INTEGRATING VOCABULARY IN READING CONTENT AREA AND SUMMARY WRITING

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ExC-ELL LEARNING OUTCOMES

• Overview of latest research on ELs

• Gain literacy strategies beneficial to ELs and struggling or reluctant readers

• Learn how to explicitly teach vocabulary

• Explore the use of interaction strategies to engage all students
Write your name at the top of your clock, mill around and find a partner for each of the four hours.

Ask them to write their name there. Write your name on their clock at the same hour.
Go to your 3 o’clock partner.
Go to your 12 o’clock partner.
Turn to your elbow partner.
Talk with your face to face partner.
Talk with your right elbow partner.
Talk with your left elbow partner.
Talk with your crisscross partner.
Diversity of ELs

ExC-ELL

✓ LT-ELs -- Long-Term ELLs
✓ HSN -- Highly Schooled Newcomers
✓ R-ELs -- Reclassified ELLs
✓ M-ELs -- Migrant ELLs
✓ SIFE -- Students with Interrupted Formal Education
✓ SE-ELs -- Special Education ELLs
✓ Struggling Readers/Reluctant Readers
TIER 1 – WHEN GENERAL EDUCATION TEACHERS DO NOT PROVIDE QUALITY INSTRUCTION FOR ELs AND ALL STUDENTS THEY FALL THROUGH THE GAPS.

TIER 2 – EL STRATEGIC INTERVENTIONS

TIER 3 SPED

NOW: STUDENTS FALLING THROUGH THE GAPS WITHOUT QUALITY INSTRUCTION

80 – 90%

10 - 15%

5 - 10%

DROP OUTS
Results From the Five-year Studies:

IES comparison study of K-4th dual language (DL), transitional bilingual (TB), and sheltered English instruction/structured English immersion (SEI).

Carnegie Corporation of New York study in 6th-12th general education teachers, ESL, SEI, SIFE, and bilingual teachers.
Why is Vocabulary Critical to Reading Comprehension?

- Effective vocabulary instruction has to start early, in preschool, and continue throughout the school years (Nagy, 2005).

- Teaching vocabulary helps develop phonological awareness (Nagy, 2005) and reading comprehension (Beck, Perfetti, & McKeown, 1982).

- Vocabulary instruction needs to be long-term and comprehensive (Nagy, 2005) for ELs (Carlo, August, & Snow, 2005; Calderón et al., 2005).
Why is Vocabulary Important?

• Command of a large vocabulary frequently sets high-achieving students apart from less successful ones (Montgomery, 2000).

• The average 6-year-old has a vocabulary of approximately 8000 words, and learns 3000-5000 more per year (Senechal & Cornell, 1993).

• Vocabulary in kindergarten and first grade is a significant predictor of reading comprehension in the middle and secondary grades (Cunningham, 2005; Cunningham & Stanovich, 1997) or reading difficulties (Chall & Dale, 1995; Denton et al. 2011).
THINK ABOUT IT

How many words are your ELs learning per year?

A rich L1 vocabulary in K-2 sets the foundation for L2 in later grades.
• **Vocabulary knowledge** correlates with reading comprehension.
• **Reading comprehension** correlates with procedural and content knowledge.
• **Content knowledge** correlates with academic success.
• Comprehension depends on knowing between 90% and 95% of the words in text.
• Knowing words means explicit instruction not just exposure. Students need 12 production opportunities to own a word.
Why is Content Area Literacy Important for ELLs?

Without reading instruction on content area literacy:

• **SURFACE COMPREHENSION:**
  Literal comprehension; students read on their own and answer questions; questions are low-level.

With reading instruction integrated into content areas:

• **DEEP COMPREHENSION:**
  Critical comprehension; students learn new vocabulary continuously; associate new readings with prior knowledge; add new knowledge, discuss ideas, interpret facts and information, and apply critical thinking skills to text.
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BASED ON CURRENT RESEARCH, ELLs NEED A BALANCE OF

ESL

SHELTERED INSTRUCTION

Depth of Vocabulary

Reading & Writing in Content Domains
The CCSS call for changes in the way all K-12 teachers have been teaching:

• **Academic vocabulary** (e.g., tier 1, 2, 3 words).
• **Language** (e.g., rich discourse, discussions, questions, answers).
• **Reading** (e.g., text complexity, more informational than literary).
• **Writing from sources** (e.g., texts they are reading).
• **Building knowledge in the disciplines** by teaching reading, vocabulary and writing in science, social studies, and language arts.
6 CHANGES IN ELA/LITERACY

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1. PK-5 – balancing informational & literary texts (students access the world through science, social studies, the arts and literature)

2. 6-12 – building knowledge in the disciplines (content area teachers instruct on how to learn from what they read and teach academic vocabulary and discourse)

3. Staircase of complexity (close and careful reading to learn; teachers create more time for this reading, and scaffold in new ways)
6 CHANGES IN ELA/LITERACY

ExC-ELL

4. **Text-based answers** (rich and rigorous conversations on a common text)

5. **Writing from sources** (use evidence to inform or make an argument, respond to events, ideas, facts, rather than personal narratives)

6. **Academic vocabulary** (constantly build the vocabulary from complex texts across the content areas.)
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Find your 3 O’ clock Buddy

1. SUMMARIZE: THE MESSAGES FROM WHAT HAS BEEN PRESENTED SO FAR.
2. DISCUSS: WHAT ARE THE IMPLICATIONS SO FAR FOR OUR SCHOOL?
Semantic Awareness

Semantic Awareness is a cognitive, metacognitive, affective, and linguistic stance toward words.

It is a mindset that word consciousness involves motivating and showing students how important it is to be learning words.

Students who are word conscious are aware of the power of words they read, hear, write and speak.

Semantic awareness helps students become more skillful and precise in word usage at many levels of complexity and sophistication.
Academic Language:

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✓ For formal discourse between teacher-student and student-student interaction around standards/goals.

✓ For text comprehension.

✓ For words you want to see in their formal writing.

✓ For success in tests.

✓ For academic and economic status.
### Examples of Language Functions

<table>
<thead>
<tr>
<th>Prediction</th>
<th>Enumeration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Classification</td>
</tr>
<tr>
<td>Interpretation</td>
<td>Comparison/Contrast</td>
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<tr>
<td>Explanation</td>
<td>Definition</td>
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<tr>
<td>Organization</td>
<td>Inference/hypothesis</td>
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<tr>
<td>Retelling</td>
<td>Summarization</td>
</tr>
</tbody>
</table>
### Multiple Perspectives/Interfaces

#### Reading Comprehension Strategies/Skills

<table>
<thead>
<tr>
<th>Predict</th>
<th>Visualize</th>
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<tbody>
<tr>
<td>Determine important information</td>
<td>Make inferences</td>
</tr>
<tr>
<td>Ask &amp; answer questions</td>
<td>Monitor comprehension</td>
</tr>
<tr>
<td>Make connections</td>
<td>Summarize</td>
</tr>
</tbody>
</table>
## Multiple Perspectives/Interfaces

### Examples of Writing Text Structures

<table>
<thead>
<tr>
<th>Description</th>
<th>Cause and effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence</td>
<td>Problem solution</td>
</tr>
<tr>
<td>Compare and contrast</td>
<td>Summarize</td>
</tr>
</tbody>
</table>
Academic Language:

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- Writing Conventions & Skills
- Language Functions & Discourse
- Reading Strategies & Skills

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## Multiple Applications of Words

### ExC-ELL

<table>
<thead>
<tr>
<th>Text structure</th>
<th>Writing strategy</th>
<th>Signal words</th>
</tr>
</thead>
</table>
| Problem – solutions| • problems are identified and solutions are provided  
• supporting details describe the problem and solution | accordingly, answer, as a result, because, challenge, decide, fortunately, if ___then, issue, one reason is, outcome is, problem, so, solution, the problem is solved by, therefore, thus, unfortunately, trouble |

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SELECTING WORDS TO TEACH ELS AND STRUGGLING READERS
VOCABULARY PREVALENT IN COMPLEX TEXTS

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• Some students will have smaller tier 1, 2, 3 vocabularies when they enter the classroom. Instruction must address this vocabulary gap early and aggressively.

• **Provide more instruction** for students with weaker vocabularies rather than offering them fewer words.

• **Focus on tier 2 instruction** to help students access grade level texts.
Explicit Instruction of Vocabulary

ExC-ELL

STEP 1

- SELECT VOCABULARY TO PRE-TEACH BEFORE PRESENTING CONTENT, TEACHER READ ALOUD, OR STUDENT READING OF ANY TEXT.

STEP 2

- TEACH VOCABULARY USING 7 STEPS WITH AMPLE STUDENT INTERACTION.

STEP 3

- STUDENTS READ, SUMMARIZE, DISCUSS, AND WRITE ABOUT THE SUBJECT USING THE NEW VOCABULARY
ExC-ELL

Which Words to Select?

1. Pre-teach 5 to 6 words before reading.

2. Teach more words during your read-aloud/think-aloud.

3. Review words after reading a section of a text.

4. Review words after students read a section.

5. Teach more words before writing instruction.
Which Words to Select?

Selecting words to teach before, during, and after reading:

1. Select Tiers 1, 2, & 3 from students’ texts.

2. From your explanations, for class experiments, demonstrations you will present to them.

3. From instructional activities, for class discussions during and/or after reading.

4. The words you want your students to use in their oral and written summaries.

5. For assessments and standards.
## TIER 3 WORDS – CORE CONTENT SPECIFIC

### ExC-ELL

<table>
<thead>
<tr>
<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
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<tbody>
<tr>
<td>Square root</td>
<td>Photosynthesis</td>
<td>Government</td>
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<tr>
<td>Rectangle</td>
<td>Germ</td>
<td>Bylaws</td>
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<td>Radical numbers</td>
<td>Atom</td>
<td>Bailout</td>
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<tr>
<td>Circumference</td>
<td>Matter</td>
<td>Congressional</td>
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<tr>
<td>Pi square</td>
<td>Osmosis</td>
<td>Capital</td>
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<tr>
<td>Power</td>
<td>Power</td>
<td>Power</td>
</tr>
</tbody>
</table>
**ExC-ELL**

**Polysemous words** (homonyms or homographs) across academic content areas:

- solution
- table
- divide
- prime
- round
- trunk
- state
- power
- cell
- right
- radical
- leg
- left
- light
- fall
- check
- court
- hand
- long
- pin
- rest
- roll
- sense
Tier 2 -- Rich Challenging Language; for Specificity

TIER 1 – TALK, SAY

TIER 2 --

WHISPER
ARGUE
SPECIFY
ANNOUNCE
REQUEST
REVEAL
REMARK
DECLARE
DESCRIBE
DISCUSS
PROCLAIM
SHOUT
SCREAM
Tier 2 Sub-category: Idioms and Phrasal Clusters

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- Run off
- Run away
- Break a leg
- Once in a while
- Complete sentence

- Long noun phrases
- Relatively easier
- Stored energy
- Stimulus package
Questions Starters

• Can you help me _____?
• I don't understand ______.
• Where is/are ______?
• How do I ______?
• May I ask a question?
• How much time do we have for ______?
• Where do I ______?
• Would you please repeat that?
Sentence Starters

**Summarizing.** Students create a new oral text that stands for an existing text. The summary contains the important information or big ideas.

+ This story tells about a . . .
+ This section is about the . . .
+ One important fact here is that . . .

**Determining important information.** Students tell the most important idea in a section of text, distinguishing it from details that tell more about it.

+ The main idea is . . .
+ The key details that support that are . . .
+ The purpose of this text is to . . .
Sentence Starters

**Monitoring comprehension.** Students use fix-it strategies for comprehension difficulties.

+ I don’t understand this sentence. I better read it again.
+ I don’t understand this sentence. Which word is new for me? Do I know a word in my primary language that fits here?
+ I don’t understand this long sentence. I’m going to break it up.

**Asking and answering questions.** Students ‘think aloud’ questions to guide their discussions or reading.

+ What is the word for ___?
+ What is this text about?
+ What do I already know about this topic?
Sentence Starters

Sequencing. Students make sense of the order in which ideas are presented to enhance comprehension.

+ The first step in this experiment is . . .
+ The sequence for answering this math problem is . . .
+ The first thing the character did was . . . Next, the character . . .

Making connections, visualizing, or creating schema. Students practice relating new information to prior knowledge from their own culture or schooling.

+ This reminds me of the time when I . . .
+ My parents told me a story about . . .
+ I read in another book that . . .
Some Examples of Transition Words & Connectors for:

- **Cause & Effect** -- because, due to, as a result, since, for this reason, therefore, in order to, so that, thus...
- **Contrast** -- or, but, although, however, in contrast, nevertheless, on the other hand, while …
- **Addition or comparison** -- and, also, as well as, in addition, likewise, moreover, by the way …
- **Giving examples** -- for example, for instance, in particular, such as …
Cognates - Tiers 2 & 3

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- Literature = literatura = littèrature
- Context = contexto = contexte
- Multisyllabic = multisilábico = ?
- Osmosis = osmosis = osmose
- Irony = ironía = ironie
- Comprehension = comprensión = compréhension

False Cognates

- Library ≠ librería (bookstore) = biblioteca = bibliothèque
  - Story ≠ historia (history) = cuento = histoire/conte
    - Exit ≠ éxito (success) = salida = sortie
    - Success ≠ suceso (event) = éxito = succès
- Character ≠ carácter (personality) = personaje = caractère
When explaining / presenting a lesson, pay attention to **homophones** such as:

- *sum*  
  - *some*
- *cell*  
  - *sell*
- *weather*  
  - *whether*
- *blew*  
  - *blue*
- *whole*  
  - *hole*
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Simple words for English speakers, but might create difficulty for ELLs due to:

- Spelling
- Pronunciation
- Background knowledge
- Unfamiliar word, not previously taught
- False cognate
vary, underlying, albeit, solely, successive, denote, crucial, oddly, analogous, compiled, oddly, whereby, notwithstanding, forthcoming, coincide, widespread, implicit…

These Await Your Students in 6\textsuperscript{th} & 7\textsuperscript{th} Grade Tests!
ExC-ELL

Select 6 words to pre-teach:

1. Which words are going to be most important for learning this content?

2. Start with tier 3 – words that are content specific.

3. Next, find tier 2 words that nest those concepts.

4. Finally, select tier 1 words that students do not know and you need to teach those in order to better comprehend the tier 2 and 3 words. If none are necessary, select two tier 2 instead.
Water on Earth

ExC-ELL

Water is all around us. Water is in oceans lakes, and rivers. Ice is water. Water is in the air. We need water to drink. We need water to cook and clean. We need water to live. Read this book to learn about water.

What are the forms of water? Water can be in three forms: liquid, solid, and gas. Water can be a liquid. Most liquid water on Earth is salt water. Salt water is in the oceans and seas. About ¾ of Earth’s surface is water. Most water is in oceans and seas.

Fresh water is liquid water. Fresh water is water without salt. Some fresh water is in lakes and rivers. Some fresh water is in the ground. Fresh water in the ground is ground water.

Did you know? Lake Baikal is the deepest lake in the world? Lake Baikal is a fresh water lake. Lake Baikal is in Russia. The Nile River is also fresh water. The Nile River is in Egypt.
### Identify & Classify Words

<table>
<thead>
<tr>
<th>Type of Words</th>
<th>Tier 3</th>
<th>Tier 2</th>
<th>Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polysemous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phrases (bundled up words, idioms)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cognates</td>
<td></td>
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<tr>
<td>Connectors &amp; transition</td>
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<tr>
<td>Info processing</td>
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<tr>
<td>Homophones</td>
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<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Teacher says the word. Asks students to repeat the word 3 times.
2. Teacher states the word in context from the text.
3. Teacher provides the dictionary definition(s).
4. Explains meaning with student-friendly definitions.
5. Highlight grammar, spelling, polysemy, etc.
6. Engages students in activities to develop word/concept knowledge.
7. Remind students how/when to use the word.
Example from 5th Grade Text

1. Say “manage” three times.
2. Although many species manage to survive such extreme . . .
3. (1) succeed in doing something difficult; (2) to be in charge of, to run: manage a company.
4. I managed to lose ten pounds by exercising. My father manages that store.
5. Manage is a polysemous word. Manejar is the cognate. It also has multiple meanings (to drive, to manage).
6. Think-pair-share: What have you managed well recently?
7. Remember to use manage in your summaries.
### Another Example

**Teacher says the word.**
Teacher states the word in context from the text.
Teacher provides the dictionary definition(s).
Explains meaning with student-friendly definitions.
Asks students to repeat the word 3 times.
Engages students in activities to develop word/concept knowledge.
Highlight features of the word: polysemous, cognate, tense, prefixes, etc..

<table>
<thead>
<tr>
<th>Say <em>effect three times.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weather can have a big <em>effect</em> on your life.</td>
</tr>
<tr>
<td>The result or consequence of something.</td>
</tr>
<tr>
<td>Influence, or the power to make something happen.</td>
</tr>
<tr>
<td>Say <em>effect</em> 3 times.</td>
</tr>
<tr>
<td>Two cups of coffee in the morning have a big effect on me -- I can’t sleep at night!</td>
</tr>
<tr>
<td>What has had a big effect on your life recently? TTYP</td>
</tr>
<tr>
<td>How do we spell <em>effect</em>? What other word is similar?</td>
</tr>
</tbody>
</table>
More Examples for Step #6

**ExC-ELL**

**SAY THE WORDS –**

1. SLEEPILY
2. SUSPICIOUSLY
3. JOYFULLY
4. SADLY
5. SOFTLY
6. LOUDLY
7. LOUDER
8. LAUGHING
9. WHISPERING

faithful,
stubborn,
awesome,
awkward,
impish,
stern,
illuminated.
Come up with a long sophisticated complete sentence using the word ________

Think-Pair-Share
Key: Teach vocabulary before, during and after students read

• Comprehension depends on knowing between 90% and 95% of the words in a text.

• Knowing words means explicit instruction not just exposure. Students need 12 production opportunities to own a word.
READING in Science, Math, Social Studies, and Language Arts

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- Hook the Reader
- Build Background
- Connect with Prior Knowledge
- **Pre-teach Vocabulary Explicitly**
- Preview Text with Students
- Set Purpose for Reading
TEXT COMPLEXITY

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• **Pre-reading activities are eliminated** (summaries, translating, stimulant questions, connecting the reader to the text ahead of time, or telling the students what they are going to learn in advance of reading the text.

• **Why?** It distracts the reader from the central act of reading – of engaging with the text trying to make meaning for himself or herself.

• **Instead**, students read, summarize orally, re-read challenging portions of the text.
TEXT COMPLEXITY

ExC-ELL

- **Scaffolding** should focus on words they are not likely to know and appropriate strategies and habits as encountered in the text; use questions rather than explanations to scaffold (deconstruct to construct meaning).
- **Motivate** students to read inquisitively and carefully.
- Read like a detective.
- **Avoid broad themes** such as “traditions” or “our changing world” and focus instead on specific texts and topics.
ExC-ELL

BALANCE OF INFORMATIONAL AND LITERARY TEXT

• 50% informational and 50% literary
• Scientific and historical text + literature
• Should build a coherent body of knowledge within and across grade levels (example: The Human Body p. 33 of the CCSS)
• Topics include contemporary events and ideas, nature, and the arts.
• Topics should span many genres, cultures, and eras, and model the kinds of thinking and writing students should use in their own work.
All students, including those who are behind, have extensive opportunities to encounter and comprehend grade-level complex text through read alouds and student reading.

• Through a balance of whole-class, small group explicit reading instruction, and independent reading outside of class

• Providing the supports necessary to bring up to par any struggling reader
• Reading well means gaining the maximum insight or knowledge possible from each source.
• Use shorter, challenging texts that elicit close reading and re-reading at each grade level.
• Select and explicitly teach specific passages within the text to provide opportunities for close reading.
• Students should read, re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text.
2. BUILDING KNOWLEDGE IN THE DISCIPLINES

ExC-ELL

• Students should also demonstrate they can handle large volumes of reading such as novels, newspapers, magazine articles and information-rich websites.

• 80-90% of reading standards require text-dependent analysis; building knowledge from multiple sources, as well as making connections between texts and learned material.
Why Do *Teacher Think Alouds*?

- Fluency
- Comprehension Strategies
- Self-correction
- Fix-it strategies
- Extend comprehension
- Teach more words
Water can be a solid. Ice is solid water. Most ice is in glaciers. Glaciers are large areas of ice and snow. Most of Earth’s fresh water is ice. Solid water is in glaciers.

Water can be gas. Water vapor is gas. Water vapor is in the air. You can feel water vapor on your skin. Water vapor feels wet.
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STUDENTS READING WITH COMPREHENSION

- The teacher reads and models strategies.
- Partner A reads the first sentence. Partner B helps.
- Partner B reads the next sentence. Partner A helps.
- After each paragraph, partners “put their heads together” and summarize what they read.
- Partners continue until they finish reading the section assigned.
The water cycle is the movement of water. The water cycle is: (1) The sun warms liquid water. Evaporation happens. (2) Water vapor rises. Condensation happens. (3) Tiny drops of liquid form clouds. (4) Precipitation falls from the clouds. The precipitation falls to Earth.

Precipitation can be in many forms. Rain develops in warm, hot, or cool weather. Sleet develops in cold weather. Snow develops in cold weather. Hail usually develops in thunderstorms. Sleet is frozen rain. Hail is pieces of ice and snow.
Formulating Questions

Students work in teams of four:

1. Construct 2 questions based on the specific Bloom level assigned to you.

2. Write each question on a separate card.

3. Give your cards to the teacher.
QUESTIONS AND TASKS

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• **High-quality** sequences of text-dependent questions should be modeled.

• Questions should begin with relatively simple questions requiring **attention to specific words, details, and arguments**, and then more to explore the impact of those specifics on the text as a whole.

• Series of questions that demonstrate students ability to follow the details of what is explicitly stated in the text.
QUESTIONS AND TASKS

ExC-ELL

• Good questions will often linger over specific phrases and sentences to ensure careful comprehension.
• Questions should also focus on nontrivial inferences based on evidence from the text.
• Questions should focus on building knowledge.
Sometimes bad chemicals get in the water. Sometimes trash gets in the water. Then the water is polluted water. Polluted water is not safe to drink. Polluted water is not safe for swimming.

Water gets polluted in many ways. Sometimes factories spill chemicals in the water. The chemicals are poisons. Sometimes people throw trash in the water. Sometimes ships spill oil and gas in the water. The Exxon Valdez was an oil ship. The Exxon Valdez spilled about 11 million gallons of oil.
## Applying Bloom’s Taxonomy of Cognitive Process – 1

<table>
<thead>
<tr>
<th>THINKING PROCESS</th>
<th>VERBS FOR OBJECTIVES</th>
<th>MODEL QUESTIONS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Knowledge-1)</strong></td>
<td>choose</td>
<td>Who?</td>
<td>• Highlighting</td>
</tr>
<tr>
<td>Shallow processing:</td>
<td>describe</td>
<td>Where?</td>
<td>• Rehearsal</td>
</tr>
<tr>
<td>drawing out factual</td>
<td>define</td>
<td>Which one?</td>
<td>• Memorizing</td>
</tr>
<tr>
<td>answers, testing recall</td>
<td>identify</td>
<td>What?</td>
<td>• Mnemonics</td>
</tr>
<tr>
<td>and recognition</td>
<td>label</td>
<td>How?</td>
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<tr>
<td></td>
<td>list</td>
<td>What is the best?</td>
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<td></td>
<td>locate</td>
<td>Why?</td>
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<td></td>
<td>match</td>
<td>How Much?</td>
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<td></td>
<td>memorize</td>
<td>When?</td>
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<td>name</td>
<td>What does it mean?</td>
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<td></td>
<td>state</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**REMabbreviations:**
- R: Remember
- E: Explain
- M: Memorize
- E: Make
- M: Model
- B: Build
- E: Explore
- R: Reflect
### Applying Bloom’s Taxonomy of Cognitive Process – 2

<table>
<thead>
<tr>
<th>THINKING PROCESS</th>
<th>VERBS FOR OBJECTIVES</th>
<th>MODEL QUESTIONS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
</table>
| **(Comprehension-2)** Translating, interpreting and extrapolating | classify, defend demonstrate distinguish explain, express extend give example illustrate indicate interrelate interpret infer, judge match paraphrase represent restate rewrite select, show summarize tell, translate | State in your own words. Which are facts? What does this mean? Is this the same as…? Give an example. Select the best definition. Condense this paragraph. What would happen if…? State in one word… Explain what is happening. What part doesn’t fit? Explain what is meant. What expectations are there? Read the graph (table). What are they saying? | • Key examples  
• Emphasize connections  
• Elaborate concepts  
• Summarize  
• Paraphrase  
• STUDENTS explain  
• STUDENTS state the rule  
• Why does this example…?  
• Create visual representations (concept maps, outlines, flow charts, organizers, analogies, pro/con grids) PRO/CON  
• NOTE: *The faculty member can show them, but they have to do it.*  
• Metaphors, rubrics, heuristics |
### Applying Bloom’s Taxonomy of Cognitive Process – 3

**ExC-ELL**

<table>
<thead>
<tr>
<th>THINKING PROCESS</th>
<th>VERBS FOR OBJECTIVES</th>
<th>MODEL QUESTIONS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
</table>
| **(Application-3)** Knowing when to apply; why to apply and recognizing patterns of transfer to situations that are new, unfamiliar or have a new slant for students | apply, choose, dramatize, explain, generalize, judge, organize, paint, prepare, produce, select, show, sketch, solve, use | Predict what would happen if Choose the best statements that apply Judge the effects What would result Tell what would happen Tell how, when, where, why Tell how much change there would be Identify the results of | • Modeling  
• Cognitive apprenticeships  
• “Mindful” practice – NOT just a “routine” practice  
• Part and whole sequencing  
• Authentic situations  
• “Coached” practice  
• Case studies  
• Simulations  
• Algorithms |

<table>
<thead>
<tr>
<th>A</th>
<th>P</th>
<th>P</th>
<th>L</th>
<th>Y</th>
</tr>
</thead>
</table>
### Applying Bloom’s Taxonomy of Cognitive Process – 4

#### ExC-ELL

<table>
<thead>
<tr>
<th>THINKING PROCESS</th>
<th>VERBS FOR OBJECTIVES</th>
<th>MODEL QUESTIONS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Analysis-4)</strong></td>
<td>analyze categorize classify compare differentiate distinguish identify infer point out select subdivide survey</td>
<td>What is the function of…? What’s fact? Opinion? What assumptions…? What statement is relevant? What motive is there? Related to, extraneous to, not applicable. What conclusions? What does the author believe? What does the author assume? Make a distinction. State the point of view of… What is the premise? State the point of view of… What ideas apply? What ideas justify the conclusion? What’s the relationship between? The least essential statements are… What’s the main idea? Theme? What inconsistencies, fallacies? What literary form is used? What persuasive technique? Implicit in the statement is…</td>
<td>• Models of thinking • Challenging assumptions • Retrospective analysis • Reflection through journaling • Debates • Discussions and other collaborating learning activities • Decision-making situations</td>
</tr>
</tbody>
</table>

A

N

A

L

Y

Z

E

Breaking down into parts, forms
<table>
<thead>
<tr>
<th>THINKING PROCESS</th>
<th>VERBS FOR OBJECTIVES</th>
<th>MODEL QUESTIONS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Evaluation-5)</td>
<td>appraise judge critic</td>
<td>What fallacies,</td>
<td>• Challenging assumptions</td>
</tr>
<tr>
<td>Evaluate</td>
<td>defend compare</td>
<td>consistencies,</td>
<td>• Journaling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>inconsistencies</td>
<td>• Debates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>appear? Which</td>
<td>• Discussions and other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>is more</td>
<td>collaborating learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>important,</td>
<td>activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>moral, better,</td>
<td>• Decision-making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>logical, valid,</td>
<td>situations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>appropriate?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Find the errors</td>
<td></td>
</tr>
<tr>
<td>E V A L U A T E</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Applying Bloom’s Taxonomy of Cognitive Process – 6

<table>
<thead>
<tr>
<th>THINKING PROCESS</th>
<th>VERBS FOR OBJECTIVES</th>
<th>MODEL QUESTIONS</th>
<th>INSTRUCTIONAL STRATEGIES</th>
</tr>
</thead>
</table>
| (Synthesis-6)    | choose, combine, compose, construct, create, design, develop, do, formulate, hypothesize, invent, make, make up, originate, organize, plan, produce, role play, tell | How would you test…? Propose an alternative. Solve the following. How else would you…? State a rule. | • Modeling  
• Challenging assumptions  
• Reflection through journaling  
• Debates  
• Discussions and other collaborating learning activities  
• Design  
• Design-making situations |
Numbered Heads Together

- Number off in your team from 1 to 4.
- Listen to the question.
- Put your heads together and find the answer.
- Make sure everyone in your team knows the answer.
- Be prepared to answer when your number is called.
### EXPLICIT INSTRUCTION FOR WRITING BEGINS WITH:

<table>
<thead>
<tr>
<th>Text structure</th>
<th>Writing strategy</th>
<th>Signal words</th>
</tr>
</thead>
</table>
| Problem – solutions | • problems are identified and solutions are provided  
• supporting details describe the problem and solution | accordingly, answer, as a result, due to, challenge, decide, fortunately, if ___then, issue, one reason is, outcome is, problem, so, solution, the problem is solved by, therefore, thus, unfortunately, trouble |
WRITING

ExC-ELL

• Writing is to show that students can analyze and synthesize sources in texts they read, presenting careful analysis, well-defended claims, ideas, and clear information.

• They draw evidence from a text or text to support analysis, reflection, or research.

• Short focused research projects should also be used.
WRITING

ExC-ELL

✓ Elementary: 30% to argue, 35% to explain/inform, 35% narrative.

✓ Middle school: 35% to write arguments, 35% to explain/inform, 30% narrative.

✓ High school: 40% to write arguments, 40% to explain/inform, 20% narrative.
Writing is the use and integration of evidence.

In historical, technical, and scientific writing, accuracy matters, and students should demonstrate their knowledge through precision and detail.
**ROUNDTABLE**

ExC-ELL

- Clear your desks.
- Only one paper and pencil.
- Each student writes one answer and passes the paper to the right.
- Everyone must write an answer.
- Continue this process until the teacher calls time out.

- Count the number of correct responses by your team. Delete repeated words and report your numbers.

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Write a key word from the text and pass the paper.

Keep writing one word at a time until time is up.

The words must be Tier 2 or 3.
Round 2

ExC-ELL

• Put your heads together and come up with a strategy to improve your team total.

• Apply your strategy in Round 2 of Round Table.

• Follow the same rules as for Round 1.
The ultimate proof -- at the end of the block, day, week:

Write one or two paragraphs summarizing what you learned about ________________ using as many tier 2 and tier 3 words as you have learned.

Extra points if you use appropriate connectors, transition or signal words. Use compound sentences or different types of clauses.
ExC-ELL

EXIT PASS

Name _______________________   Subject _____________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
Nonfiction text makes use of features readers can recognize and use to help understand the text.

Activity: Seek, find and add to the list.

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>How does it help me read and understand?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td></td>
</tr>
<tr>
<td>Headings</td>
<td></td>
</tr>
<tr>
<td>Captions</td>
<td></td>
</tr>
<tr>
<td>Illustrations</td>
<td></td>
</tr>
</tbody>
</table>
# ExC-ELL

## Text Structure

<table>
<thead>
<tr>
<th>Description</th>
<th>Signal Words</th>
<th>Graphic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>provides a specific topic and its attributes</strong></td>
<td>above, across, all, also, appears to be, as an example, behind, below, beside, by observing, characteristics are, for example, for instance</td>
<td></td>
</tr>
</tbody>
</table>

| Sequence | | |
| --- | --- | |
| **provides information/events in chronological order** | additionally, after, after that, afterward, another, at (time), before, during, finally, first, following, initially, last, later, meanwhile, next | |

| Problem-Solution | | |
| --- | --- | |
| **problems are identified and solutions are provided** | accordingly, answer, as a result, because, challenge, decide, fortunately, if then, issue, one reason is, outcome is, problem, so | |

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FIRST AND FOREMOST SELECT:

• State/District Science Standard/Instructional Objective
  Example: Interdependence of living things, climate and the environment

• Comprehension Objective: Identify main idea and supporting details
CHANGES IN ELA/LITERACY

ExC-ELL

The CCSS call for changes in the way all K-12 teachers have been teaching:

• Academic vocabulary (e.g., tier 1, 2, 3 words).
• Language (e.g., rich discourse, discussions, questions, answers).
• Reading (e.g., text complexity, more informational than literary).
• Writing from sources (e.g., texts they are reading).
• Building knowledge in the disciplines by teaching reading, vocabulary and writing in science, social studies, and language arts.
WRITING

• Writing is to show that students can analyze and synthesize sources in texts they read, presenting careful analysis, well-defended claims, ideas, and clear information.

• They draw evidence from a text or text to support analysis, reflection, or research.

• Short focused research projects should also be used.
Elementary: 30% to argue, 35% to explain/inform, 35% narrative.

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Writing is the use and integration of evidence.

In historical, technical, and scientific writing, accuracy matters, and students should demonstrate their knowledge through precision and detail.
### Identify & Classify Words

#### ExC-ELL

<table>
<thead>
<tr>
<th>Type of Words</th>
<th>Tier 3</th>
<th>Tier 2</th>
<th>Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polysemous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phrases (bundled up words, idioms)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connectors &amp; transition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Info processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homophones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary of Vocabulary Tiers 1, 2, 3 For ELLs
ExC-ELL

TIER 1 -- Basic words ELLs need to communicate, read, and write. Those that should be taught.

TIER 2 -- Information processing words that nest Tier 3 words in long sentences, polysemous words, transition words, connectors; more sophisticated words for rich discussions and specificity in descriptions.

TIER 3 -- Subject-specific words that label content discipline concepts, subjects, and topics. Infrequently used academic words.
<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>Process, Idioms,</td>
<td></td>
</tr>
<tr>
<td>Words</td>
<td>Sophisticated</td>
<td>Content Words,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key vocabulary</td>
</tr>
<tr>
<td>dramatic</td>
<td>effect</td>
<td>drought</td>
</tr>
<tr>
<td>drastic</td>
<td>affect</td>
<td>habitat</td>
</tr>
<tr>
<td></td>
<td>impact</td>
<td>redistribution</td>
</tr>
<tr>
<td></td>
<td>evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>suggest</td>
<td></td>
</tr>
</tbody>
</table>
ExC-ELL

Preparing to read!

- Preview the Text
- Build Background
- Set Purpose for Reading

Modeling comprehension

- Fluency
- Strategies
- Self-correction

Model

Partner Reading

- Read Aloud
- Think Aloud

Practice

Consolidation

- Debrief
- Write a question
- Cooperative Learning
- Connect reading and writing
- What I learned about.....

EXIT PASS

Get ready

What do you see? text features: title, pictures, captions
Seventy percent of students in grades 4-12 are low-achieving writers.

ELs are performing triple the work: learning English, learning content, learning writing.

All jobs and careers require writing.
What Do Researchers Say?

ExC-ELL

- Reading and writing are connected, as they draw upon common knowledge and cognitive processes.

- Consequently, improving students’ writing skills should result in improved reading skills (Graham & Hebert, 2010).

- For ELLs, vocabulary knowledge, reading and writing are connected and must be practiced in all the disciplines (Calderón 2010).
ExC-ELL

Worksheets do not develop writers who can think for themselves, who can create extended texts, who can be logical, who can use voice or tone, or who can write with power.

It is perfectly possible to be able to fill in endless worksheets correctly yet not be able to write a single coherent paragraph, let alone a longer piece of connected prose (Mem Fox)
Standards-Based Writing for ELLs

ExC-ELL

Five key principles:

1. Writing can be taught earlier than once believed—you don’t have to wait until the student has developed high levels of English proficiency.

2. Explicit instruction in writing mechanics and composition skills is necessary for writing success.

3. Vocabulary and oral language development are an integral part of writing.

_Standards-based Writing for English Language Learners_, Margarita Calderón
Standards-Based Writing for ELLs

ExC-ELL

Five key principles:

4. Writing flourishes in a safe community of learners, where teacher and students are writing and sharing their writings, editing each other’s work, and where they publish together.

5. Using culturally responsive instruction, teachers explore with their classes the ways in which literacy is used at home and in the community.

Standards-based Writing for English Language Learners, Margarita Calderón
Eleven Models of Writing in L1 & L2

1. Writing Strategies
2. Summarization
3. Collaborative Writing
4. Specific Product Goals
5. Word Processing
6. Sentence Combining
7. Prewriting
8. Inquiry Activities
9. Process Writing Approach
10. Study of Models
11. Writing for Content Learning

Writing Next, A Report to the Carnegie Corporation

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# Domain, Mode or Genre

## ExC-ELL

<table>
<thead>
<tr>
<th>Writing Mode</th>
<th>Purpose</th>
<th>You’ll find it in your prompt as:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description / Expressive</strong></td>
<td>Use concrete/sensory details to describe a person, place or event so that reader can visualize and sense what is described.</td>
<td>Describe, create a picture</td>
</tr>
<tr>
<td><strong>Narration</strong></td>
<td>Tell a story (real, personal, imaginary) in a time sequence.</td>
<td>Tell, tell about a time, imagine that…</td>
</tr>
<tr>
<td><strong>Exposition / Informative</strong></td>
<td>Convey information by explaining ideas, facts or processes, without analysis or interpretation.</td>
<td>Explain, explain how, tell why (cause and effect), classify, compare and contrast.</td>
</tr>
<tr>
<td><strong>Persuasion/Argumentative</strong></td>
<td>Influence or convince the reader to agree with the writer by providing reasons or examples.</td>
<td>Convince/persuade/present an argument about an idea or point of view.</td>
</tr>
</tbody>
</table>
WriteAround - Part 1

ExC-ELL

1. Students clear their desks.

2. Each student has paper and a pencil.

3. Each student copies the prompt on a sheet of paper, completes the sentence, and passes the paper to the right.

4. The next student reads what was written, writes another sentence, and then passes the paper to the right.

5. This procedure is followed until the teacher calls time.
When the students found out the water was polluted, they decided to…

*Use as many Tier 2 and 3 vocabulary words as possible.*
1. Do a Read-Around-Aloud.

2. Read the composition you are holding to your team.

3. Select the one you like best. This is the one that you will revise and edit.
## Chart for Ratiocination

### ExC-ELL

<table>
<thead>
<tr>
<th>Code</th>
<th>Clue</th>
<th>Decoding</th>
</tr>
</thead>
</table>
| Circle   | “to be” verbs: is, am, are, was, were, be, being, been              | • do not change  
• change to a vivid verb  
• indicates passive voice  
• indicates a weak sentence  
• do not change if the “to be” verb is in a quote or dialogue |
| Square   | first word in every sentence                                         | • do not change  
• vary sentence beginnings                                          |

Make a list of every first word.
ExC-ELL

✓ Students will need the following:
  -- their compositions
  -- a blank piece of paper (preferably pastel-colored)
  -- scissors
  -- tape

✓ Students cut their compositions right after their unelaborated sentence and glue it onto the colored sheet of paper.

✓ The elaborated sentences are written on the colored sheet. Once written, the students tape the rest of their composition onto the colored sheet.

✓ Students reread their improved compositions.
Revising:

1. Find a simple declarative sentence in your composition, one that lacks specificity and details.
2. Do not choose the first or last sentence in the composition or the first or last sentences in a paragraph.
3. Underline the sentence that you select.
4. Examples of sentences:
   -- The girl is pretty.
   -- The book was interesting.
   -- The man was important.

*Dr. JAC’s Guide to Writing with Depth*, Joyce Armstrong Carroll
The girl is pretty.

1. Have students elaborate or extend the sentence: The girl’s blue eyes contrast with her dark hair and olive complexion. When she smiles, she lights up the room. Her slim, lithe figure gracefully and confidently glides as she moves through the room.

2. The elaborated sentences can be written on a post-it note and affixed to the composition or they can do a “cut and grow” in order to add the elaborated sentences to their composition.

3. Add adjectives, adverbs, specificity, polysemous words, sophisticated words, compound sentences, etc.
Add an Introduction and a Powerful Ending

1. Add an introduction that will hook the reader to the composition.

2. Write a conclusion appropriate to the genre and purpose of the composition.

3. Review the paper for errors in spelling and/or conventions.

4. Reread the improved composition aloud to your group.
## ExC-ELL

### Student Editing Checklist #2 - Expository

<table>
<thead>
<tr>
<th>Conventions</th>
<th>Punctuation</th>
<th>Capitalization</th>
<th>Word Usage</th>
<th>Grammar/ Syntax</th>
<th>Structure/ Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legible writing/ No typos</td>
<td>Period at the end of each telling sentence</td>
<td>Capitalize proper nouns (names of people, pets, places, institutions, etc.)</td>
<td>Words used seem right when read aloud</td>
<td>Use the correct verb form with each noun</td>
<td>Select purpose:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Explain or inform</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Persuade or argue a point/opinion</td>
</tr>
<tr>
<td>Sentences are complete</td>
<td>Question mark at the end of each question</td>
<td>Capitalize the pronoun I</td>
<td>Use synonyms instead of repeating words</td>
<td>Use correct word order in sentences (adjective, noun)</td>
<td>Select organizational structure/format:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Description</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Sequence/chronological order</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Cause/effect</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Compare/contrast</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Problem/solution</td>
</tr>
<tr>
<td>Sentences begin in different ways</td>
<td>Exclamation mark at the end of exclamatory sentences</td>
<td>Capitalize first word in a sentence</td>
<td>Use words that are precise/ specific</td>
<td>Use pronouns that agree with gender</td>
<td>Use a topic sentence to introduce the topic clearly</td>
</tr>
</tbody>
</table>
Team Consolidation/Debriefing

ExC-ELL

Write a jingle, rap, poem, flyer, etc. that reflects what you have learned about writing.

7 minutes to prepare
3 minutes to present

Involve your whole team!
## Instructional Sequence for Lesson Design

**ExC-ELL**

<table>
<thead>
<tr>
<th>TEACHER</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduces concepts/vocabulary</td>
<td>• Provide examples or questions</td>
</tr>
<tr>
<td>2. Thinks aloud to model comprehension strategies</td>
<td>• Report the strategies they heard</td>
</tr>
<tr>
<td>3. Reads aloud for fluency</td>
<td>• Read along silently or whisper</td>
</tr>
<tr>
<td>4. Models how to partner read</td>
<td>• Conduct partner reading for fluency</td>
</tr>
<tr>
<td>5. Monitors and records partners</td>
<td>• Partners reread to practice strategies</td>
</tr>
<tr>
<td>6. Conducts cooperative activity</td>
<td>• Work in teams to process information</td>
</tr>
<tr>
<td>7. Conducts debriefing</td>
<td>• Discuss words, concepts, summaries</td>
</tr>
<tr>
<td>8. Models writing strategies</td>
<td>• Do content-related writing</td>
</tr>
<tr>
<td>9. Assesses vocabulary and content</td>
<td>• Analyze their test results and go back to learn the missing pieces</td>
</tr>
<tr>
<td>10. Assesses a second time</td>
<td>• All students should be successful</td>
</tr>
</tbody>
</table>

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ExC-ELL

- Cooperative Learning strategies -- RoundTable, Tea Party, Write-Around, 3-Step Interview, 8-Rectangles, Corners, etc.
- Word journals, Freyer graphs, semantic webs, etc.
- Games -- Jeopardy, Charades, let students invent!
- Charts, graphs, cognitive organizers, semantic maps, word webs!
- Poems, chants, songs, rhymes!
- Summaries, syntheses, story-related writing, reports, related research, personification plays, cartoons, comic books -- all should include as many of the key words as possible.
SEQUENCE FOR READING BLOCKS

ExC-ELL

Teacher

1. Introduces concepts/vocab
2. Thinks aloud to model comprehension strategies
3. Reads aloud for fluency
4. Models how to partner read
5. Monitors & records partners
6. Conducts cooperative activity
7. Conducts debriefing
8. Models writing strategies
9. Assesses vocabulary & content
10. Assesses a second time

Students

- Provide examples, questions, usage
- Apply the strategies with partners
- Read along silently or whisper
- Conduct partner reading for fluency
- Partners reread to practice strategies
- Work in teams to process & summarize
- Discuss words, concepts, summaries
- Do content-related writing using vocab
- Analyze their test results and go back to learn the missing pieces
- All students should be successful

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