ TO ANALYZE AND EVALUATE IDEAS, INFORMATION, OPINIONS, ISSUES, AND EXPERIENCES FROM ACADEMIC AND NONACADEMIC SOURCES, such as:

- Advertisements
- Book, drama, and film reviews
- Editorials
- Literary texts
- Periodicals
- Position papers
- Professional journals and technical manuals
- Public documents
- Texts of speeches
- Electronic resources, including listservs

ELA Standard 4:

Students will read, write, listen, and speak for social interaction.

LISTEN AND READ TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS, such as:

- Friendly letters, notes, and cards
- Published letters, diaries, and journals
- Electronic mail (e-mail)

Grades 9 to 12

Writing/Speaking

CONSIDERATIONS *for LEP/ELLs*

WRITE AND SPEAK IN ORDER TO TRANSMIT INFORMATION:

- Analysis of data
- Complex charts, graphs, diagrams, timelines
- Feature articles
- Instructional manuals
- Journals
- Learning logs
- Outlines
- Research reports (up to ten pages)
- Syntheses of information
- Technical reports
- Thesis, support papers

WRITE AND SPEAK ABOUT IMAGINATIVE TEXTS, such as:

- Autobiographical sketches
- Plays for stage and screen
- Poems and songs
- Stories
- Video scripts

INTERPRET AND RESPOND TO IMAGINATIVE TEXTS, such as:

- Essays
- Reviews

WRITE AND SPEAK TO ANALYZE, EVALUATE, AND PRESENT OPINIONS ABOUT IDEAS, INFORMATION, ISSUES, EXPERIENCES, AND JUDGMENTS, such as:

- Expository essays
- Literary critiques
- Reviews of books, drama, and film
- Editorials for newspapers and magazines
- Political debates, speeches, and interviews
- Responses to Internet listserv discussion groups
- Advertisements

WRITE AND SPEAK ABOUT THE FOLLOWING TO ESTABLISH, MAINTAIN, AND ENHANCE PERSONAL RELATIONSHIPS:

- Friendly letters, notes, and cards
- Personal journals
- Friendly electronic mail (e-mail)

PLANNING CURRICULUM:

- ✓ Incorporate listening, speaking, reading, and writing into NLA and ESL instruction on a daily basis.
- ✓ Become knowledgeable about the LEP/ELLs' backgrounds, educational experiences, and values.
- ✓ Integrate content-area subjects and materials into NLA, ESL, and ELA instruction.
- ✓ Include the writing process and ensure that sufficient time is allotted for the work to be completed.
- ✓ Expose LEP/ELLs to different literary genres and acquaint them with literary elements and devices.
- ✓ Provide instruction in study skills, organizational skills, test-taking skills, note-taking skills, and reading strategies.
- ✓ Vary instructional groupings to address the diversity of learning styles, cultural backgrounds, and educational experiences among LEP/ELLs.

CLASSROOM ACTIVITIES:

- ✓ Elicit LEP/ELLs' prior knowledge on a given topic to prepare them to learn more about it; check their comprehension often as the topic is explored.
- ✓ Use pre-reading activities to create student interest and focus LEP/ELLs' attention; reinforce what they learn through post-reading activities.
- ✓ Emphasize real-life situations and problems that require higher-order thinking skills to solve, as well as cultural sensitivity and awareness.
- ✓ Make use of graphic organizers to display information clearly and logically to aid LEP/ELLs' comprehension.
- ✓ Employ drama, role play, formal presentations, and improvisation to enhance communication and understanding.

ASSESSING PROGRESS:

- ✓ Allow LEP/ELLs a choice in completing tasks related to the topic or theme whenever possible.
- ✓ Use appropriate assessments to bridge LEP/ELLs' native language knowledge into English.
- ✓ Familiarize LEP/ELLs with the formal State assessments that will be required of them.

LEARNING ENVIRONMENT:

- ✓ Ensure that a wide variety of materials and books of all literary genres are available in the LEP/ELLs' native languages and in English.
- ✓ Integrate information, literature, ideas, and activities that are relevant to the LEP/ELLs' lives, cultures, interests, and experiences.
- ✓ Create a print-rich environment in the classroom.

COLLABORATION:

- ✓ Encourage parents to participate as partners in the education of their children.
- ✓ Collaborate regularly with all teachers involved in educating LEP/ELLs.

CLASSROOM PRACTICES

(Brief descriptions of these practices begin on page 54.)

Anticipation guides
Brainstorming
Concept maps
Cooperative learning
Cross-age tutoring
Directed Reading
Thinking Activity
Double-entry journals

Graphic organizers:
• *Cause/effect* • *Process steps*
• *Compare/contrast*
• *Time/sequence* • *Rank/order*
• *Problem/solution*
Interactive journals
Into>Through>Beyond
Know-Want to Know-Learned
List-Group-Label

Literature circles
Plus-Minus-Interesting
Predicting
Previewing
PREP
Question-Answer-Relationship
Quick writes
Read and retell
Readers' theater
ReQuest

Role play
Semantic webs
Shared reading (Read/think alouds)
Sketch-to-stretch
Story impressions
Story maps
Survey-Question-Read-Recite-Review
Think-Pair-Share
Writing process

Descriptions of Classroom Practices

INTRODUCTION

The descriptions of classroom practices in this section are equally useful for students in both NLA and ESL classes. Several of the examples contained in this section are shown in languages other than English, so that the congruence in their use in classroom practice can be made explicit.

It is hoped that both NLA and ESL teachers will find these concise descriptions helpful in understanding some of the ways in which instruction can be varied according to the individual needs of limited English proficient/English language learners and the specific ELA standards that are being addressed.

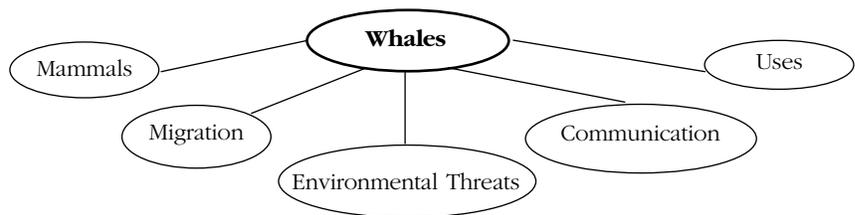
Anticipation Guides: This practice assists students in activating their prior knowledge about a topic, as well as creating a purpose for reading. The teacher selects important ideas in the text, and then creates a written list of a few statements with which students may agree or disagree. These statements are given to the students prior to reading the text. Students may discuss the statements or individually respond to them on their own. The students proceed to read the selection, and afterwards compare their responses to the information in the text. Students should be given time after reading to adjust or modify their responses as a result of the information learned.

Brainstorming: An activity involving all four language skills that can be used before reading, during reading, or after reading. The whole class or small groups are asked to share their ideas about a concept, book, or piece of text. During this activity, all student responses should be recorded on a blackboard, piece of paper, or overhead film without any corrections. As the lesson proceeds, this list can be reviewed, revised, and/or corrected, as necessary.

Buddy/Partner Reading: A reading activity in which students are paired to read together in the native language or in English. Each partner takes responsibility to help the other as the book or text is read aloud. Students should be encouraged to discuss the ideas and concepts in the text and relate them to other readings or prior experiences.

Choral Reading: A whole class activity in which a piece of text is read aloud by the teacher, and the students respond by repeating the words after the teacher. In a different variation, the class may be divided into two or more groups with each group being responsible for repeating certain sections of the text. For beginning readers, use of choral reading with big books or poems can also involve pointing to the individual words as they are read and repeated.

Concept Maps: A graphic means of displaying information related to an idea or topic. The main idea is displayed in a prominent place, and supporting ideas are shown as related to it. Brainstorming before discussing a topic, or review of information contained in the text, may be used to construct concept maps in the native language or in English.



Cooperative Learning: A classroom practice which involves all four language arts skills. Students are divided into small heterogeneous groups to work together for a variety of purposes related to the topic or theme. Each member of the group is assigned (or may choose) a formal role to support the work of the group, e.g., time-keeper, facilitator, recorder, reporter, materials manager, encourager, etc. These roles can be rotated over time. This type of group work requires the careful attention of the teacher to ensure that each individual has opportunities and responsibilities in contributing to the development of the overall product. Initially, learning to work in cooperative groups usually entails intensive practice and guidance for the students. Teachers should also be sensitive to the needs of students who come from cultural groups that prefer to work independently, and accommodate such differences.

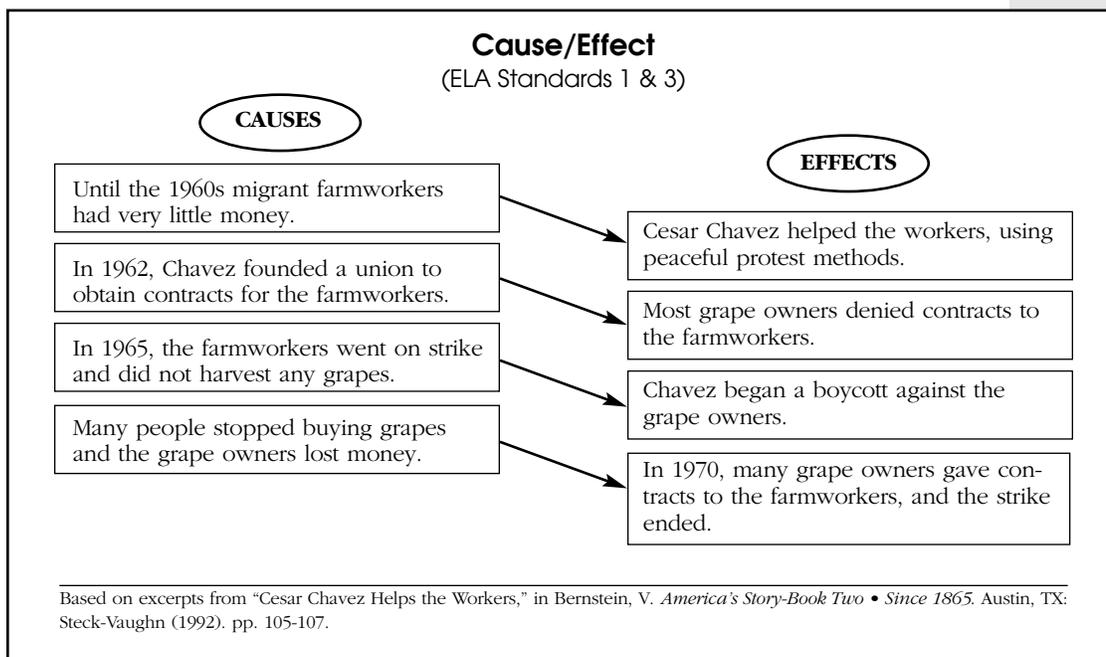
Cross-Age Tutoring: This practice involves the instruction of a student by a knowledgeable student of another age group, usually older and possibly from the same linguistic background. It generally involves a student from a higher grade level working with a student from a lower grade level on a regularly scheduled basis, and requires ongoing collaboration between teachers at both levels. Research has shown that this practice benefits both the older as well as the younger student.

Directed Reading Thinking Activity (DRTA): This practice is a step-by-step process for presenting a reading lesson, especially in the content areas. It is a stop-and-start technique used to help students read through particularly difficult texts. Through the teacher's skillful planning, students' comprehension is enhanced through a series of procedures which guide interpretation, foster prediction, and teach the students how to break material into key conceptual chunks. Each part of the passage is read aloud and discussed thoroughly. The teacher divides the passage into meaningful segments and thinks about how these parts fit into the whole. Students are asked to generate questions or make predictions about the text and to comment on the reading afterwards. This practice also develops students' metacognition by allowing them to monitor their own reading strategies.

Double-Entry Journals: This practice enhances student comprehension of text by encouraging them to interact with it, make choices about it, and respond to their choices. It gives each student a chance to identify something in the text which is important to them. A piece of paper or leaf in a composition book is folded in half lengthwise. The student writes a word, phrase, sentence, question, or paragraph in the left-hand column, and then reacts to what s/he has written in the right-hand column. These reactions may include responses based on experiences, or questions the student may have about the selected text. This practice may be helpful in developing the students' skills in interpreting text or taking notes.

Graphic Organizers: The use of these visual displays of key concepts and ideas about a topic or text provides students with a variety of structures through which they can access, organize, and evaluate information in any language. The use of graphic organizers also enables them to use their prior knowledge and experiences and relate them to new concepts and ideas to be learned. Some often-used models of graphic organizers are: Cause/Effect; Compare/Contrast; Fact/Proof; Problem/Solution; Process Steps; Rank/Order; and Time/Sequence. Examples of these organizers follow:

Cause/Effect Organizer:



Compare/Contrast Organizer:

Organizador de comparación/contraste
(ELA Standard 3)

<u>Diferencias</u> <i>Differences</i>	<u>Semejanzas</u> <i>Similarities</i>	<u>Diferencias</u> <i>Differences</i>
<p>Nació en Maryland en el año 1820 <i>(She was born in Maryland in the year 1820)</i></p> <p>Se escapó a Filadelfia <i>(She escaped to Philadelphia)</i></p> <p>Regresó varias veces al sur para conseguir la libertad de 300 esclavos <i>(She returned to the South a number of times to lead 300 slaves to freedom)</i></p> <p>Sirvió como espía para el ejército de la Unión durante la guerra civil <i>(She worked as a spy for the Union during the Civil War)</i></p>	<p>Nacieron siendo esclavos <i>(They were born as slaves)</i></p> <p>Escaparon de la esclavitud <i>(They escaped from slavery)</i></p> <p>Trabajaron para liberar a los demás esclavos <i>(They worked to free the other slaves)</i></p>	<p>Era un líder importante del movimiento de abolición <i>(He was an important leader in the abolitionist movement)</i></p> <p>Se escapó de Massachussets <i>(He escaped from Massachussets)</i></p> <p>Era un orador muy famoso en la lucha contra la esclavitud <i>(He was a very famous orator in the struggle against slavery)</i></p> <p>Publicó su propio periódico para promover la abolición <i>(He published his own newspaper to promote abolition)</i></p>
HARRIET TUBMAN		FREDERICK DOUGLASS

Based on excerpts from "La lucha contra la esclavitud gana terreno" in Garcia, J., Harley, S., and Howard, J. *Una Nación, Muchos Pueblos: Volumen Uno*. Upper Saddle River, NJ: Globe Fearon (1995). pp. 206-208.

Fact/Proof Organizer:

Fact/Proof
(ELA Standards 1 & 3)

<p>Fact: The invention of the microscope marked a major advance in the development of science.</p>	<p>Proof:</p> <ol style="list-style-type: none"> 1. Scientists could see and learn about bacteria. 2. Scientists could look for ways to stop diseases. 3. Millions of lives were saved as a result.
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Based on excerpt from "Inventions That Changed the Way We Live" in Kessler, C., Lee, L., McClosky, M.L., Quinn, M.E., and Stack, L. *Making Connections 2*. Boston, MA: Heinle and Heinle, Publishers (1994).

Problem/Solution Organizer:

Pwoblèm/Solisyon (ELA Standard 2)	
Pwoblèm (Problem)	Solisyon (Solution)
Chen ak chat te vle grenpe yon pye bwa pou yo te pran yon zaboka. Men yo youn pat ka grenpe. <i>A dog and a cat wanted to climb up a tree to pick an avocado, but neither of them was able to climb.</i>	Chen ak chat al kote wa a pou mande pwen pou yo ka grenpe. <i>The dog and cat went to see the king, begging him to endow them with the gift of being able to climb.</i>
Wa a pa gen ase pwen pou grenpe pou tou lè 2 li gen pwen pou youn sèlman. <i>The king only had enough of the gift of climbing ability for one of the animals.</i>	Wa a deside pou chen ak chat fè yon kous pou wè kiyès kap genyen pwen an. <i>The king ordered the dog and cat to have a race, and the winner would get the prize of climbing ability.</i>
Chat twonpe chen pou li kapab genyen kous la. <i>The cat tricked the dog, so he could win the race.</i>	Chat genyen kous la. <i>The cat won the race and the prize.</i>

Based on "Chen Pèdi Chat Genyen" ("Dog Lost, Cat Won") by Pauris Jean-Baptists from *M'ap Li ak Kè Kontan* [3]. (*I am Reading Happily* [3].) Collection FIC. Port au Prince, Haiti: Henri Deschamps (1984). pp. 70-73.

Process Steps Organizer:

Process Steps
(ELA Standards 1 & 4)

Making Coconut Ice

1. Grate the meat of 2 coconuts into a bowl.
2. Add 6 cups of hot water to the grated coconut.
3. Squeeze the water and coconut in a piece of cloth to extract the milk.
4. Combine with 1 and 1/2 cups sugar and 1 tsp. of grated lemon rind.
5. Freeze until firm.
6. Enjoy your coconut ice!

From *Puerto Rican Disbes*. Cabanillas, B. and Ginorio, C. San Juan, PR: Editorial Universitaria Universidad de Puerto Rico (1977).

Rank/Order Organizer:

Organizador de categoría/orden

(ELA Standard 4)

Las cinco cualidades más importante de ser un amigo/a:
The five most important qualities in being a friend

1. Honestidad (*Honesty*)
2. Confianza (*Trust*)
3. Aceptación (*Acceptance*)
4. Lealtad (*Loyalty*)
5. Apreciación (*Appreciation*)

Time/Sequence Organizer:

Tan/Lòd

(ELA Standard 1)

1. Paran Ti Soufri yo te mouri. Yo te voye li al viv ak marenn li.
(*Ti Soufri's parents died. She was sent to live with her godmother.*)
2. Se li ki te okipe tout kay la.
(*She was given the responsibility to care for the entire house.*)
3. Marenn li maltrete l.
(*Her godmother mistreated her.*)
4. Ti Soufri manje yon zoranj san pèmasyon, li kache grenn zoranj yo nan cheve l.
(*Ti Soufri ate an orange without her godmother's permission. She hid the seeds in her hair.*)
5. Marenn li te voye li degage l jwenn yon zoranj pou ranplase sa li te manje a.
(*Her godmother sent her away to find and replace the orange that she ate.*)
6. Ti Soufri te ranplase zoranj la, marenn nan te mouri; Ti Soufri te eritye kay la.
(*Ti Soufri replaced the orange. Her godmother died, and Ti Soufri inherited her house.*)

Based on the story "Ti Soufri" from *M'ap Li ak Kè Kontan* [3]. Collection FIC. Port au Prince, Haiti: Henri Deschamps (1984). pp. 50-56.

Interactive Journals: These journals, also known as “dialogue journals,” are non-graded written conversations between partners, generally between student and teacher. These “conversations” provide an opportunity to write for real purposes regardless of the student’s level of language proficiency. Entries may involve any topic of importance to the student, and teacher responses are relevant to the topics introduced by the student in the native language or in English. This type of journal can be helpful in authentically assessing the student’s progress in learning language, and may also alert teachers to areas in which the student may need individualized support.

Into>Through>Beyond: This practice is divided into three stages. The “Into” stage involves generating student interest in a text by eliciting prior knowledge that may be useful in comprehending and interpreting the work. Anticipation guides help students to identify their ideas about the topic. Encouraging students to make predictions about the text can also be useful. The “Through” stage involves actual reading of the text. The reading may be done silently, or as a read aloud by the teacher or students. The text may be divided into chunks or excerpted in order to help students develop specific comprehension skills, such as sequencing, character analysis, recognizing literary devices, etc. In addition, the use of graphic organizers may be used to aid students’ understanding of the text. The “Beyond” stage involves students in activities that extend beyond the text. Students might be asked to discuss or write about their reactions and thoughts as they reflect on the text that has been read. Students may also be asked to develop ideas for creating additional projects that would extend and enhance their learning.

Jigsaw Reading: This practice is a form of cooperative learning which involves reading and comprehending a lengthy or complex piece of text. This process is designed to foster students’ interdependence as well as independence in comprehending, analyzing, and synthesizing text. Initially, the teacher divides the selected text into several logical pieces of the same approximate length. Small groups are then assigned the task of becoming “experts” on the chunk of text they receive. Once they have become “experts,” each small group reports to the entire class on the knowledge they have attained, thus ensuring that the other groups become knowledgeable about the topic as a whole. The students may be encouraged to use visual charts or other forms of graphic organizers in making their presentation. In another variation, an “expert” from each small group is then regrouped with an “expert” from each of the other teams. In each of the regrouped teams, the entire text is presented through sequential reporting and discussion led by each “expert.” A related practice, known as “Co-op Co-op,” can be used for investigating major content-area topics or themes over a more extended period of time. Each small group is held responsible for producing a report on a mini-topic within the overall area of investigation. A variety of texts and other media related to the topic are made available to the students as they complete their investigations and compose their group reports. Careful planning, observation, individual support, and ongoing feedback by the teacher are required as the small group work proceeds.

Know-Want to Know-Learned (K-W-L): This practice involves both pre-reading, during reading, and post-reading activities. It moves students from what they already know (or think they know) about a topic to what they have learned through the construction of a chart. Pre-reading activities can include brainstorming, categorizing, thinking aloud, and generating questions. During the reading the students answer the questions, review and revise their prior ideas, and add to their knowledge about the topic. After reading, the students discuss the learned information, and perhaps raise additional questions about the topic. The chart can be used both as the foundation for reading of selected text(s), as well as for following up on the knowledge attained through the reading. It may also prompt further

investigation and spawn group or individual projects. Additional variations of K-W-L charts may include **how** to find out the answers to questions posed, and what may **still** be learned on the topic (**K-W-L-H-S**). Below is an example of a K-W-L-H-S chart on “Rain Forests”:

K-W-L-H-S CHART RAIN FORESTS		
What we KNOW	What we WANT to know	What we LEARNED
<ul style="list-style-type: none"> • Hot climate • Lots of different trees • Strange animals • Important to Earth 	<ol style="list-style-type: none"> 1. Why are rain forests important? 2. What kinds of trees are there? 3. What kinds of animals are there? 4. How many rain forests are there? 	<ol style="list-style-type: none"> 1. “Greenhouse effect” 2. Tree stratification 3. Medicinal plants 4. Endangered species
HOW can we find out?		
Books, encyclopedias, magazine articles, newspapers, museums, National Wildlife Federation, Friends of the Earth.		
What do we STILL want to learn?		
How do scientists find plant medicines? What can we do to help save endangered animals?		

Language Experience Stories: This practice can be especially useful when working with beginning literacy students of all ages in NLA and ESL instruction. It is based on the idea that students can write by dictating to the teacher what they already know and can express verbally, and that they can then read what has been written. The students’ first reading materials thus come from their own repertoire of language. The major advantage of this practice is that the text is both cognitively and linguistically appropriate since the stories come from the students themselves. Instruction in grammar and other skills becomes integrated into the creation of the stories. The teacher serves as facilitator, rather than only the editor, in the entire writing and reading process. These stories may be based on personal experiences or on experiences students have participated in during class. These stories may be dictated to the teacher individually, or in small groups, or may be written by the whole class. Stories can be illustrated by the students and placed in classroom collections that can be read and reread.

List-Group-Label: This practice encourages the process of classification and helps students understand new concepts when they discover new relationships. The teacher selects a key word or words which relate to an important concept, and asks the students to brainstorm additional related words. The teacher (or a student) writes down all of the words that are elicited. The students, usually working in small groups, are then asked to arrange the words into groups that have something in common, and label each group with a heading that categorizes most of the items. Students then must explain how they formed their categories. Words that do not fit into any category are important to note and investigate. List-Group-Label is a helpful post-reading activity because it reinforces important vocabulary related to a topic, and allows the teacher to gain insight about the level of the student’s comprehension. In addition, teaching students the process of classification helps in the development of their critical thinking abilities.

Literature Circles: Also known as literature discussion groups, literature circles consist of small groups of students who choose the same book to read and discuss within the classroom setting. Adequate preparation for the discussion involves reading the book (or portions of it) in advance and having a specific time allotted for the group discussion in class. The students self-select the books. Available in small classroom sets, the books the students choose from represent various reading ability levels and may or may not be related to a particular instructional theme. The heterogeneity of reading levels within a group is established by the students themselves through their own interests. The teacher acts as facilitator of or guide to the discussions, sharing his or her thoughts with each group as the literature discussions take place. The students may also be required to write journal entries about the books they are reading to share with the other members of the group during their discussions.

Pantomime: This is a form of role play in which students act out without speaking the elements of a story that has been read aloud by the teacher. It is particularly helpful for students who are in the preproduction stage of language development. Comprehension is enhanced, but there are no requirements for linguistic production (speech). This practice can also be used in a game of charades for enhancing vocabulary acquisition. Teachers should pay careful attention to the use of gestures which may have different meanings in other cultures.

Plus-Minus-Interesting (P-M-I): This pre-reading practice can be used to activate the students' interest in a controversial topic by eliciting their opinions. A statement from the text or its main idea is presented by the teacher. Students react to the statement by brainstorming as a group, or in individual or paired work. Discussion of the students' reactions can precede or follow reading. Students may be asked to review and revise their lists as a result of the reading.

P-M-I CHART		
IDEA: "Someday scientists will make computers that can act and think like human beings." [*]		
PLUS	MINUS	INTERESTING
<ul style="list-style-type: none"> • It will sure make life easier. • Many machines already can do difficult tasks. 	<ul style="list-style-type: none"> • People will lose jobs. • Life could be very controlled by machines. 	<ul style="list-style-type: none"> • Is it really possible? • When would this be able to happen?
<small>*Main idea from "Making Intelligent Machines" by M. May in <i>Muse</i>, Vol. 2, No. 2, March/April 1998, pp. 11-16.</small>		

Predicting: Prediction is a strategy that is beneficial for students in all grade levels from Pre-K through grade 12 and beyond. Students are asked to use all of their resources to predict what they think is coming next in a given text. It involves drawing upon their prior knowledge, prior context, and any available cues, such as pictures. The teacher can model or demonstrate how they themselves use such cues to predict. The teacher can then invite the students to do the same, and discuss how prior knowledge and cues helped them to predict what they did. As the class progresses through the text, the students can be asked to discuss whether or not their predictions were correct, and to make new predictions based on what they already know.

Previewing: Previewing a text before reading it is a useful preparation activity which enables students to establish their own expectations about the information they will find in the text and the way it will be organized. Previewing introduces various aspects of the text, helps readers predict what they will read, and gives them a framework to help make sense of the information. Such things as title, author or source, subtitles and subheadings, photographs and drawings, graphs, charts or tables, and/or style of print provide clues to the information that is presented to the reader. Previewing may also involve teaching students to skim and scan for information. This instructional approach is equally valuable in preparing students for reading fiction as well as nonfiction.

PRéP (Pre-Reading Plan): The PRéP or Pre-Reading Plan is a three-step assessment/instructional procedure for teachers to use before assigning textbook reading to their students. This group discussion activity helps both teachers and students gain information about students' text-related prior knowledge. Its purpose is to activate and assess background knowledge, and to stimulate students' personal awareness of the topic. Through a teacher-prepared set of questions, students are invited to brainstorm their ideas or associations on the selected topic or key concept, discuss their associations, and then reformulate and elaborate their prior knowledge on the subject. After brainstorming, the ideas can be categorized prior to reading in small groups. The students then read to verify, change, or add to their lists. The whole class then discusses what they learned. This instructional practice has the benefit of not only activating the students' schemata prior to reading, but also helping to support metacognitive development.

Question-Answer-Relationship (QAR): This practice provides a useful basis for pre-reading, during reading, and post-reading activities. In it, students are asked to look for information that is "Right There," that will require them to "Think and Search," that will establish a relationship between the "Author and Me," and that will require them to think about the topic "On My Own." The teacher prepares questions about the text to highlight the essential content of the selection and its organization. The students then identify the type of question for each question the teacher has introduced, and note where they will probably find the answer. The students also predict their responses to "On My Own" questions before reading. Then they read to answer all questions. They will confirm or revise their predictions to the "On My Own" questions. Additional questions about the text can also be elicited from the students, who will need to identify the question type. The value of this practice lies in its ability to help students locate information more effectively, to better understand text structure, to practice making inferences, and to relate the text to personal experience. An example of QAR is shown below:



En el texto

Relación

PRR (QAR)

Pregunta



En mi mente

está escrito

piensa y busca

el autor y yo

por mi parte

<p>1. ¿Para qué se usan el mármol y el granito? 1. <i>What things do we use marble and granite to make?</i></p> <p>_____</p> <p>_____</p>	<p>1. ¿Cómo me sentiría si viviera cerca de un volcán? 1. <i>How would I feel if I lived near a volcano?</i></p> <p>_____</p> <p>_____</p>
<p>2. ¿Por qué tenían los estudiantes que ponerse ciertas vestimenta? 2. <i>Why did the students have to wear special clothing?</i></p> <p>_____</p> <p>_____</p>	<p>2. ¿Cómo se formaron las islas del Caribe? 2. <i>How were the islands in the Caribbean formed?</i></p> <p>_____</p> <p>_____</p>

Based on *El autobus mágico en el interior de la tierra*. Joanna Cole and Bruce Degan. New York, NY: Scholastic, Inc. (1991).

Quick Writes: Quick writes can be viewed as a way to allow students to brainstorm on a topic silently and individually within a short time period (usually five minutes or less). Quick writes can be used to introduce a subject or to react to something the students have already read or experienced. The responses that the students record can then be used in class discussions of the topic. Quick writes can also allow the students to see how much they have learned about a concept from their pre-reading ideas to their post-reading understanding of the topic. Quick writes should not be used for formal writing evaluation, but as a mechanism for activating the students' background knowledge and allowing them to see how their understanding of the topic has changed. Quick writes also get students accustomed to putting their ideas down on paper quickly without having to worry about being graded.

Read and Retell: This approach allows the teacher to gauge the students' comprehension of the text, and helps students to understand the story grammar of narrative text. When used on an individual basis, the teacher allows the student to read a story silently. The teacher then asks the student to retell in his/her own words what has been read. A story map may be used to record the student's answers. After the student is finished with the retelling, the teacher may ask more probing questions to elicit additional information about the story that may not have been included. Questions may involve characters, events, plot, theme, or setting. This practice can also be incorporated into a whole class setting in which all of the students may help to complete the retelling of a story previously read aloud. The retold story is recorded on an oversized story map by the teacher. Later, each student may copy the story map into a notebook. It is also possible to use this technique in small groups, with the students taking responsibility for reading a selected book and completing a story map cooperatively.

Readers' Theater: This activity involves a performance of literature; a story, play, poetry, etc. is read aloud expressively by one or more persons, rather than memorized and acted. This practice has been recommended as a good way to acquire a second language because it involves a great deal of repetition. As the students rehearse, the words become part of their vocabulary without conscious memorization. Students can also be encouraged to write their own scripts based on information learned in a nonfiction text. Reader's theater can be a culminating activity to any thematic unit.

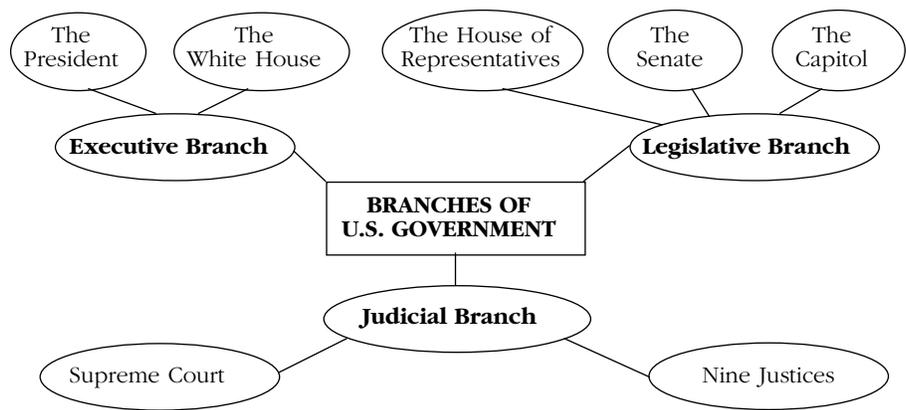
ReQuest: ReQuest is a way to encourage students to ask their own questions about a topic, to break text on the topic down into manageable parts, to set their own purposes for reading, to promote inferencing, and to help build background for less familiar concepts. In a whole class setting, the teacher and the students silently read a paragraph or two of the passage. The teacher closes the book and calls on students to pose questions about the material just read, which s/he then answers. Then the teacher switches roles with the students, and asks them questions they must answer. Upon completion of the student-teacher exchanges, the next segment of the text is read silently and the process is repeated. It is important for the teacher to model good questions and to use the text as a source of information if s/he cannot answer the questions the students pose. An alternative way to use ReQuest is to have students work in pairs. They can choose to read a passage aloud or silently, and then ask each other questions about the text in the sequence described above. The answers to the questions should be confirmed by consulting the text. This practice can be used with either expository or narrative text of medium length.

Response Journals: Also known as "literature response logs" or "dialogue journals," this form of journal exchange involves the students and the teacher in writing in reaction to literature in the native language and in English that is read in class. Response journals are an excellent way of connecting reading to writing, extending the meaning of text, and giving readers ownership of their literary experiences. Entries can be responses to open-ended questions or freewriting that can be shared with a teacher or other students. Students should be encouraged to express their opinions, relate their experiences, and refer to the book they have read for ideas and support for their

comments. It is crucial that the teacher respond sensitively to the student's comments, and use the viewpoint or interpretation of the student to facilitate a deeper understanding of the text. The teacher's guiding responses should not dominate the written discussion, but rather should result in the students' coming to perceive themselves as valued readers who take as much pleasure in the reading and journal exchange as the teacher does.

Role Play: Role play has many advantages at all levels of proficiency. Students are actively involved in creating a role for themselves, and in demonstrating their understanding of a story or situation well enough to "put themselves in another person's shoes." Role play can be used in a variety of ways, e.g., to retell narrative stories, to portray historical figures, to recreate real-life situations, and to help deal with social problems. Throughout the role-play situation the teacher can prompt, expand, or offer help. Role play is also advantageous when dealing with students of mixed proficiency levels from different cultural and linguistic backgrounds.

Semantic Webs: Also known as semantic maps, these visual organizers are graphic displays of a cluster of words that are meaningfully related. Semantic mapping is especially valuable for pre-reading or prewriting activities and vocabulary building in phases of content-area reading. Below is an illustration of a semantic web:



Sentence Strips with Cloze Exercises: This type of practice is particularly helpful for primary-grade students who are emergent readers. Sentence strips composed of text already read in class are used to scaffold the students' comprehension and retention of a story, chant, or poem. In the cloze procedure the strips are left with a blank word, usually occurring at the end of the sentence. The whole class or individual students can be invited to fill in the word that belongs. A major advantage of the cloze procedure is that it enables students to use a variety of language cueing systems.

Sequential Roundtable Alphabet: This is another way to activate the students' schemata on a given topic, to stimulate their interest, and to reinforce the alphabet. Students are asked to write down all the words they can think of related to the material or concept. Then, a prepared printed sheet with spaces for each letter of the alphabet is circulated around the room for the students to complete by placing a word they thought of beside the appropriate letter. The lesson can proceed as the paper circulates. Later, the teacher can review the various responses and ask if there are any new words the students might want to add as a result of their learning more about the topic. Any letter that is left blank can also be completed by eliciting responses from the whole class for words for that letter.

Shared Reading: This teaching practice mimics the way that children experience literacy development in English-speaking or non-English-speaking homes. In order to accommodate a whole class, however, a big book of fiction, nonfiction, or poetry is used so that all of the students are able to see the large print. The teacher reads and rereads the story or poem and utilizes a number of strategies to help the students develop concepts about text and print. **Read Alouds** refer to the teacher's reading the story aloud to the children, as well as having the children read parts of the story aloud with the teacher. During the read aloud, the teacher may stop to check comprehension by asking the students to retell what they understand, to ask for predictions, or to emphasize specific vocabulary or other phonemic or grammatical points. **Think Alouds** refer to the teacher's modeling good reading behaviors while actually involved in the reading activity. The teacher may demonstrate how s/he approaches the reading activity by discussing the predictions that can be made by looking at the pictures, how the text relates or does not relate to prior knowledge or experience, and other ways in which comprehension of the text is monitored internally.

Sketch-to-Stretch: Sketch-to-stretch is a literacy learning strategy that works well with all language learners. When students sketch in response to an oral or silent reading, they demonstrate how they have understood the content of the passage. They may not be able to do this yet with language. When learners share their sketches, they speak and listen. Sketch-to-stretch helps students create meaning through drawing and demonstrate understanding as a response to a reading or oral presentation. Students stretch their understanding beyond the literal level to a personal interpretation. By comparing and discussing sketches, learners realize that not everyone responds to a passage with the same interpretation. Students also gain new insights into the meaning of a passage through the act of transferring their understanding from one communication system, language, to another, art.

Songs and Chants: The use of songs and chants provides students with an opportunity to meaningfully “play” with language. These forms of text allow for word and sound play, and they create “chunks” of useful language that can be incorporated into the students' repertoire at almost any age or proficiency but are particularly helpful in the emergent levels of literacy. The deliberate redundancies, the rhyming words, and the repetition tend to lower student anxiety. In addition, songs or chants on specific subject matter can help to reinforce learning materials. With older learners, for example, songs can be used to demonstrate literary techniques, such as satire, irony, metaphor, and simile.

Survey-Question-Read-Recite-Review (SQ3R): This practice refers to a series of steps that are used in reading content-area text for study purposes. SQ3R allows students to formulate their own questions, a practice which is crucial to developing critical thinking skills. The five-step process includes: **1) Survey** the material before reading; **2) Ask Questions** based on the headings and subheadings and on what is already known about the subject; **3) Read** the material to answer the questions; **4) Recite** a short summary of what was read; and **5) Review** the ideas by periodically returning to the material. When used in conjunction with note-taking techniques such as double-entry journals, this practice can be particularly effective.

Story Impressions: The story impressions strategy enables readers to predict a story line using sequentially presented key words or phrases derived from the reading selection. The concepts are ordered to encourage students to predict a story line as close to the actual selection as possible. After reading the key phrases, readers develop an impression about the material they are about to read. Then, they construct their predicted passage and use this as a blueprint to be confirmed or modified as they encounter the new information in the actual text. This practice enables the reader to understand how important key words are in predicting and in helping to recall what was read.

Story Maps: Story maps are aids to comprehension of narrative text. They show the relationship between events or concepts in a text. Commonly used story maps usually include characters, setting, problem, solution, outcome, or lesson learned.

Story Map for “The Three Little Pigs”	
Characters	Three brother pigs; a wolf
Setting	In the countryside
Problem	The wolf wants to eat the pigs; two pigs have badly built houses.
Solution	The two pigs run to the third pig’s brick house to hide.
Outcome	The pigs outsmart the wolf and he runs away.
Lesson	Good planning and hard work make things better and safer.

Think-Pair-Share: This is a multimodal strategy developed to encourage student participation in the classroom. Students are taught to use a new response cycle in answering questions. This instructional practice is applicable across all languages, grade levels, disciplines, and group sizes, and its components are: 1) Students listen while the teacher poses a question or uses a statement from a reading; 2) Students are given time to think of a response; 3) Students are cued to pair with a neighbor and discuss their responses; and 4) Students are invited to share their responses with the whole group. There is a time limit in effect for this procedure. Students may be asked to write or web their responses while in the think and/or pair modes. This practice has the advantage of providing opportunities for greater acceptance, peer support, higher achievement, and increased confidence to respond in class. Teachers can use this practice to concentrate on asking higher-order questions, to introduce difficult or controversial topics, and to observe student reaction and interaction. Class discussions become more thoughtful, and students become more actively involved in the topic or material.

Writing Process: This is a technique that can be applied to learning to write in any language. It consists of five steps: **1) prewriting; 2) writing a first draft; 3) revising; 4) proofreading/editing; and 5) publishing.** In this process, effective writing instruction focuses on content over form, with emphasis on expressing ideas over mechanics. Instruction in the conventions of written language may differ from language to language but grows out of students’ writing rather than workbook exercises. Responses to student writing are constructive and should take place through all five stages. Students participate in evaluating their writing and assessing their growth.

Writers’ Workshop: This classroom practice consists of having a regularly scheduled time devoted to writing, usually every day. Students are responsible for selecting their own topics; they confer with each other and with teachers about their writing goals, processes, products, and accomplishments; they write for a variety of audiences and in response to reading and other experiences. Most importantly, writers’ workshop has been shown to be equally valuable whether the children write in their first or second languages. Use of writers’ workshop supports the developmental process of writing in both languages, and in addition enhances children’s thinking and writing.

Writing Process Tip:

FIVE STEPS

1. prewriting
2. writing a first draft
3. revising
4. proofreading/editing
5. publishing