It is estimated that by the year 2025, 60% of our nation’s schools will be populated by children of color; of this total, approximately 40% will be speakers of English as another language. Most local schools will certainly not experience this significant increase of language minority students. Rural areas, however, will continue to increase in the size and diversity of their linguistically and culturally diverse populations through a continuing ripple effect from large urban areas across the country. This Bulletin profiles this growing population of learners.

CULTURAL PROFILE
Culturally, a distinction must be made between U.S.-born and foreign-born students. Foreign-born language minority students may still be in the process of acculturating, depending on their age of entry to the U.S. and the length of time in U.S. culture. U.S. born students will be enculturated into the practices of U.S. society but may be strongly influenced by values, practices and assumptions of the parents’ culture of origin.

When teaching foreign-born students, teachers need to be aware that cultural references to history, sports, social life, etc., may still be unfamiliar to these students. They should monitor such references, providing illustrations or explanations when necessary.

The curriculum can be adapted to reflect the student’s background, depending on the degree of adherence the learner has to the culture of origin. Knowing the student’s interests and depth of attachment to the culture of origin is important in making curriculum choices.

For U.S. born students, the cultural frame-of-reference will naturally be U.S. culture, but depth of familiarity with mainstream culture will depend upon the family environment and peer interactions. Teachers need to be aware that there still may be gaps in understanding U.S. cultural practices.

Sadly, issues of race and integration are a part of the institutional, social and personal landscape of U.S. society, and this is
reflected in schools. Combined with cultural differences, race plays a role in daily interactions. Teachers need to monitor personal, peer, and student interactions. Slurs or casual offensive comments must not be tolerated. It is also important to advocate for these students when they or their parents are uninformed or unempowered.

LANGUAGE PROFILE
In general, foreign-born students may still have some difficulty understanding conversational language. These students still lack experience with English idiomatic and metaphorical usage and sometimes need accent reduction.

There are four major areas of challenge for both U.S.- and foreign-born students which directly affect their comprehension of content area subjects:
1) Sentence structure complexity. The differences between simple (e.g., I see the car), compound (e.g., I see the car, and I see the truck), complex (e.g., Although it’s going very fast, I see the car), and compound complex (e.g., Although it’s going very fast, I see the car, but I can’t determine its color) may be difficult to master.
2) Pronouns. In general, the further away from its noun referent in a sentence, the more difficult it is to comprehend what pronouns refer to. Not only personal pronouns (e.g., I, you, his, theirs, etc.), but also nominal pronouns (e.g., this, one, each, these, which, etc.) may greatly inhibit comprehension in reading.
3) Transition words. Sentence and clause connectors (e.g., furthermore, on the other hand, therefore, while, even though, etc.) can be confusing and unfamiliar because they are not commonly used in conversational language. Students, therefore, must pay careful attention to them and engage in much practice with print language.
4) Vocabulary. The English language has a myriad of words to describe a wide variety of things. The function and use of

English words has a variety of denotative and connotative meanings, and these must be learned through a combination of direct instruction and extensive reading. Multiple exposures to words are necessary in order for students to become familiar with how they are used.

Other problem language areas are dependent upon the unique nature of the student’s home language and English. For example, speakers of Slavic languages such as Russian and Serbian have difficulty with the English article system (a, an, the) because these languages do not have such a similar system.

MEETING THE CHALLENGES
Language minority students bring both a variety of perspectives and experiences to the learning process, as well as the challenges of requiring additional exposure to and monitoring in English to ensure academic success. The following recommendations will help:
1) Incorporate the learner’s background in designing curriculum as it relates to their needs and interests.
2) Do not tolerate any remarks or actions on the part of any students or peers which is racially motivated or demeaning.
3) Call attention to how the English language is being used! Expose students to more sophisticated uses of language through reading to them, journaling, and requiring talk about content.
4) Provide useful, timely feedback so that learners can relate specifically to their challenges in learning English.
5) Engage learners in critical thinking. Do not misrepresent lack of language use with lack of cognitive capacity for using language.
5) Above all, be explicit! Cultural nuances and grade-appropriate complex and idiomatic use of English should be the norm in the mainstream classroom; however, language minority students periodically need explanation and modeling for appropriate understanding and use of such language.
EXAMINING OUR ASSUMPTIONS
IN DELIVERING INSTRUCTION

We have all had the frustrating experience of assuming that our teaching was clear and straightforward, only to discover that our students did not fully comprehend what we were trying to convey. This Bulletin discusses underlying principles in planning for and delivering instruction - principles which ultimately serve to clarify our efforts at comprehensible delivery. Applicable to all students, these principles are particularly relevant to language minority learners who "push the envelope" in requiring all of us to deliver comprehensible instruction.

PRINCIPLES

#1: KNOW YOUR STUDENTS
The more we know our students' cultural and socioeconomic backgrounds, specific home environments, and formative experiences, the more perceptive we will be in anticipating content to teach and how to deliver it. For example, knowing whether or not our students have certain experiences will be a guide for deciding whether and how to provide background knowledge and to whom before delivering instruction.

#2: BE EXPLICIT
- We need to make sure our students know why and how they are learning content (metacognition) and using language (metalinguistics). This means that we need to communicate orally and in writing why we are teaching what we are teaching. Nothing should be left to chance. For example, content should be connected to an overall framework or a broad question and put in writing so that it is clearly seen. Similarly, appropriate transition or vocabulary words should be discussed and made available for students to use when performing tasks and activities.

#3 CHECK FREQUENTLY FOR COMPREHENSION
Comprehension needs to be monitored frequently and never assumed. Engaging students in tasks and activities that demonstrate learning is the most appropriate
way to monitor comprehension. It needs, however, to be supplemented by organized individual conferencing, in which questions are directly posed and students are allowed the opportunity to articulate their knowledge.

#4: REQUIRE TALK AND WRITING
Learning needs to be accompanied by thoughtful processing through use of all language skills. Talking and writing, in particular, are productive ways to process learning. Talking and writing about content is an absolute must, with appropriate accompanying graphic frameworks to help students use language in increasingly sophisticated ways.

#5: ALWAYS READ TO YOUR STUDENTS
In all content areas and in all grades, teachers should read to their students. Most importantly, reading to students models language structure which might otherwise be inaccessible because of limited reading ability. With a little library or internet research, a great deal of relevant material can be found to supplement and enhance topics being studied.

#6: TALK ABOUT LANGUAGE
Students need to be made aware of features of language and how they impact understanding. This means that teachers must anticipate specific words and phrases which are crucial for comprehending concepts.

#7: EMPHASIZE VOCABULARY
Crucial to language growth is the associated growth in specific words which are used to define, clarify, and explain concepts. Vocabulary is the "fuel" of language, whereby students can grow conceptually and linguistically. Teachers must plan and coordinate word use in their content area(s) as an integral part of instruction.

#8: REMEMBER THAT YOU ARE A COMMUNICATOR
English is the means of communication through which we deliver instruction. It is vital to comprehensible delivery of instruction to pay attention to how we use English to accomplish tasks and activities and to explain, transition, and assess content.

PRACTICAL CLASSROOM APPLICATIONS
1. Take the time to interact non-academically with students. Appropriate collaborative interactions help to empower students through the development of personal relationships. This can be of enormous benefit for motivating students.
2. Give directions and transitions with clear use of specific words, accompanied (where appropriate) by written instructions and directions. This will help to embed understanding of what and how procedures are to be accomplished and what needs to be learned.
3. In addition to planning tasks and activities applicable to content, organize a systematic individual conferencing plan to learn how each student is comprehending content. Use post-its for quick and easy note-taking.
4. Require talking and writing about everything you teach. Use these opportunities for expanding language use and increasing vocabulary.
5. Read to your students at least once or twice per week.
6. Anticipate problematic language features and point them out to your students.
7. Plan a core vocabulary list and provide this list to your students at the beginning of the school year. Refer to it periodically.
8. Always monitor how you use language.
TEN TECHNIQUES FOR COMPREHENDING TEXTS

All teachers are responsible for ensuring that the content of their teaching is appropriate to the ages and backgrounds of their students. Literacy is an intrinsic part of focusing on, talking about, reading, and writing content.

The following myths about literacy no longer apply:
1. Literacy is a concern only in elementary schools;
2. Literacy is separate and distinct from teaching content;
3. Literacy in secondary schools can be addressed through remedial work alone;
4. Only a reading specialist should be concerned with literacy.

The following is a listing of ten techniques which all content teachers can use to help their students access texts and improve literacy.

1. Reverse Text Sequencing
   Before automatically assigning a reading passage or chapter, do selected applications/activities of the text topic in class; discuss the material with students, by introducing and expanding vocabulary items; assign selected questions for students to answer by skimming the text; and finally, have students read the text.

2. Text Skimming
   In order to help understand the passage or chapter, ask them to:
   a. Read the first sentence or paragraph carefully;
   b. Look at the beginning of each paragraph;
   c. Read a few words;
   d. Skip some paragraphs;
   e. Read the last paragraph carefully; and
   f. Look back for clarification, if necessary.

3. Reconstructing Text I
   Cut an excerpt from the text into paragraphs or sentences. Have students reconstruct the text in the right order and explain why they have chosen that order.

4. Reconstructing Text II
   Select a paragraph for dictation:
   a. Read it once at normal speed without pauses;
b. When completed, have students, in groups, write down any words or phrases they can recall and discuss them;
c. Read the text again at normal speed. Have students write down anything they can recall and discuss it;
d. Repeat the process, reading the text as many times as necessary; and
e. Finally, distribute the original text for comparison.

5. Gist
With difficult texts:
a. Make magnified transparencies of important portions;
b. For each paragraph or section, help students underline ten or more words or concepts that are considered most important in understanding the text;
c. List words on the board and together write a summary statement or two using as many of the listed words as possible; and
d. When completed, write a summary for the entire text that was read.

6. Scaffolding Reading
Ask students to:
a. Note key words in the first sentence of the paragraph or text;
b. Decide which word announces the main idea of the paragraph or text;
c. Note if there is a sentence that states the probable main idea;
d. Note the most important words from the sentence that you read;
e. Determine how the information relates to the information that came before it;
f. Look for details that provide more specific information on the topic;
g. Look for a sentence that concludes a topic;
h. Look for words that indicate a change in the kind of information;
i. Look for a sentence that provides information about a new aspect of the topic; and
j. Look for relationships between sentences in any one paragraph, such as transition words that change the topic.

7. Cloze Exercise I
This technique asks students to make sense of texts through deletions:
a. Write the title of the passage the students have read;
b. Have the students guess the missing words in any order;
c. Write in any words in the appropriate gap; and
d. After the sentences are partially completed, students should be able to predict more of the passage.

8. Cloze Exercise II
Using a short selection from a text the students have read:
a. Write it on the board;
b. Have students read it aloud together;
c. Erase one word from anywhere in the text;
d. Have the students read it again, replacing the missing word;
e. Erase another word and repeat the process; and
f. Continue until all words are eliminated.

9. Scanning
Having students read with a specific idea in mind, ask them to:
a. Find synonyms or antonyms for words in a text;
b. Make a list of grammar features in the text;
c. Compare details; and
d. List specific word sets, such as prefixes, suffixes, adjectives, topic vocabulary, etc.

10. Lengthy Text Comprehension
Determine the scope of the reading: look at graphics and subtitles; read first and last paragraphs; list key words or ideas that are repeated; and look up unknown words. Read and think about first and last sentences; write down nouns and verbs; then, write down some ideas. Look up only the unknown nouns and verbs in the first and last paragraphs and make connections between the title and concepts in the text.
INTEGRATED LANGUAGE ACTIVITIES FOR TEACHING CONTENT

Content area instruction for language minority and other at-risk students can offer many possibilities for enhancing improvement of English usage through language and vocabulary practice. Accomplished best in an integrated manner, the activities described in this Bulletin can be used across any content area and adapted to most grade levels.

1. INTERNET ARTICLE GATHERING
Find out what aspects of the content area being studied students would like to know more about. Collect articles and other information from the Internet to read during the class period as a change of pace.

2. TOPIC QUESTION POSING
Prior to delivering instruction, ask students to write one question (individually or in small groups) that they would feel comfortable in answering about the topic. Collect and put in a bag or box for use after the content has been presented.

3. ADVERBIAL DESCRIPTION
Write a list of commonly used adverbs on the board. Ask students to produce creative (and perhaps humorous) statements about the content they are studying in class.

Here are sample adverbs which can be used:

- angrily
- brightly
- cheerfully
- cleanly
- clearly
- coldly
- crossly
- darkly
- disgustedly
- excitedly
- fully
- gladly
- gratefully
- happily
- lonely
- loosely
- lovingly
- loudly
- merely
- mindfully
- newly
- nicely
- noisily
- normally
- openly
- patiently
- plainly
- proudly
- shyly
- sloppily
- soundly
- strongly
- tearfully
- thickly
- tiringly
- unbelievably
- undeniably
- unobtrusively
- viciously
- weakly
- widely
- wonderfully

Examples: The clouds formed rain which fell loudly on the rooftops.
I cheerfully divided 82 by 9!
4. JIG SAW READING
  Determine a text to be read and divide the class into groups of 3-5. Within each
group number each student (1, 2, 3...). Assign each group to read a different para-
graph, discuss together in their group, and become thoroughly familiar with the informa-
tion. Then have the 1s, 2s, 3s, etc. gather together in groups to share their information in
sequential order from the paragraphs they each have read.

5. ATTRIBUTE CHARTING
  Determine if the concept you teach can be described with attributes. Discuss the
attributes that illustrate the concept being taught. Allow students the opportunity to
add attributes to the chart. Assign a follow-up writing application of the categories and
their attributes after matching appropriate characteristics. Example:

<table>
<thead>
<tr>
<th>SEASON</th>
<th>Cold</th>
<th>Cool</th>
<th>Warm</th>
<th>Hot</th>
<th>Dry</th>
<th>Rainy</th>
<th>Snowy</th>
<th>Windy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>?</td>
<td>+</td>
</tr>
<tr>
<td>Summer</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>?</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Autumn</td>
<td>?</td>
<td>+</td>
<td>?</td>
<td>-</td>
<td>?</td>
<td>+</td>
<td>?</td>
<td>+</td>
</tr>
<tr>
<td>Winter</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>?</td>
<td>-</td>
<td>?</td>
<td>+</td>
</tr>
</tbody>
</table>

6. DICTOGLOS
  Select a content-related text and read it aloud with students simply listening to it.
Repeat two more times, this time with students taking notes and writing down key words.
Have students work in pairs to re-create the text as closely as possible. Have groups of
four work together to recite as much of the text as possible. Ask one member from
each group to read the group’s re-creation of the text. Compare and discuss.
  Note: It is important to note here that students must pay particular attention to both
content-specific and content-related use of language. Grammatical correctness as well as
content veracity is the goal, as students need practice with features of language in
conjunction with content information.

7. LANGUAGE FOCUS LESSONS
  Monitor misuse and miscues of students by observing their use of oral and written
language as they engage in learning content. Plan to work with students individually or in
small groups with content language as the basis of your examples. The following are some
of the common areas of language misuse, with sample applications:

<table>
<thead>
<tr>
<th>Language Misuse/Miscue</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Articles a, an, the</td>
<td>Fill in blanks from content text.</td>
</tr>
<tr>
<td>b. Prepositions, position words</td>
<td>Use hands-on manipulatives such as cuisiniere</td>
</tr>
<tr>
<td>c. Comparison words</td>
<td>Show &amp; discuss attributes of anything being compared.</td>
</tr>
<tr>
<td>d. Content-related words</td>
<td>Always use words in context orally, with print back-up.</td>
</tr>
</tbody>
</table>

8. CONTENT RECALL CHALLENGE
  At the end of class, erase the board and challenge students to recall everything you
wrote during the class. Write the expressions/notes again as your students call them out.

Sources:
IV, pp. 8-16.
SCAFFOLDING

The key to comprehensible learning, and to the skill of teaching, is knowing how to scaffold. For content to be learned sufficiently, i.e., at grade-level language usage, it initially needs to be distilled through multiple, context-embedded, gradually more complex practice opportunities. This is scaffolding and it is the subject of this Bulletin.

Scaffolding is not about simplifying language; rather, scaffolding is about "unwrapping" language to the point where a concept is understood, then "rewrapping" it with language to the point where it is grade-appropriate in both structure and word usage. A concept or an idea is separate from language, and as such can be understood apart from language. The challenge in scaffolding is to find a way to make a concept understood with minimal language, then to gradually add on language for more precision, focus, and detail in articulating the meaning and use of the concept.

An example of a natural way is the way in which we scaffold for our children. A child might say, "Look, doggy running!" to an adult. The adult in turn might respond, "Yes, look at the dog running. Why is the dog running?" The adult is acknowledging the child's use of language but in a slightly more articulate manner, followed by a question to challenge the child to expand upon the observation of the running dog. In other words, the adult is providing a gradually more complex response opportunity for the child.

SEQUENCING SCAFFOLDING

A common and effective progression in teaching incorporates scaffolding in the following manner:

- a. Teacher-centered - Teacher presents new material through brainstorming for prior knowledge and by direct instruction;
- b. Teacher-assisted - Teacher helps students learn this new material through assistance with the tasks and activities that increase student learning of the content;
- c. Student-assisted - Students help one another through collaborative and cooperative activities such as jigsaw;
- d. Independent study - Students work on their own using resource materials.
their own using resource materials.

SCAFFOLDING TECHNIQUES

The following are some techniques through which teachers can scaffold student learning:

1. Restatement. Restatement is the technique of expanding upon a student’s utterance by restating it in a more precise and complex manner. For example, if a student says, The soldiers did not like the British taxes,” the teacher might respond by restating, Yes, the colonists were angry about the British system of taxation without representation.”

2. Questioning. The teacher may scaffold within the framework of a posed question. Here is an example: How did the colonists show, or manifest, their anger?

3. Posing questions/requesting clarification. Here are some examples of common and frequently used expressions for scaffolding:
   - Can you say that again?
   - I don’t quite understand. Can you explain it another way?
   - Tell me a little more.
   - Expand on that a bit more.
   - What do you mean by...?
   - Explain it again.

4. Definition reinforcement. This technique is embedding a definition of a word immediately within the framework of the utterance. Here is an example: It was an earthquake. The ground was shaking and the buildings were falling apart.

OTHER WAYS TO SCAFFOLD

The categories below are organizational frameworks for thinking about scaffolding:

- **Speech adaptations** - Slowing down and/or chunking delivery of language, as well as careful, calculated use of vocabulary;
- **Group processing** - Various small and large group formats for peer-assisted content work;
- **Summarizing** - Techniques for students to practice encapsulating important content information;
- **Graphic Organizers** - Visual frameworks for organizing and prioritizing information in written texts;
- **Focus Materials** - Audio and visual aids to help students concentrate on essential information;
- **Learning Resources** - Various support materials such as reference texts and dictionaries for assisting students in comprehending material;
- **Background Knowledge** - Ways of enabling students to connect previously known information with new content;
- **Study Aids** - Guided and marginal notations for helping students to identify important information in texts;
- **Checks for Understanding** - Ways of posing questions and enabling students to process newly acquired information;
- **Vocabulary Development Strategies** - Strategies for assisting students to independently develop and expand their vocabulary and
- **Assessment** - Modifications such as extended time and oral vs. written formats for helping students demonstrate learning.

(Please see Bulletins, Vol. 2, No. 6 or Vol. 6, No 3 for detailed descriptions of the above ways to scaffold.)

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In summary, there are multiple ways to scaffold language and content. Always helpful, especially for English Language Learners, is requiring talk and journaling about what is being learned. These provide important scaffolding opportunities for students to engage in learning.

SOURCE


Working With Mainstreamed Students

THE LANGUAGE OF MATH, SCIENCE, AND SOCIAL STUDIES

This Bulletin examines the specific language features of math, science, and social studies and provides recommendations for helping K-12 English Language Learners (ELLs) and other at-risk students become more effective learners in these content areas.

MATH LANGUAGE

Mathematics helps students in their ability to think, reason, and solve problems. Since the current math curriculum is weighted heavily towards verbal reasoning, the language of math requires a strong language proficiency and is thus particularly challenging to second language learners.

Low frequency vocabulary words, contractions, and idioms are problematical. Here are examples:

**Vocabulary**

*There are many different words to express the same operation:*
- add - plus, combine, and, sum, increased by;
- subtract - decreased by, take away, less (than), minus, differ.

Everyday language has special meaning - equal, rational, irrational, column, table. Prepositions such as of and by are used uniquely.

Complex phrases contain difficult concepts: least common denominator, negative exponent, greater than, as many as, more than, the same as, etc.

**Language Structures**

Complex language structures signal math operations that are confusing:

Thirty is six times a certain number.
What is the number?
Thirty multiplied by five equals what?
Nine divided by three equals three;
Fifteen is divisible by 5.

**Other Features**

Some math symbols may have different interpretations. In Spanish-speaking countries, for example, the period is substituted by the comma to designate decimals.

Strong language knowledge about articles is necessary to understand expressions such as a number and the number.

**Recommendations:**

1. Preview and identify language features
which can potentially inhibit understanding and choice of mathematical operations to solve the problem.

2. Periodically teach/review the language involved in word problems, especially articles a, an, or the.

3. Actively engage students in hands-on activities to promote understanding.

4. Encourage team work to promote verbal and written sharing.

5. Encourage discussion to promote greater understanding of mathematical operations. For example, ask students to:
   a) restate the problem in their own words;
   b) explain what they are trying to find out;
   c) explain how they think they might solve a problem; and
   d) describe what are some of the difficulties they encounter in solving a problem.

SCIENCE LANGUAGE

Science should generally be taught as an active discovery process involving problem-solving and decision-making. This will be very helpful to English Language Learners, because it connects language with tangible, real world phenomena. Graphic organizers are particularly helpful in assisting these learners. Listed below are types of graphic organizer and the thinking skills that they foster in understanding science:

<table>
<thead>
<tr>
<th>Type</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Outlines</td>
<td>summarizing, making predictions</td>
</tr>
<tr>
<td>2. Timelines</td>
<td>organizing/sequencing events chronologically, comparing events</td>
</tr>
<tr>
<td>3. Flowcharts</td>
<td>showing cause/effect</td>
</tr>
<tr>
<td>4. Mapping</td>
<td>examining movement &amp; spatial relations</td>
</tr>
<tr>
<td>5. Graphs &amp; charts</td>
<td>organizing &amp; comparing data</td>
</tr>
<tr>
<td>6. Diagrams</td>
<td>comparing &amp; contrasting</td>
</tr>
</tbody>
</table>

Hands-on materials and activities such as role plays and simulations, lab experiments, and drawing pictures are important; oral discussion is a must, and should involve teacher-directed summaries and tape summaries and review of key words.

SOCIAL STUDIES LANGUAGE

To understand social studies, a student must have a high level of academic vocabulary and an increasingly sophisticated understanding of U.S. American cultural values and history. Teachers can help ELLs by:

1. Identifying and teaching core vocabulary/terminology in advance. This should include both teacher-identified and student-identified words.

2. Utilizing prior knowledge to make connections with new material. The limited experiences with U.S. American culture and history means that teachers need to connect the lessons with the students, not vice versa. This involves appreciating and tapping into the background experiences of each invididual student.

3. Providing information about the content by introducing a lesson to clarify the context and a framework, web, or organization guide to give students an idea or plan to make sense of the new information.

4. Engaging students in cooperative learning to promote interaction through assigned roles with specific tasks. This will help students to simultaneously work individually and collaboratively to practice language use, engage in critical thinking, and negotiate meaning.

5. Emphasizing paraphrasing and summarizing through writing sentences that summarize the main points of a lesson.

SOURCE:
The activities described in this Bulletin can be applied to literature, science, social studies/history and/or mathematics.

1. **Word Categories.** Periodically place content-specific words in categories to demonstrate their relationship to each other.

2. **Word Sorting.** Dictate words to be reviewed and ask students, individually or in groups, to place in appropriate categories.

3. **Missing Words.** Select a paragraph from the content text and delete selected words. Number the blanks and ask students, in groups, to write in the correct words.

4. **Word/Definition Matching.** In groups, have students match words from the textbook with their definitions on separate cards or pieces of paper.

5. **Two Step Recycling.** Make a set of cards/slips of paper with one/two sentences from the text with a designated word missing. In groups, have students find the missing word(s).

6. **Categories.** Ask the students to draw two or three columns on paper and give them a category from the lesson or unit. Then dictate a series of words that can fit into each of the categories.

7. **Customizing the Text.** From a passage you propose to use with your class, select a dozen or so words to work on. Write these down. Prepare a sheet of 30-40 different words (not only synonyms) from which students can choose alternatives to those in the text.
   a. Give the students the reading passage to look through.
   b. Slowly say the words you have chosen, while the students underline them in the passage.
   c. Give out the sheet of alternative words.
   d. Ask the students to select substitutes from the sheet for the words underlined.
   e. In pairs, the students discuss each other's choices.

8. **Erasing Words.** Write on the board about 10 words that are difficult to spell and give the class a minute to 'photograph' them. Point to one word, then
erase it; the students write it down from memory, etc., until all the words have been read.

9. **Recalling Words.** Write on the board between 15 and 20 words the students have recently learned. Give a minute for everyone to look at them, then erase or conceal them. Individually or in pairs or groups, the students try to recall as many as they can and write them down.

10. **Predicted Meanings.** Write down 8-10 unfamiliar words on the board from a text to be read. Have students take a sheet of paper and divide it into 2 columns. Students write words down on the left-hand column. Ask students to write down 3-4 words suggested by each word in the right-hand column. Ask students, in groups of 3-4, to compare what they have written. Refer students to the text.

11. **Writing Definitions.** Review a unit of your content or anything students have been studying. Select up to 20 words you want the students to remember. Choose 5 words each from different parts of speech or all 20 from the same part of speech. Divide the class into groups. Give each group 5 words each. Ask them to write definitions for each word but not to mention the word they are defining. These should be analytical definitions, not synonyms. Have groups exchange definitions and guess other groups' words.

12. **Making Groups.** Select a lexical category (e.g., "planets") for review and ask the students to call out the words they know related to the category. Have two students write the words on the board. Ask the students to think of ways to subgroup the words.

13. **Vocabulary Notebook.** Have students write down unfamiliar words from a content meanings unit. Encourage them to write meanings, parts of speech, and the word in context.

14. **Ghost Definitions.** Underline 8-10 words and phrases in a text. At the bottom of the page, write definitions of these words in random order, together with definitions of 2-4 other words not in the text. Make a copy for each student in the class. Ask the students to match the definitions to the underlined words and then to find the words to suit the remaining definitions.

15. **A to Z Vocabulary.** Periodically assign each student a letter of the alphabet. Tell them to find two words that begin with their assigned letter related to the content being taught. They must then copy the sentences in which the words occur and write two original sentences in which the words occur, with the words in their correct context. Bring students together in groups of 4, selectively or at random. Have them exchange words and definitions and have each student use at least four of the words from their exchanges in a paragraph.

16. **Rivet.** Select 8-10 words from a lesson for review. Write numbers and draw lines on the board for each letter in a word. Fill in the letters to the first words one at a time, as the students watch. Encourage students to guess each word as soon as they think they know what it is.

17. **Memory Association.** Students try to name all the words they know in a category by taking turns saying a word from that set in a group. Anyone who can't think of a word immediately has to drop out.

18. **Spaghetti Technique.** Periodically collect word partnerships, separate and arrange them randomly in a circle. Have students draw lines connecting words that make strong collocations.

19. **Semantic Feature Analysis.** Design a grid with featured vocabulary according to content and word category on a vertical axis, and features and characteristics on a horizontal axis. Students check off words with similar features.
WORKING WITH MAINSTREAMED STUDENTS
HELPING LEARNERS ACHIEVE ACADEMIC COMPETENCE

This Bulletin addresses practices that teachers can employ to help students identify, derive meaning from, and become successful in what they are learning. This results in students achieving competence, the ability to go from understanding (declarative knowledge) to proficient, demonstrated performance (procedural knowledge).

AMPLIFYING LANGUAGE TO ENGENDER COMPETENCE

1. Be explicit. Explain directions and procedures clearly. If they are important enough, post them. Ask students to repeat what they are to do. Allow for peer explanation. If they involve potentially unintelligible words or phrases, do not avoid using them, but parenthetically add a more frequently used synonym or explanatory phrase. In general, never assume; strive for clarity.

2. Read to your students - all grades, all subjects! Stories, anecdotes, supplemental content-related information can serve to help connect learners to the topic being addressed. In addition, reading serves to expose students to authentic and complex uses of language, thus broadening their ability to understand and to predict print language in reading.

3. Require journaling in ALL subjects. Journaling helps student to integrate their learning, to practice writing, and to engage in deeper levels of cognitive engagement with the content.

4. Post content AND language objectives. Addressing what students are to study and why, is a metacognitive process which enables students to consider the purposes of what they are learning. It addresses the language they need to demonstrate understanding and focuses attention on the English competence(s) needed to accomplish the task(s).

SUGGESTIONS FOR INCREASING STUDENT COMPETENCE

1. Post Bloom’s taxonomy charts in the classroom. When posing questions, stand underneath a chart indicating the kind of question you are posing. Periodically have students do the same.

Here are examples of large, separate
posters which can be created:

**KNOWLEDGE**
Identification & recall of information
**Who, what, when, where, how?**
Describe ____________

**COMPREHENSION**
Organization & selection of facts/ideas
Retell ____________ in your own words.
What is the main idea of ________?

**APPLICATION**
Use of facts, rules, principles
How is ___ an example of ___?
How is ___ related to ___?
Why is ___ significant?

**ANALYSIS**
Separation of a whole into component parts
What are the features of ___?
Classify ___ according to ___.
Outline/diagram/web ____________.
How does ___ compare/contrast with ___?
What evidence can you list for ___?

**SYNTHESIS**
Combination of ideas to form a new whole
What would you predict/infer from ___?
What ideas can you add to ___?
How would you create/design a new ___?
What might happen if you combined ___ with ___?
What solutions would you suggest for ___?

**EVALUATION**
Development of opinions, judgment, or decisions
Do you agree ___?
What do you think about ___?
What is the most important ___?
Prioritize ___?
How would you decide about ___?
What criteria would you use to assess ___?

2. **Sticky note prompts.** Sticky notes (post-its) can be used in a variety of ways to amplify students’ use of language:
   a. "I wonder if..."/"This reminds me of..." prompts. Have students read a selected passage and then complete the above prompt(s) with a sticky note.
   b. "Tarzan/Jane." For a selected reading, have students write key words on sticky notes. Collect the notes, sequentially order them, and use them for oral and/or written summarizing or retelling.

3. **Multiple Intelligences Checklist.** Use the chart below to insure delivery of instruction using a variety of activities to accommodate students’ various styles:

   **Musical Rhythmic**
   Sing it
   Create a beat
   Tap it
   Make a cheer
   Create a jingle
   Hum it
   Identify to sounds
   Read to sounds
   Listen to the sounds
   Connect to music
   Write a poem

   **Verbal/Linguistic**
   Read it
   Spell it
   Write it
   Listen to it
   Tell it
   Recall it
   Use your words
   Apply it
   Check it
   Information
   Say it
   Discuss it
   Use mnemonics

   **Logical/Mathematical**
   Make a pattern
   Chart it
   Sequence it
   Create a mnemonic
   Analyze it
   Think abstractly
   Think critically
   Use numbers
   Prove it
   Interpret the data
   Use the statistics

   **Bodily-Kinesthetic**
   Role play
   Walkabout
   Dance
   Be sync
   Simulate/simulate/mime
   Construction
   Math manipulatives
   Sign language
   Sports
   Activity centres

   **Naturalist**
   Label it
   Categorize it
   Identify it
   Form a hypothesis
   Do an experiment
   Adapt it
   Construct it
   Classify it
   Investigate it
   Discern Patterns

   **Visual/Spatial**
   Mind maps
   Graphic organizers
   Video
   Color code
   Highlight
   Shape a word
   Interpret a graphic
   Create a chart
   Study Illustrations
   Visualize it
   Make a chart
   Create a poster

   **Interpersonal**
   Think Pair Share
   Jigsaw
   Cooperative grouping
   Dramas
   Debates
   Class meetings
   Role play
   Meeting of minds
   Peer counseling
   Tutors/huddles
   Shared journals
   Giving feedback

   **Intrapersonal**
   Metacognition
   Use self talk
   Work Independently
   Solve it your own way
   Understand self
   Journal it
   Rehearse it
   Use prior knowledge
   Connect it
   Have ownership

**SOURCES:**
WORKING WITH MAINSTREAMED STUDENTS

BACKGROUND INFORMATION FOR TEACHING MAINSTREAMED LEARNERS

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BASIC BACKGROUND INFORMATION
Understanding our students is important in understanding how their knowledge, motivation, and learning styles impact the content we deliver. This is especially true for learners from different language and cultural backgrounds. The degree to which a student is conversant in the home language ultimately influences normal cognitive progress in English. It usually requires at least 5-7 years to achieve grade level academic parity with native English-speaking peers. Prior schooling will determine the degree to which students will transfer literacy development from the home language to English. Knowing whether the student is U.S. or foreign-born will suggest whether or not the home language has been firmly acquired, although additional information about the learner's refugee or migrant status will also suggest consistency in having acquired the home language. Similarly, information about prior ESL or other support will help to create an understanding about that learner's academic strengths, and family environment will help inform about a family's attitudes towards schooling.

CHALLENGES TO ACADEMIC SUCCESS
Age upon entry to U.S. determines potential challenges in an English language learner's experience with content learning: 8-12 year olds are most likely to achieve academic success because they have usually had enough time to firmly acquire their home language, and they have enough time left in school; 5-7 year olds are at risk because they have not fully acquired their home language; and 13-18 year olds are also at risk because they do not have time enough left in school to catch up with mainstream English-speaking peers.

Other challenges to academic success are cultural differences, differences between home language and English, family attitudes toward education, discontinued schooling, trauma, and educational system in country of origin; each impact academic success, but perhaps the greatest influence is the student's literacy level in the home language. Young English language learners with little or no home language literacy usually demonstrate little oral English language background and will require a more supportive focus on print language across the content areas; older learners have a similar profile, especially if they have not already developed home language literacy.

EFFECTIVE TEACHING PRACTICES
Along with other learners struggling to use grade-appropriate language, English language learners require instruction that focuses on continued literacy development, which includes not only decoding and fluency, but also comprehension. In addition, they need scaffolding, integrated skill use (supporting reading, writing, and oral retelling), cognitive strategies to foster more independent learning, and a focus on language features (sentence complexity, pronoun use, transition words, and vocabulary).

Since standardized tests are normed on native English speakers and contain challenging language and culture references, English language learners can better demonstrate their learning through performance assessments, which allow them to express standards-based, grade appropriate use of concepts in more language- and culture-sensitive ways. In addition, collaborative assessment, where teachers collectively focus on understanding effort, intent, and strength of students' print work, can help to determine coordinated and specific recommendations for improving teaching and learning for both individual and groups of English language learners in the mainstream classroom.