

INTERACTIVE CLASSROOM STRATEGIES & STRUCTURES FOR SUCCESS

FOCUS ON ENGLISH LEARNERS



FRANCISCA SÁNCHEZ



We become chameleons, we are chameleon. As we move from one world to the other, we exchange colors, ideas, symbols, and words in order to fit, to relate, and to survive. The result is a prismatic iridescence when the difference of colors play on each other, like a rainbow after a rainstorm in the desert. We are chameleons.

Born into a bicultural and bilingual world, we have experienced the changed meanings and power . . . The ironies in the experience of living within, between, and sometimes outside, of two cultures; the damnation and the salvation, the celebration of it all.

José Antonio Burciaga



Cover art is the original work of Nicolás Sánchez, an up and coming artist poised to help pave the way for a stronger tomorrow. Using his own life experiences as his base, he turns them into original ideas: artwork with a pulse meant to grab your attention and broaden your perspective on life. Sánchez's style communicates simplicity and common sense. Strongly believing that through the knowledge of yesterday one can better understand the significance of present day events, Sánchez immerses himself in political and social studies to forge his own artistic style. A child of hip-hop's Golden Era, the native Californian spent his childhood embedded in its rich multicultural environment and has enjoyed absorbing knowledge from across the artistic spectrum.

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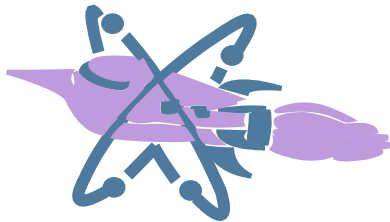
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Interactive Classroom Strategies & Structures for Success

Focus on English Learners



Francisca Sánchez



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ABOUT THE AUTHOR



INTRODUCTION

Clearly, educators are at the heart of ensuring that English Learners achieve success in our schools. When teachers and administrators join in collaborative leadership with families and communities, then we gather the resources necessary to ensure that English Learners achieve success not only in our classrooms but in the world, as well. That is a radical and transformative role that I believe must be the fundamental role of every educator leader.

Your participation in this work provides us with an opportunity to contribute in significant ways to our vision of educational excellence for all our children. It's appropriate that as we enter a new century, we reach out for new leadership, leadership that will allow us to realize that vision.

This book will guide you in exploring a new vision of sustainable success for English Learners. My hope is first that by using this book as a resource, you will extend and refine your understanding of what we mean or should mean when we talk about "success" and "powerful programs" for English Learners.

Secondly, I'd like to engage you in serious thinking about and reflection on current language minority policy and leadership issues, particularly related to student achievement, standards, assessment, and accountability, and how these (should) impact our professional practice and decision-making.

To these ends, as you use this book, I encourage you to keep a companion journal where you can jot down questions, comments, and ideas as they are triggered by the content you are exploring. I also encourage you to think about three key questions regarding how we school English Learners:

- What else must we know?
- Who can help us know this?
- How can we move from knowing it to doing it?

Part of the work we all must do is to focus in on questions such as these and think seriously about what our role is or should be in advocating for English Learner success. As you consider these questions, I'd like for you to also remember the faces and voices of the English Learners in your classrooms and schools. After all, the work we do is not about making a better computer or a more efficient car. The work we do is about people— and taking the potential that children and youth bring to us and turning that potential into wonderful realities.

This work is not just a technical affair. The lure of technical responses may well be one of the greatest challenges to fulfilling the leadership imperative— which is really a personal and moral imperative. We need to remember why we're educators. Next to parents, we're the most powerful force for changing the world for the better.

Part of our job as leaders is to tell powerful stories that help us and others see the possibilities. We need to engage people's emotions, values, and beliefs. We need to make this personal. We need to help people believe that what we want to have happen is possible. This is radical work.

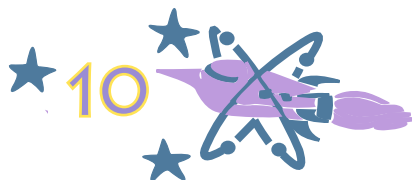




VISION, COMMITMENT, & SUCCESS



It is today we must create the world of the future.
Eleanor Roosevelt



COURAGEOUS LEADERSHIP

- How do we negotiate the politics and the pedagogy?
- What will it really take for us to school ALL students for success in the 21st century?

What would life be
if we had no courage
to attempt anything?
(Vincent Van Gogh)

All too often, as educators we think of ourselves as neutral, as outside the political fray. But that is no longer one of our options. In fact, it has never been an option for us, for education lives in a political world, and nowhere is this more evident today than in our debates about how to school English Learners.

In the past, we have not been successful in framing our discourse and debate on the core issue of what we mean by success for English Learners. Too often, in the past, our efforts have resulted in failure for English Learners. Today, as we negotiate the politics and the pedagogy, we have to be sure that at the end of the day, we come down on the side of pedagogy that results in expanded life opportunities for English Learners and not a pedagogy or practice that as well-meaning as it may be ends up limiting and circumscribing English Learners' options and possibilities.

An important first step on this road is to ask: What will it really take for us to school English Learners for sustainable success in the 21st century? We can start by acknowledging that there is tremendous good will and expertise in our schools and communities, and those two things provide us with an incredible foundation for building powerful programs for English Learners that DO get us the transformative results we want.

We need to help each other think more clearly about how we can use the good intentions we have and the expertise and knowledge we've earned to make sure first, that we use the most powerful instructional strategies possible, and second, that those strategies are coherent and connected and working in concert with a strong systems change framework that gives us the leadership structures and tools we need to respond appropriately to any English Learner issue that comes up now or in the future.

OUR LEADERSHIP ROLE

Our students are depending on us to use all of our capacity and will to provide guidance and support so schools and districts can create excellent educational environments that guarantee that English Learners succeed in and beyond school. Committing to this type of success means that we must:

- Eliminate the persistent achievement and access gaps between students of color and majority students, between poor and affluent students, between English Learners and native English speakers.
- Accelerate and sustain academic progress for all groups of students through grade 12 and beyond.
- Ensure that every student attains high and meaningful standards across the curriculum and is university-ready.
- Prepare every student as a successful 21st century citizen.



THE LEADERSHIP IMPERATIVE

In California, schools are failing students of color. This condition constitutes an arsenal of social explosives. . .

California faces no other public policy problem of more pressing importance.

(Guthrie & Kirst, 1984)

In American race relations, the bridge from the 20th century may be leading back into the 19th. We may be deciding to bet the future of the country once more on separate but equal.

Deepening Segregation in American Public Schools
(Harvard University)

As they form a larger and larger portion of the school population, and threaten any real academic gains for the state as a whole, the success of California's reform efforts depends on its ability to raise the achievement of its EL students. Yet there is little evidence that the leadership of the state either understands this urgency or is prepared to address it. English learners in California, and in the nation, represent a potentially rich social and economic resource—if the state invests in them. Without such investment, the future of California education looks grim.

English Learners in California Schools:
Unequal Resources, Unequal Outcomes

BELIEVING WE CAN

We have to build and articulate a powerful vision that incorporates our beliefs about what is possible. And we cannot do it in the absence of the hopes and dreams of the students themselves. Bob Moses, in *Radical Equations*, says it this way:

We believe in these young people, that they have the energy, the courage, the hope to devise means to change their condition.

We believe the kind of systemic change necessary to prepare our young people for the demands of the 21st century requires young people to take the lead in changing it.

We can set the stage for young people to play powerful roles in envisioning and creating powerful futures for themselves. One way to set that stage is to hold high expectations, not only for the students themselves, but for us and for our responsibility in achieving certain outcomes.



BELIEVING WE CAN

Bilingualism is recognized by researchers as an educational advantage . . . But many schools are still not giving out positive messages about it. The result is that children and parents internalize the devalued status of their own language.

Institute of Education, University of London

Many teachers and administrators underestimate the ability and potential of English learners. It is critically important that we hold the same high expectations for English learners that we do for other bright and talented students.

Patricia Gándara et al.

English Learners in California Schools: Unequal Resources, Unequal Outcomes

There are people in this country who think all kids can't do mathematics, but we say that all kids can learn if math is presented in a good way – having a knowledgeable teacher and quality materials.

Johnny Lott, President NCTM

Our beliefs are powerful beyond measure
in shaping the future we create!

WHAT'S AT STAKE?

The price of ignoring children's bilingualism
is educational failure and social exclusion.

Dr. Charmian Kenner

Institute of Education, University of London

Schools should take steps to support children's bilingualism,
which is an economic asset for [the nation].

Dina Mehmedbegovic

Institute of Education, University of London

We are at risk of becoming a nation divided both economically and racially
by knowledge of mathematics.

A Nation at Risk



OUR APPROACH

The ultimate aim of education is to enable individuals to become the architects of their own education and through that process to continually reinvent themselves In this sense, the curriculum is a mind-altering device.

Elliot W. Eisner

Values-Driven Principles-Based Informed by Data & Research

Our work in English Learner education must be fundamentally different from most of what is happening in the nation in the name of educational excellence, and it calls for us to articulate a values-driven, principles-based educational model, informed by research and data.

Policy should begin with values that are formed into a vision of how our schools should be, and our principles should articulate how our values get enacted. Data and research should inform the development of policy that guides action and plans to carry out the policy, but all policy decisions should reflect our values and our principles. This is important because where the leadership does not hold multilingualism as a value, there will be no systemic, sustainable multilingual education. Where the leadership doesn't recognize the songs that our students carry within them, we will never be able to create the environments that will allow our students to sing at full volume.

Unfortunately, for far too long, mainstream educators have not been able to successfully articulate a powerful vision of student success that puts multilingualism front and center. As a result, our children and youth, even those that are successful in the current system, are ill-prepared to participate in powerful ways in our global, 21st century society. In too many ways, their voices have been silenced.

Yet, in the world of English Learner education, we are poised to adopt a new and very powerful vision of success that will guide our work on behalf of all students in our care. And this vision statement should be explicit in specifying what we value, and therefore, promise for our children and families. Any approach to improving schools for English Learners must begin with a vision of the student outcomes we expect schools to produce. We must articulate a definition of STUDENT SUCCESS and HIGH INTELLECTUAL PERFORMANCE that goes beyond just improvements on standardized tests.



OUR VISION REDEFINING STUDENT SUCCESS

When there is no vision, the people perish.

Proverbs 29:18

In addition to graduating our students college and career ready, English Learner education programs must ensure our graduates develop the skills, capacities, and dispositions to be successful in the 21st century:

Every English Learner who enrolls in our schools will graduate from high school prepared for the option of enrolling in a four-year college or university, pursuing a successful career, and living a healthy life.

S/He will have the confidence, competence and information needed to make positive choices for her/his future, and will have demonstrated strength and competence in the areas needed for full participation in the 21st century economic, scientific, political, cultural, and intellectual life of our nation and global society.

In addition to academic competency, these areas include technological literacy; communication skills; aesthetic sensibility; critical and creative thinking, reasoning, and solution-seeking; social, environmental, and civic responsibility; multilingual and cross-cultural competency; and strength of character.

As educational professionals, we should only call ourselves successful to the extent that we achieve these outcomes for every group of English Learners we serve.

Come to the edge. We might fall.

Come to the edge. It's too high!

Come to the edge! And they came, and he pushed

..... and they flew.

Christopher Logue



COMMITTING TO SUCCESS

We can, whenever, and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't done it so far.

Ron Edmonds

With my students
I have learned another view of education,
another approach to educating.
I no longer practice a curriculum
made for failure and poverty.

Bill Terrazas
Channel Islands High School

Part of our responsibility with regard to English Learners is to advance a transformative approach to their schooling that by design builds bilingualism, biliteracy, and multiculturalism and that systemically uses English Learners' languages, cultures, experiences, and skills as a foundation for their new learning and success.

As educational leaders, we need to ensure that English Learners achieve and sustain high levels of proficiency, including literacy, in English and the home language; high levels of academic achievement, including proficiency on state standards across the curriculum and maintenance of that achievement in English after participation in specialized English Learner programs and through grade 12; sophisticated sociocultural and multicultural competency; preparation for successful transition to higher education; successful preparation as a 21st century global citizens; and high levels of motivation, confidence, and self-assurance.





FRAMEWORK FOR SUCCESS



There is nothing in a caterpillar that tells you it's going to be a butterfly.
Buckminster Fuller

If you want to make an apple pie from scratch,
you must first create the universe.
Carl Sagan



FRAMEWORK FOR SUCCESS



There is a Zulu saying: If the future doesn't come toward you, you have to go fetch it. We cannot let our vision of success for students be determined by the status quo because the status quo has produced unacceptable results for many groups of students. Rather, we need to redefine school reform so that it works for our children. We need to hear the voices of our currently marginalized and alienated students and know that our job is about creating a world and a future where they, too, can be at the center. We need to be able to respond affirmatively and powerfully to the opportunity before us. In other words, we have to go fetch that future and make it our children's present.

One way to begin that process is to focus on the *Framework for Success* and its eight essential core principles. These eight essential core principles for programmatic reform lead to cohesive, coherent, and comprehensive educational programs where all students can excel in and beyond school walls. Local contexts, student populations, and capacity differ from school to school, and community to community, and effective approaches are created to address those specific needs. Through a principles-based reform effort, we can use a core of values and best practices, distilled from the research, and apply them locally in ways that make sense for specific communities. When we attend to all of these research-informed core principles, we provide the necessary conditions for success for English Learners, and we allow our English Learner programs to operate at peak performance. Furthermore, we increase the likelihood that our schools and districts can sustain these higher levels of performance over the long term.



FRAMEWORK FOR SUCCESS

RICH & AFFIRMING LEARNING ENVIRONMENTS

Create a safe, affirming, and enriched environment for participatory and inclusive learning.

First, and at the heart of all this, our programmatic reforms must include changes in the sociocultural context of schooling for students. Students must experience safe, nonthreatening, and affirming learning environments where it is the norm for them to:

- Interact, collaborate, communicate, and negotiate meaning with their peers.
- Experience education that is gifted and talented rather than remedial.
- Utilize and fully develop their languages and cultures.
- Speak their truths and have their voices heard and reflected in the whole of the school community.
- Share equitably in the allocation of power and resources.

EMPOWERING PEDAGOGY

Use culturally and linguistically responsive pedagogy that maximizes learning, actively accesses and develops student voice, and provides opportunities for leadership.

Second, programmatic reforms must include changes in how we teach students, in the pedagogy we employ. Students must have access to culturally and linguistically responsive pedagogy that is focused on their experiences, interests, and needs to know and that is designed to maximize learning. That means providing complex, hands-on learning experiences in low threat/high challenge contexts, as well as opportunities for active processing.

Students need access to a pedagogy that helps them link new knowledge with prior knowledge and that provides them with opportunities to bring their lives into the classroom and to examine issues of social justice which have daily impact on their families and their communities. In classrooms that are responsive to all students, there is a dynamic student/teacher collaboration around generating the inquiry that forms the basis of diverse students' new learnings and that stimulates dialogue and reflection, as well.

CHALLENGING & RELEVANT CURRICULUM

Engage English Learners in well-articulated and age-appropriate curriculum that purposefully builds bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging.

Third, programmatic reforms must include changes in the curriculum that students experience. Students must have access to cognitively complex, coherent, well-articulated curriculum that by design builds bilingualism and biliteracy. This curriculum must not only be standards-based and aligned, it must also be rigorous, meaningful, purposeful, interesting, and rich. It must be both student-centered and student-friendly. It must be multicultural and antiracist. And it must provide for authentic, ongoing, and embedded reflection and assessment.



FRAMEWORK FOR SUCCESS

HIGH QUALITY INSTRUCTIONAL RESOURCES

Provide and utilize high quality standards-aligned instructional resources that provide equitable access for English Learners to core curriculum and academic language in the classroom, school, and community.

Fourth, programmatic reforms must include changes in the instructional resources available to and used by students and their teachers. Students must also have equitable access to a broad range of high quality instructional resources in English and in their home languages. These resources must include electronic, digital, and technological resources as well as other traditional materials. They must not only be aligned to standards, they must facilitate students' access to the core curriculum and expand their knowledge of the world. They must provide authentic models of the vast array of academic language uses. And they must expand parents' ability to communicate with teachers, to actively engage in their children's schooling, and to participate meaningfully in decision making.

VALID & COMPREHENSIVE ASSESSMENT

Build and implement valid and comprehensive assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic, and sociocultural outcomes for English Learners.

Fifth, we need sophisticated and comprehensive assessment systems designed primarily to improve academic, linguistic, and sociocultural outcomes for all groups of students. These assessment systems should include multiple measures and approaches, be ongoing, include teacher observations and judgments, and provide clear analyses of actual student work and performance. Assessment should help schools and communities know to a certainty how every student is doing. There must be structures available for classroom teachers to observe and assess students' progress on a daily basis and then apply the results of those assessments to their teaching. There must be reasonable benchmarks that allow teachers and students themselves to know how close they are to meeting the identified goals and standards. There must be ways of triangulating data so that judgments about student achievement and progress are not dependent on any single indicator.

HIGH QUALITY PROFESSIONAL PREPARATION & SUPPORT

Provide coherent, comprehensive and ongoing professional preparation and support programs based on well-defined standards of practice. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement our vision of excellent teaching for English Learners.

Sixth, programmatic reform must include changes in the systems that can most powerfully support the successful schooling of diverse students. One such system is that which supports the professional efficacy of teachers and others who work with diverse students. Without a doubt, teacher quality and preparation matter. Neither is there any doubt that students of color, poor students, and English Learners are much more likely to be assigned novice or underprepared teachers.



FRAMEWORK FOR SUCCESS

So in order for reforms to truly impact student achievement, teachers who work with diverse students must have a common, clear vision and well-defined standards of practice that help them close the achievement/access gaps, accelerate and sustain student achievement, and increase student college-going rates. Teachers working with diverse students need to be knowledgeable about subject matter content, child and adolescent development, cognitive development, culturally and linguistically responsive pedagogy, and the specific cultures and language of their students, as well.

Additionally, professional development programs must advocate for recruitment, development, and retention of qualified minority educators. Finally, professional development programs must include everyone who has responsibility for working with students: tutors, volunteers, parents, teachers, counselors and other support staff, principals and other administrators. We have to build a sense of professional accountability among all the adults involved in educating our students.

POWERFUL FAMILY/COMMUNITY ENGAGEMENT

Implement strong family and community engagement programs that build leadership capacity and value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for English Learners.

Another system that can support the successful schooling of students in powerful ways is family and community engagement. We know that when families, educators, and communities all work together, schools get better, and students have a better chance of getting the high quality education they need and deserve. Strong family and community engagement programs help families establish home environments that support learning for their children and provide information and ideas to families about how to help their children with homework as well as other curriculum-related activities. They work toward establishing more effective forms of school to home and home to school communications about school programs, student progress, and family and community resources and help recruit and organize family/community help and support in the school.

But most importantly of all, strong family and community engagement programs include parents in school decisions and actively promote the development of parent/community leaders and representatives who can advocate more effectively for marginalized students. They create structures to identify and integrate community resources and services to strengthen programs and practices for these students.



FRAMEWORK FOR SUCCESS

ADVOCACY-ORIENTED ADMINISTRATIVE/LEADERSHIP SYSTEMS

Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse needs and assets of English Learners. These administrative and leadership systems structure, organize, coordinate, and integrate programs and services to respond systemically to English Learner needs.

Finally, programmatic reforms must include changes in district and school administrative and leadership systems so that issues of data, communication, accountability, and equity are addressed, and programs and services for students are effectively coordinated and administered. With regard to data, there must be student information systems established that allow teachers and administrators to recognize classroom, school, and district patterns of achievement. These systems should be sufficiently sophisticated to allow for disaggregation of student and teacher data across a broad array of student, teacher, and school demographic, background, and programmatic variables. Only when we can accurately and consistently assess the real data picture in our schools will we be able to accurately and comprehensively determine the needed changes.

Multiple-way communication protocols should ensure that administrators, teachers, students, parents, and the community regularly receive and provide communication regarding the schooling of students. Administrative systems must also establish accountability parameters and processes that guarantee student results. These accountability measures must be responsive to equity concerns. When administrative systems are firmly grounded in an equity perspective or framework that requires that everyone work from an advocacy perspective, it is much more likely that equity issues will be successfully addressed.

INTELLIGENCE

We believe that intelligence is not fixed; rather it is modifiable. We define intelligence as a behavior that elicits active processes or operations enabling an individual to accommodate him/herself to a particular situation to assimilate particular information (Feuerstein, 1982; Ginsburg, 1972; Piaget, 1965; Sternberg, 1981). Intelligence is also the act of processing information in a way that enables an individual to solve problems and create products or strategies to successfully function in a particular situation (Feuerstein, 1982; Gardner, 2000; Caine & Caine, 1994). The processing involved in intelligence is the result of learning (Jackson, 2001).



A PEDAGOGY OF CONFIDENCE

The National Urban Alliance promotes what it calls a Pedagogy of Confidence, which is quite relevant to our work with English Learners. They define a Pedagogy of Confidence as the fearless expectation and support for all students to demonstrate high intellectual performance. It involves the art of using the science of learning to create practices that nurture this high intellectual performance. They refer to these practices as high operational practices. Together, high intellectual performance, achieved through the consistent and coherent use of high intellectual practices, becomes HIP HOP. They use the formula $L: (U + M) (C1 + C2)$ to express that LEARNING results when we are successful in helping students to combine UNDERSTANDING and MOTIVATION with CONFIDENCE and COMPETENCE. The essential practices of the Pedagogy of Confidence are:

- Identifying and building on student strengths.
- Establishing powerful relationships that nurture success.
- Eliciting high intellectual performance.
- Engaging students actively in the learning process.
- Creating environments of enrichment rather than remediation.
- Situating learning in the lives of students.
- Addressing the prerequisites for learning.

In the Pedagogy of Confidence, one of the teacher's essential roles is to mediate learning for students. In mediated learning experiences, the teacher/mediator, guided by intention, culture, and emotional investment, organizes experiences by framing and filtering, and determining which are relevant and irrelevant experiences. Mediated learning requires the development of relationships between teacher and student and student and student in order to create dynamic, interactive bonding. The teacher/mediator elicits personal motivation for learning, that is, engagement, from students so that they are able to deeply address the critical tasks/content.

CULTURALLY & LINGUISTICALLY RESPONSIVE TEACHING

Culturally and linguistically responsive teaching identifies students cultural and linguistic assets and creates learning opportunities that incorporate and build on those assets. It is an approach to situating learning in students' lives. It can be described as:

- Validating
- Comprehensive
- Multidimensional
- Empowering
- Transformative
- Emancipatory



MEDIATED LEARNING

According to Reuven Feuerstein, mediated learning is defined as a quality of human-environment interaction that results from changes introduced in this interaction by a human mediator who interposes him/herself between the student and the stimuli. There are three universal parameters of mediated learning that are present in all cultures:

- **Intentionality/Reciprocity:** The teacher's ability to help students focus on a task or object by controlling the intensity, frequency, and modality of the learning experience. The mediator holds high expectations for an engaged response from the student.
- **Meaning:** The teacher's ability to provide an energetic, dynamic source of power that will ensure the student engages in the learning task. Values and beliefs are integrated into the teaching and learning experience.
- **Transcendence:** The teacher's ability to bridge principles from one learning experience to another. The concepts transcend time and place.

From Jennie Zehr

The **PURPOSE** of mediated learning is to fully engage students' cognitive functions and to modify their cognition so that students function/perform at the highest possible intellectual level. As identified by Feuerstein, cognitive functions, or thinking actions, fall into three categories:

INPUT

1. **Focusing and Perceiving**
The more data that go in via our senses, the more information we have to use.
2. **Systematically Searching**
Systematically approach new objects or information.
3. **Labeling**
Without a name for something, we can't think about it.
4. **Knowing Where You Are in Space**
Right, left, front, back are critical concepts.
5. **Being Aware of Time**
How much, how old, how often, sequence of events.
6. **Conserving Constancies**
Decide what characteristics stay the same even when changes happen. What attributes must remain the same for an object to retain its identity?
7. **Collecting Precise and Accurate Data**
The right stuff to get to the right answer.
8. **Using More Than One Source of Information**
Keeping two ideas in the mind at the same time; assists in comparing and higher order thinking.



MEDIATED LEARNING

ELABORATION

1. Defining the Problem
What am I to do? Problem, what problem?
2. Searching for Relevant Cues
What is relevant to the problem?
3. Comparing
Critical to all higher order thinking skills.
4. Visualizing
Having a good picture in our mind of what we're looking for or what we are to do. Abstract thinking. Overcoming an episodic grasp of reality. Having a broad mental field, memory.
5. Summing Up: Seeing the Big Picture
What is the main idea? How many things are involved? Organizing data. Including categorization.
6. Providing Logical Evidence
Does it make sense?
7. Using Hypothetical Thinking
If this is true, then what else must be true?
8. Testing the Hypothesis
How can I see if this is true?
9. Making a Plan - Think Forward
State the steps and the reasons.
10. Forming Relationships
Making connections.
11. Analyzing & Integrating
Structural or procedural analysis; putting parts together to make a whole.

OUTPUT

1. Considering Another Person's Point of View
The mind version of experiencing orientation in space physically.
2. Projecting Virtual Relationships
Can see things that aren't there; four dots can be a square; two women can be cousins.
3. Sticking to It. Perseverance
Don't ever, ever give up. Overcoming blocking.
4. Giving a Thoughtful Response
Have I really thought through this answer? Can I communicate it clearly?
5. Using Precision and Accuracy
Do it right; take your time; say it or complete it with accuracy.
6. Visual Transporting
Copy accurately from the board or other source.
7. Showing Self-Control
I think before I speak or act; controlling impulsivity; overcoming trial and error responses.

Definitions and format by Jeannie Zehr
Revision by J. Kinard, 2004

HOW WE LEARN

We know quite a bit about how learning happens, and this gives us some very good indications about how we need to structure the life of our classrooms and schools.

- Learning happens when the brain makes connections among experiences that engage students.
- The brain naturally constructs meaning when it perceives relationships (Caine & Caine, 1994), and those relevant or meaningful connections motivate the brain to be engaged and focused (Jackson, 2001).
- Learning is conscious knowledge gained through teaching, though not necessarily from an official teacher. It involves attaining, along with the matter being taught, some degree of meta-knowledge about the matter (Gee, 1991).
- Knowledge is actively constructed by the learners on a base of prior knowledge, attitudes, and values which are shaped by personal experience and the social and cultural environment.
- Learners need to create patterns, schema, strategies, and rules that increase their control over the environment.
- Learners identify and construct guidelines by experimenting, examining models, reflecting, and deciding on functional patterns that fulfill their personal needs.
- Learning is a social process in which students grow into the intellectual life of those around them.
- All students benefit from a focus on high intellectual performance.
- Learning is influenced by the interaction of culture, language, and cognition.

STUDENT-CENTERED PRACTICES

How Students Can Create Meaning from Curriculum Content

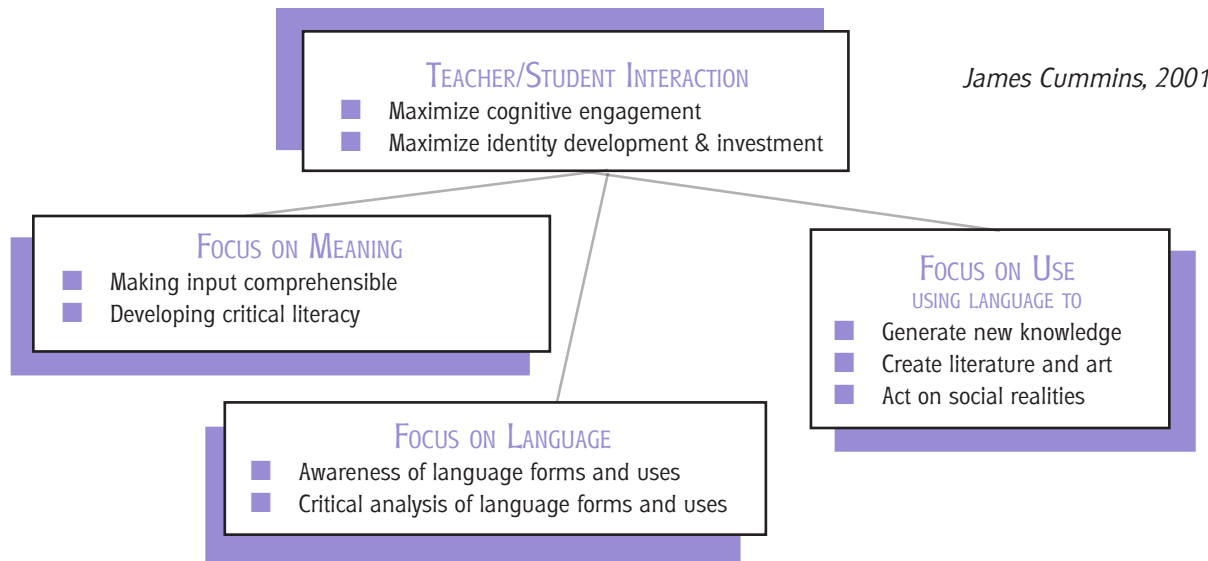
We also know quite a bit about how English Learners can create meaning from the content of our academic curriculum. If we want our English Learners to be meaningfully engaged in academic learning, then we need to structure our schools, classrooms, and curriculum so that English Learners consistently and systematically do the following:

- Engage in a variety of active experiences --alone, with peers, and with adults-- which focus attention and challenge their thinking.
- Put their thoughts into words --both orally and in writing-- in order to organize and to clarify their thinking and confront their incomplete understanding.
- Use tangible, real-life experiences and primary source materials which connect to their everyday lives.
- Create real, authentic products to exhibit conceptual understanding of the whole by using and incorporating the parts.
- Use methods, processes, and vocabularies intrinsic to specific content areas.
- Put together complex concepts and applying skills across subject matter boundaries to comprehend content.
- Weigh personal and/or group values and norms against the ethical implications of what they are learning.

From California School Leadership Academy



DEVELOPMENT OF ACADEMIC EXPERTISE



James Cummins adds to our understanding of what learners specifically need in order to develop academic expertise. At the center, he says, there must be teacher/student interactions that are characterized by two equally critical features: maximum cognitive engagement, and maximum student identity investment. In other words, this is an extremely PERSONAL enterprise, and students must know that who they are matters hugely and is supported significantly by their teachers and other students.

If we accept this proposition, then, the curricula and pedagogy must focus English Learners in three ways:

- First, there must be a focus on meaning; that is, making academic input comprehensible and developing critical literacy in both content and in language.
- Second, there must be a focus on language, which helps students develop an awareness of language forms and uses and engages them in critical analyses of those forms and uses, including the academic language of the different disciplines.
- And finally, there must be a focus on using language to generate new knowledge, create literature and art, and act on social realities.

CONDITIONS FOR SUCCESS

In many ways, what we know about learning in general reflects back to us what we know about learning language specifically. If we think back to Brian Cambourne's conditions for successful language learning, we see that there are many parallels and points of commonality.

In Language, Literacy, and Learning, Cambourne tells us that there are seven such conditions.

- Immersion
- Demonstration
- Expectations
- Responsibility
- Approximation
- Employment
- Feedback

First, students must be immersed in an environment where proficient users of the language and culture bathe them in the sounds, meanings, cadences, and rhythms of the target language. This language is meaningful, purposeful, and whole.

Second, students must receive thousands of demonstrations (models, examples) of the target language being used in functional and meaningful ways. Through this kind of continual demonstration of the conventions of the language and its meanings, students are given the data that enable them to adopt the conventions they need to use in order to be a proficient user of the target language/culture.

Third, those (teachers, parents, other students) who interact with students must expect students to learn the target language/culture. In this way, they communicate to students that they will be successful language learners, even though it may be a difficult and complicated process.

Fourth, students must be allowed to take responsibility for what they learn about the target language. They are allowed to decide which sets of conventions to master when. Although they master different grammatical structures at different times, students reach similar stages of language “know-how” by certain times. They reach the same language destination by different routes. If teachers try to take this responsibility away, by deciding to “teach” certain conventions at preset times, for example, then students will not learn the language proficiently.

Fifth, students should not be expected to display full-blown native speaker adult competence from the beginning. Teachers reward students not just for being “right” but also for being “close.” This applies to written as well as oral language.

Sixth, students must be provided with plenty of opportunity to use the target language. They are not restricted to set times to employ the conventions of language, nor are they prevented from practicing those conventions at other times.

And last, students must be provided with very specific feedback that acknowledges receipt of their intended message with the conventional, adult, expanded form given back in a non-threatening, meaning-centered way. Students are not expected to produce the conventional adult form the very next time they use it.

Adapted from Brian Cambourne



DEVELOPMENT OF CRITICAL SOCIAL SKILLS

In addition to language, content, and process skills, English Learners also need access to an array of social skills that are important to acquiring high levels of language and academic competency. Social skills are learned, and as such, they are culturally-based, so learning these social skills becomes part of English Learners' development of their cultural competency, as well.

According to Karen Ostlund (1992), social skills can be grouped into three types:

- Cluster Skills

These are behaviors that involve a student's ability to move into a learning group efficiently and effectively, with minimum disruption and distraction, and get started on the task at hand.

- Camaraderie Skills

These are skills that help learners build confidence, assurance, and esteem, both about themselves and about each other as they work together. These skills help build a sense of belonging and "groupness", and support stable operation of the group.

- Task Skills

These are behaviors that have to do with the tasks required to manage the learning. They can range from the skills required for task mastery to those that use critical thinking and other higher order thinking skills to construct deeper levels of conceptual understanding.



RICH & AFFIRMING LEARNING ENVIRONMENT

Goals

- Creation of spaces for high intellectual performance.
- Positive development and affirmation of each student's cultural/linguistic identity and self-esteem, self-motivation and learner autonomy, and social skills and competency.
- Development of necessary skills for students to become academically competent, multilingual, multicultural, proactive, holonomous, moral, and socially responsive members of a democratic society.
- Development of a high status environment for multilingualism and multiculturalism.

Rich & Affirming Environments Should

Promote. . .

- Belonging
- Connections to Others/Relationships
- Community
- Self-determination
- Affirmation of Identity
- Self-Awareness & Reflection
- Responsiveness
- Responsibility
- Trust
- Empathy
- Generosity
- Dignity
- Respect for Self and Others
- Intrinsic Motivation
- Curiosity
- Competence
- Decision-Making /Problem-Solving
- Pleasure in Learning & Achieving
- Activism & Involvement
- Democracy

Avoid . . .

- Exclusion
- Isolation
- Individualism
- Controlling Behaviors & Environments
- Coercion & Threats
- Restrictions
- Mindless Compliance
- Authoritarianism
- Mistrust
- Meanspiritedness
- Selfishness
- Humiliation
- Self-Centeredness
- Punishments & Rewards
- Boredom
- Helplessness/Incompetence
- Rote/Disconnected Learning
- Learning as a Chore
- Passivity & Withdrawal
- Disempowerment



Based on the work of James Cummins and Alfie Kohn

RICH & AFFIRMING LEARNING ENVIRONMENT

COMMUNITY • SELF-DETERMINATION • TRUST & RESPECT • DEMOCRACY

More specifically, we need a learning environment that promotes:

■ COMMUNITY . . .

So that English Learners feel they belong and are able to establish positive relationships with other students, teachers, and other adults. In short, they feel connected to the classroom and the school.

■ SELF DETERMINATION . . .

So that English Learners' identities are affirmed, rather than eradicated and so English Learners are encouraged to be self-aware, to reflect, to be responsive to those around them and to take responsibility for their own learning, including speaking out when what is happening in classrooms is not meeting their needs.

■ TRUST AND RESPECT . . .

So that English Learners can develop empathy for others and a certain generosity of spirit; where every English Learner can experience dignity; where there is no room for selfishness, humiliation, or mean-spiritedness.

■ DEMOCRACY . . .

So that English Learners can be involved in decision-making and problem-solving both; where they are intrinsically motivated and not dependent on external punishments or rewards; where they see themselves and are seen as competent and able to make change; where their curiosities are taken seriously and so they learn to take pleasure in learning and achieving; where they learn to advocate on their own behalf and on behalf of others.



EMPOWERING PEDAGOGY

When we talk about pedagogy for English Learners, whether we are working in English or in the primary language, we want to focus on five key components.

Interactive Structures

- Providing open ended tasks
- Scaffolding tasks to support language output
- Writing and drawing as preparation for speaking
- Encouraging written language
- Planning consciously and consistently for language growth

Student to Student Interaction

- Output requires students to verbalize their thinking.
- Output provides rehearsal for students who need it.
- Interaction provides a chance to hear new or needed vocabulary/language structures used by more able classmates.
- Interaction provides language models and alternatives to the encoding options chosen by the students.
- Student to student interaction provides more accessible input than teacher talk often does.
- Student must pay more attention to being comprehensible to other students than to the teacher.

Participatory Mechanisms

- Everyone must participate.
- Interdependence is structured in: Everyone's participation is essential to the satisfactory completion of the task.
- Sample Mechanisms:
 - ✓ Talking Chips
 - ✓ Paraphrase Protocols
 - ✓ Group Roles
- Sample structures:
 - ✓ Line Up
 - ✓ Roundtable/Round Robin
 - ✓ Numbered Heads Together
 - ✓ Inside/Outside Circles
 - ✓ Three-Step Interview

Organizational Structures

- Structured Group Work
- Learning Centers
- Classroom Routines
- Wait Time
- Positive Reinforcement
- Three Before Me

Language Supportive Context

- Language Friendly Questions
 - ✓ Open Ended
 - ✓ Tell me more . . .
 - ✓ What were you thinking when . . .
- Expanded Language Focus
 - ✓ Persuasion
 - ✓ Register (Polite, Formal)



EMPOWERING PEDAGOGY

Characteristics of Effective Pedagogy

- Authentic, Meaningful Language Use
- Multimedia, Multisensory Learning
- Personalized Contexts
- Low Threat/High Challenge
- Student Reflection
- Negotiation of Meaning
- Multicultural Perspectives
- Transparent Organization
- Authentic Assessment
- Interaction & Cooperation
- Prior Knowledge
- Student Voice
- Hands-On Learning Tasks
- Strategic Use of L1 Linguistic Knowledge
- Teacher Mediation/Student Appropriation
- Learning Strategies & Graphic Organizers
- Integrated, Crossdisciplinary Curriculum

Obviously, there are many interrelated and interdependent practices that make up a sound pedagogy that is aligned to a powerful vision of sustainable English Learner success. When we use these in a thoughtful and integrated way, they make our practice much more powerful and more effective.

One approach is to work from a base of interactive structures, which are explored in more detail in the Interactive Structures section of this book. By identifying and using appropriate structures, rather than just activities, for engaging English Learners in their content, language, and culture studies, we can maximize their learning.

In every lesson, we also need to attend to students' prior knowledge. Frank Smith makes the point that unless what we are learning is connected to what we already know, we cannot learn it. What he means is that we come to make sense of new knowledge by identifying how that knowledge is linked to categories and hooks already established by our prior experiences and knowledge. This of course is critical when we are dealing with new language learners.

It is also critical to provide many paths to understanding. Popular notions of schooling encourage us to simplify when English Learners do not understand. In fact, when we don't understand is precisely when we need additional language, content, or process to enrich the input enough that we can find something to hold onto as we try to make sense of the new information.

This is particularly true for English Learners in English-mostly or English-only settings, for whom the language of instruction may be more of a barrier to than a facilitator of content learning, and who may need many paths to the academic content and language in order to develop deep understanding.

And if we want to make sure our English Learners can read the world as well as the word, we should also ensure that we create opportunities for our students to bring their lives into the classroom and to examine issues of social justice that have daily impact on their communities.



EMPOWERING PEDAGOGY

Graphic Organizers

Precisely because English Learners often cannot fully use the language of instruction as a tool for learning content, it becomes very important that we provide additional tools, such as graphic organizers, which do not usually depend on language alone, to help them reach understanding.

Why Graphic Organizers?

- Focus attention on key elements
- Help integrate prior knowledge with new knowledge
- Enhance concept development
- Enrich reading, writing, and thinking
- Aid writing by supporting planning and revising
- Promote focused discussion
- Assist instructional planning
- Serve as an assessment and evaluation tool

Graphic organizers come in many forms and types. One of teachers' responsibilities is to select those organizers that are most helpful for particular English Learners at a particular instructional moment.

Types of Graphic Organizers

- Hierarchical
 - ✓ Main concept
 - ✓ Ranks/Levels of subconcepts
 - ✓ Generalizations and classifications
- Conceptual
 - ✓ Central idea or category
 - ✓ Supporting facts
 - ✓ Description, collection, problem/solution, comparison/contrast
- Sequential
 - ✓ Events arranged in chronological order
 - ✓ Specific beginning/end
 - ✓ Cause/effect, chronology, process/product, problem/solution
- Cyclical
 - ✓ Continuous sequence/series within a circular process
 - ✓ Series, succession, cycle



EMPOWERING PEDAGOGY

Content Comprehension Strategies

When we focus on the appropriate pedagogical approaches for teaching/learning subject matter content in the curriculum for English Learners, it is important to remember that:

Learning in subject areas requires different comprehension skills.

- Technical vocabulary
- Limited contextual cues
- Time periods and sequencing of events
- Structural texts: graphs, symbols, maps, diagrams
- Higher readability level texts
- Expository material vs. story structure

We can, however, teach our students strategies for using material beyond students' reading level:

- Tape-record selected passages.
- Read aloud passages (teacher, aide, peer, volunteer).
- Provide concrete background experiences prior to reading text.
- Direct students to read for certain purpose (chunking material).
- Use questioning and teacher guidance (study guides).
- Organize information by main ideas.
- Model how to learn from text: skim, scan, browse, and tab pages.
- Model how ideas and text are bound together: format and reference guides.
- Describe graphic formats: graphs, time lines, charts, tables, and diagrams.
- Consult with peers.
- Explain text structures in content materials.
 - ✓ Cause and effect (reasons with results; actions with consequences)
 - Cues: because, therefore, since, however
 - ✓ Compare/contrast (likenesses and differences between people, places, events, objects, concepts)
 - Cues: but, also/in addition, nevertheless, in contrast
 - ✓ Time order (sequential relationships of ideas over time)
 - Cues: before, after, then, follow/following, at last
 - ✓ Simple listing (events and facts)

We can also help our students build strategies for developing content vocabulary:

"... vocabulary load impedes students' ability to comprehend." (Simpson, 1987)

- Direct, concrete experiences. (Rich experiences yield rich vocabulary.)
- Visual experiences (videos, films, pictures, photos, pictionaries)
- Understanding context in which words appear (multiple meanings, cultural differences).
- Word studies (dictionaries, word banks, semantic maps)
- Teach content and language (obligatory and compatible language).
- Create own graphic formats, and label parts and describe functions.
- Use content vocabulary in daily writings (journals, logs).

From: B. Pérez and M. Torres-Guzmán, *Learning in Two Worlds*
Longman Publishers, 1996

EMPOWERING PEDAGOGY

Questions & Questioning Strategies

Teacher questions can serve a variety of purposes:

- Classroom Management
- Concept Reinforcement
- Thinking Stimulation
- Interest Generation
- Mind-Set Development

Productive questions help teachers build a bridge between learning activities and student thinking. According to Mary Lee Martens (1999), productive questions help learners:

- Focus their attention on significant details, events, and processes.
- Become more precise while making observations.
- Analyze, classify, categorize, and evaluate.
- Explore properties/characteristics/features of the unfamiliar.
- Make predictions.
- Plan and implement responses to problems or dilemmas.
- Think about experiences and construct ideas that make sense to them.

The questions that we ask, how we ask them, and how we teach students to ask their own questions can significantly increase English Learner engagement, as well as their language and academic learning. Certain types of questions, for example, can encourage up to a 40% increase in divergent responses from students (Hunkins, 1970). Divergent thinking is a critical factor in problem-solving and for learning that demands creativity. The quality and nature of the questions posed also impacts the quality of verbal interaction among students and between students and teacher (Bredderman, 1982).

From the students' perspective, the questions they ask are indicative of their thinking processes and can provide important information to teachers about where to go next instructionally and linguistically.



EMPOWERING PEDAGOGY

Debriefing

We have a responsibility to help English Learners develop autonomy as learners. That means helping them to develop the sorts of social, cognitive, linguistic, and metacognitive learning strategies that help them figure out how to be better learners.

We always need to provide students with structures that help them think metacognitively about their learning. By thinking about HOW they accomplished a cognitive task, students are learning about learning. They learn how to learn by thinking critically and using information creatively. We can also provide them with questioning/reflection strategies and structures that, used regularly, help students not only learn more about their learning processes, but also begin to organize their learning strategies.

One of the issues for many students is that they may not realize that there ARE strategies they can use to help them be more successful. It's critical, therefore, that English Learners have plenty of opportunities to debrief their learning experiences.



EMPOWERING PEDAGOGY

Useful Study Skills

We also need to help our English Learners expand their repertoire of useful study skills and to identify any specific study skills that are particularly useful for their language and content studies.

Develop Critical Reading Skills

- Use strategies.
- Read daily.

Organize for Thinking

- Select/organize materials.
- Collect, integrate, and process information.

Study Techniques

- Determine purpose for reading.
- Retrieve information from selected passages or sources.
- Make connections.
- Generate questions/hypotheses.
- Comprehend.
- Remember.

Semantic Maps

- Use pictorial/word representation of main ideas.
- Categorize.
- Use supportive details
- Sequence
- Establish relationships

Outlining

- Sequence passages or articles.
- Identify main ideas and details

Vocabulary

- Figure out words.
- Make informed guesses.
- Use context clues.

Writing and Reporting Information

- Take notes
- Use process writing
- Use paragraph structures
- Summarize

Resources

- Access and utilize school and community resources, i.e., libraries.
- Use classroom computers.
- Use reference materials.

Study Place

- Organize a study corner at home.
- Contact persons who can help.

Adapted from: B. Pérez and M. Torres-Guzmán, *Learning in Two Worlds*
Longman Publishers, 1996



CHALLENGING & RELEVANT CURRICULUM

Curriculum Content

- Academic Content/Processes
 - ✓ Content Standards
 - ✓ Learning Strategies
- Language Content/Processes
 - ✓ Language Development/Language Arts Standards
 - ✓ Obligatory Language
 - ✓ Compatible Language
- Social & Cultural Content/Processes
 - ✓ Big Culture & Little Culture
 - ✓ Intrapersonal and Interpersonal Skills
 - ✓ Rules, Norms, and Metarules

Teachers must negotiate three areas that make up the curriculum for English Learners. First, teachers will need to identify and target those most essential academic standards that will become the focus of their instruction, and determine which learning strategies or processes best lend themselves to the teaching and learning of that content, given who their English Learners are.

Second, teachers will need to cross reference their content instruction with language instruction, specifically the ELD standards, so that every content lesson is a language lesson, and every language lesson is also a content lesson. It becomes critical, then, when teaching content, that teachers think about the obligatory language for that content lesson – the language English Learners absolutely need to know to understand the content– as well as the compatible language – the language related to the content that will help students expand their content and language knowledge. And teachers will need to think again about the learning strategies and processes that best lend themselves to the teaching and learning of that language.

Third, teachers will need to consider what social and cultural knowledge and skills their English Learners need to master. What intrapersonal and interpersonal skills do they require in order to fit in with their American peers and with the world they'll encounter outside of the classroom? And what social and cultural rules and metarules must they be taught directly? Then, teachers will have to integrate the teaching of this social/cultural curriculum with the academic and linguistic curricula.



CHALLENGING & RELEVANT CURRICULUM

Curriculum Organization and Time

- Use cyclical exploration of content.
- Use stations/centers for focused pair/small group exploration.
- Build student capacity and leadership.
- Spiral the curriculum and skills.
- Establish daily routines and structures.
- Integrate language and content when possible.
- Provide extended opportunities
 - ✓ Beyond the day.
 - ✓ Beyond the week.
 - ✓ Beyond the year.

Part of making sure that we have sound curricular practices in place means also addressing issues of organization. One aspect of effective organization has to do with how we most effectively use the time we have available for teaching and learning. We have to maximize our time, so we have to think about how we can best integrate content and language teaching and how we can establish routines and structures that minimize confusion and time away from direct engagement in learning. And the reality is that given our ambitious vision and goals, language learners may need more time – beyond the regular school day, week, and year. But it has to be very focused time, directly aligned and connected to the content, language, and cultural skills and knowledge our language learners must master.

We also need to consider cyclical organization structures that allow us to spiral the triple curriculum.



CHALLENGING & RELEVANT CURRICULUM

Into, Through, & Beyond

Into, Through, and Beyond is an organizational structure that can be helpful in planning instruction. It provides a framework for teachers and students to begin an investigation or inquiry by identifying and organizing students' prior knowledge and using that knowledge to connect students to the new topic, to engage students in exploring and internalizing the new content in meaningful and personal ways and applying those new learnings in divergent contexts, and to assist students in extending, evaluating, synthesizing, and reflecting on their new learnings as well as on debriefing the learning process.

INTO . . . focus on:

- Identifying and organizing students' prior knowledge related to the theme.
- Using students' prior knowledge to connect them to text/topic.

THROUGH . . . focus on:

- Providing students with access to key requisite content through comprehensible messages to students.
- Engaging students in meaningful communication as a result of personal interaction with text/topic.
- Providing opportunities for divergent exploration of themes and concepts introduced in text/lesson.

BEYOND . . . focus on:

- Extending ideas presented in the lesson.
- Engaging students in synthesis, evaluation, and reflection.
- Debriefing the macro/micro processes.



CHALLENGING & RELEVANT CURRICULUM

Focus on Literacy

Why is a focus on literacy so important? If we define literacy as constructing, communicating, and creating meaning in many forms of representation (Eisner), then we understand how central it is to everything that happens in school and community. Literacy . . .

- Is the cornerstone of academic success. The more literate students are, the more successful they'll be in all their academic content classes.
- Leads to increased knowledge of the world and of language itself, thereby leading to faster and more advanced language and content learning.
- Helps students focus on the relationship between meaning and form and become more aware of language forms, conventions, and uses.
- Makes students smarter. It helps them clarify and organize their thinking, and solve problems.
- Gives students access to the rich cultural, historical, and literary traditions of the world.
- Helps students become critical consumers, users, evaluators, and creators of knowledge and information.
- Helps students become autonomous learners.

For English Learners, in particular, current approaches to literacy have tended to be somewhat reductionist and focused on very basic decoding skills in English. Generally speaking, our practice has overemphasized reading over writing and receptive over productive skills. Our practice has largely been devoid of oracy instruction (Escamilla, 2009). Escamilla defines oracy as an aspect of oral language development that includes teaching the oral language skills and structures necessary for a child to interact with text. She underscores that oracy is important when teaching emergent bilinguals because emergent bilinguals who are learning to read in Spanish frequently have adequate comprehension skills. When transitioning to biliteracy and learning to read in English, they face a LANGUAGE challenge, NOT a READING challenge. The main focus of oracy, Escamilla continues, is to have children practice language structures as a means of improving their oral production so they can better communicate their understandings of text, and so they can better learn to interact with text and with each other.

A big picture of literacy instruction for English Learners should ensure that literacy instruction is meaning-based, focused on both productive and receptive skills, and provides opportunities for development of all skills. An equally serious issue related to literacy instruction for Spanish-speaking English Learners is that when they DO have access to literacy instruction in Spanish, it is often taught as if it were English with different words. In fact, Spanish literacy instruction differs in important ways from English literacy instruction, especially with regard to the role of oral language and writing, the use of part to whole instruction (little focus on phonics and letter identification; begins with wordness as a concept and works up and down), an emphasis on shared and interactive reading; and the extensive use of whole group instruction. This pervasive lack of understanding by reading teachers of the differences in Spanish and English literacy pedagogy often results in unnecessary delays and stumbling blocks for Spanish-speaking English Learners.



CHALLENGING & RELEVANT CURRICULUM

Strategies for Engaging Middle/High School Students in Reading

Encouraging Students to Read More and Read Widely

- Provide choice in reading materials.
- Create a print-rich environment.
- Include young adult literature in your curriculum.
- Expose students to a wide variety of materials.
- Provide free reading opportunities throughout the class period and school day.
- Read aloud.

Talking about Texts

- Make reading a social phenomenon; highlight the social nature of reading by using small-group discussions of literature.
- Provide opportunities for students to meet in anonymous groups where they define and resolve the problem, rather than having to resolve a problem defined by the teacher.
- Provide opportunities for students to share their personal experiences.
- Help students connect to what they are reading.

Cultivating the Reading/Writing Connection

- Engage students in writing as a pre-reading activity.
- Use dialogue journals with students.

Other Approaches

- Engage students in classroom debate.
- Utilize thematic units, explorations, or cycles.
- Take advantage of computers and other technology.



CHALLENGING & RELEVANT CURRICULUM

Inquiry

Inquiry-based instruction involves tapping into students' curiosity, engaging them in observations, asking them to reflect on those observations, encouraging them to formulate and articulate questions, ideas, and hypotheses, and involving them in a process of discovery as they explore and test those questions, ideas, and hypotheses.

While inquiry-based instruction is valuable in every discipline, it is particularly essential in the sciences, where it is considered the cornerstone of good teaching at every grade level and a necessary process for learning science. For our English Learners, inquiry involves allowing them to experience processes where they can develop “testable ideas” and where they can construct understandings of real-world ideas. These inquiry processes usually involve:

- Thinking about and posing questions;
- Using tools to create and organize/classify observations;
- Examining sources of information;
- Investigating, analyzing, forming answers, and explanations; and
- Communicating results and conclusions.

English Learners are able to engage in inquiry when they are given “hands-on learning opportunities, appropriate materials to manipulate, puzzling circumstances or problems for motivation, enough structure to help them focus or maintain a productive direction, and enough freedom to compare ideas and make personal learning discoveries.” (Source Unknown)

Inquiry learning also involves the use of questions that English Learners themselves ask, that are meaningful to them, and that have the potential to maximize their learning.

In support of students' inquiries, teachers provide minilessons as needed in content, language, and culture. Teachers also assist students in identifying and utilizing a broad array of outside resources. Parents and English Learners themselves can identify resources that educators may not know, since often teachers don't live in the same communities as their students.

Accessing Outside Resources: Some Ideas

| | | | |
|----------------------|----------------------|-------------|------------------|
| Almanacs | Television | Internet | Newspapers |
| Libraries | Magazines | Radio | Bookstores |
| Museums | Planetariums | Galleries | Universities |
| Historical Societies | Chambers of Commerce | Art Centers | Community Elders |



CHALLENGING & RELEVANT CURRICULUM

Themes

Themes have several advantages over other ways of organizing curricular content. Not only are they meaningful from the students' perspective, especially when students can participate in their selection and development, but they also provide students with:

- Active learning and interactive literacy situations;
- Varied social contexts for different uses of language;
- Heterogeneous language and ability groupings;
- Functional and authentic language use;
- Teacher-mediated literacy instruction;
- Use of topic-related literature and content-area print materials;
- Print experiences based on students' experiences, interests, and needs to know;
- Linking of new knowledge with prior knowledge;
- Natural integration of other disciplines;
- Critical investigation that stimulates dialogue and reflection.

Themes can be a way of integrating language and content across curricular disciplines. This is especially important for English Learners since they are faced with an increasingly demanding standards-based instructional program that requires that they meet a triple challenge:

- Learn grade-level academic content to high standards.
- Develop full native-like proficiency in a second/foreign language.
- Acquire a sound understanding of the target culture.

A theme approach forces teachers to identify essential standards as well as standards that may be common across various disciplines and to put those at the core of a hands-on, inquiry-based investigation that calls for students to use oral language and print to interact with each other and with resources. Because of this, students are more likely to be able to make sense of new content in the context of a new language and a new cultural environment.

When theme explorations are planned using a clear cyclical organization that teachers make transparent to students, students are better able to devote their energies to the content and language of the curriculum. One suggested organizational structure is that of Into, Through, and Beyond, explained in the previous pages.



CHALLENGING & RELEVANT CURRICULUM

Key Academic Vocabulary

Through our curriculum, we can also help focus English Learners on the use of literacy in academic, content-based settings. One important area that content teachers should incorporate into their curriculum has to do with the language and vocabulary that is used in academic reading and writing tasks. Kate Kinsella has done a very nice job of identifying such key vocabulary and providing explanations for English Learners of what is expected when particular words are used. What is the difference, for example, when English Learners are asked to critique vs. when they're asked to evaluate, and are these words used differently in math than they are in science or in history?

| | |
|------------------|---|
| ANALYZE | Break the subject (an object, event, or concept) down into parts, and explain the various parts. |
| COMPARE | Show how two things are similar as well as different; include details or examples. |
| CONTRAST | Show how two things are different; include details or examples. |
| CRITIQUE | Point out both the good and bad points of something. |
| DEFINE | Give an accurate meaning of a term with enough detail to show that you really understand it. |
| DESCRIBE | Write about the subject so the reader can easily visualize it; tell how it looks or happened, including how, who, where, why. |
| DIAGRAM | Make a drawing of something, and label its parts. |
| DISCUSS | Give a complete and detailed answer, including important characteristics and main points. |
| ENUMERATE | Count off or list examples, reasons, effects, one by one. |
| EVALUATE | Give your opinion of the value of the subject; discuss its good and bad points, strengths and weaknesses. |
| EXPLAIN | Give the meaning of something; give facts and details that make the idea easy to understand. |



CHALLENGING & RELEVANT CURRICULUM

Key Academic Vocabulary

| | |
|------------|--|
| ILLUSTRATE | Make the point or idea clear by giving examples |
| INTERPRET | Tell about the importance of the subject. Explain the results or the effects of something. |
| JUSTIFY | Give good reasons that support a decision, action, or event. |
| OUTLINE | Make an organized listing of the important points of a subject. |
| PERSUADE | Give good reasons in order to get someone to either do or believe something; try to appeal to both the reader's feelings and mind. |
| PRETEND | Make believe/imagine you are in a particular situation or that you are a particular person, etc. and describe what this is like. |
| PROVE | Show that something is true by giving facts or logical reasons. |
| RELATE | Show how things are alike or connected. |
| RESPOND | State your overall reaction (response) to the content, then support your individual opinions with specific reasons and examples, making sure to refer back to the reading. |
| SPECIFY | Say or communicate exactly what you think or need. |
| STATE | Give the main points in brief, clear form. |
| SUMMARIZE | Briefly cover the main points; use a paragraph form and don't include any personal opinions about the content. |

Kate Kinsella, 2001



CHALLENGING & RELEVANT CURRICULUM

Signal Words & Phrases for Expository Paragraph Structure

In a similar vein, there are signal words and phrases for expository paragraph structure. We can teach English Learners to look for these signals in order to know what they're being asked to do. We can help English Learners understand that when they read the phrase AS A RESULT, for example, they are being cued that they'll be reading about a cause and effect relationship, and that when they want to write about such a relationship, they can use that phrase.

I mention these things because generally these are NOT part of a standard English Language Development or even English Language Arts curriculum, and very rarely are they part of our content curriculum. As a result, many of our English Learners don't have a clue what we're asking them to do, or what the textbooks expect of them.

Definition

- refers to
- in other words (i.e.)
- consists of
- is equal to
- means
- synonymous with

Listing or Addition of Ideas

- also
- another
- in addition
- furthermore
- moreover
- finally

Contrast

- in contrast
- on the other hand
- however
- whereas
- but
- yet

Example

- for example (e.g.)
- for instance
- such as
- is like
- including
- to illustrate

Analysis

- consider
- analyze
- investigate
- the first part suggests
- this means
- examine

Cause/Effect Relationship

- because
- for
- therefore
- hence
- as a result
- consequently
- due to
- thus

Sequential Listing

- first
- second (etc.)
- later
- next

Comparison

- similarly
- in the same way
- just like
- just as
- likewise
- in comparison

Kate Kinsella, 2001



HIGH QUALITY INSTRUCTIONAL RESOURCES

If we're going to engage in much more inquiry and thematic instruction, we'll need to attend to the need for a broad array of instructional resources and equipment to support English Learners' inquiries. Once we begin to think beyond the traditional resources available in our classrooms and schools, we find that resources are only limited by our imaginations and our creativity.

And through a critical reading of those resources, our English Learners will be able to become language and culture detectives, diligently solving the mysteries they contain. English Learners should have some significant responsibility for locating, collecting, and reproducing these resources, and we can help them create resource rich environments in their classrooms, throughout their schools, and in their homes and communities as well.

The following list of resources and equipment is not meant to be exhaustive but simply to provide a wide example of possible resources that teachers and students can access. The category under which they're listed is open to some interpretation, and some resources might fit into multiple categories.

Print Resources

- Textbooks
- Narrative & Expository Texts/Books
- Journals
- Magazines
- Newspapers
- Environmental Print
- Reference Books
- Signs
- Posters
- Recipes

Visual Resources

- Cartoons
- Photographs
- Paintings
- Drawings
- Sketches
- Movies
- Videos
- DVDs

Digital Resources*

- Internet
- Intranet
- CD-ROM
- Computers
- Digital Cameras and Camcorders
- Digital Voice Recorders and Microphones
- Graphing Calculators
- GIS (Geographic Information Systems)
- GPS (Global Positioning Systems)
- Digital Microscopes
- Video Conferencing
- Drawing Tablets
- Interactive Whiteboards
- Cell Phones
- PDAs (Personal Digital Assistant)
- MP3 Players
- USB Flash Drives
- Document Cameras
- Data Video Projectors
- Scanners
- Printers



HIGH QUALITY INSTRUCTIONAL RESOURCES

Social Networking Resources*

- Webpages
- Interactive Forums
- Podcasts
- Wikis
- Social Bookmarking
- Photo and Video Sharing
- Blogs

Software/Productivity Resources*

- Word Processing
- Spreadsheets
- Databases
- Presentation Software
- Simulations
- CAD (Computer-Aided Design)

Manipulative Resources

- Sculptures
- Artifacts
- Realia

Graphic Resources

- Charts
- Tables
- Graphs
- Maps
- Thinking Maps

Audio Resources

- CDs

Human Resources

- Students
- Teachers
- Parents
- Librarians
- Historians
- Linguists
- Ethnographers
- Government Officials
- University Professors
- Researchers
- Community Elders/Leaders
- Museum Curators
- Artists
- Performers

*Many of these resources were suggested by Kristin Brown.



VALID & COMPREHENSIVE ASSESSMENT

In general, **ASSESSMENT** should be:

- On going
- Formal and informal
- Dynamic and interactive
- Designed to improve learning
- Multidimensional and multiperspective
- Based on both observation and analysis
- Designed to assess the triple curriculum: academic content, language, culture

Classroom-Based Assessment

- Self-Assessment
 - ✓ Reflection
 - ✓ Rubrics/Scales
- Peer Assessment
 - ✓ Observation
 - ✓ Rubrics/Scales
 - ✓ Dialogues
- Teacher Assessment
 - ✓ Observation
 - ✓ Reflection
 - ✓ Curriculum-Embedded
 - ✓ Performance-Based
 - ✓ Rubrics/Scales
 - ✓ Exams

School-Based Assessment

that looks at student work:

- Grade-Level Alike Analysis
- Vertical Team Analysis
- Cross-Language Analysis
- Language/Content Team Analysis

Portfolios are one mechanism for incorporating all three aspects of classroom based assessment.

Portfolios can include:

- Audiotapes
- Videotapes
- Dated journal entries
- Projects
- Books
- Peer evaluations
- Rubrics/scales
- Inventories
- Graphic organizers
- Presentations on disk
- Brainstorming charts
- Reflections
- Self-evaluations
- Teacher observations/narratives
- Samples of language use of all types

Portfolios can be used to:

- Showcase students' best work.
- Chronicle growth and improvement over time.

Evaluation of **Portfolios** can include:

- Student analysis of selected contents.
- Student analysis of growth over time for specific aspects of language.
- Student rating of the effect of acquisition of particular strategies or skills on growth or quality of work.



VALID & COMPREHENSIVE ASSESSMENT

Verbal/Linguistic

- Reading
- Formal Speech
- Journal/Diary Keeping
- Creative Writing
- Verbal Debate
- Impromptu Speaking
- Humor/Jokes
- Storytelling
- Vocabulary
- Poetry

Logical/Mathematical

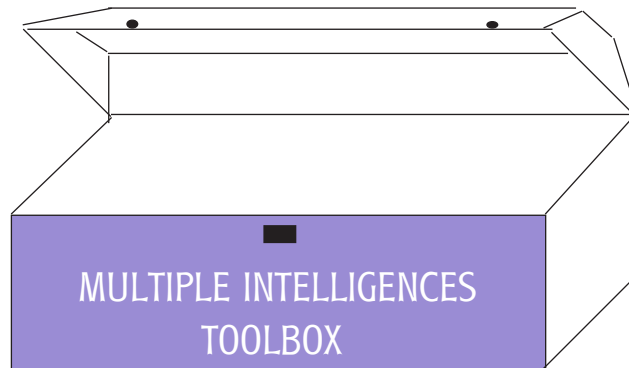
- Abstract Symbols/Formulas
- Outlining
- Graphic Organizers
- Number Sequences
- Calculation
- Deciphering Codes
- Forcing Relationships
- Syllogisms
- Problem Solving
- Pattern Games

Visual/Spatial

- Guided Imagery
- Active Imagination
- Color Schemes
- Patterns/Designs
- Painting
- Mind-Mapping
- Pretending
- Sculpture
- Pictures

Musical/Rhythm

- Rhythmic Patterns
- Vocal Sounds/Tones
- Music Composition/Creation
- Percussion Vibrations
- Humming
- Environmental Sounds
- Instrumental Sounds
- Singing
- Tonal Patterns
- Music Performance



Body/Kinesthetic

- Folk/Creative Dance
- Role Playing
- Physical Gestures
- Drama
- Martial Arts
- Body Language
- Physical Exercise
- Mime
- Inventing
- Sports Games

Interpersonal

- Giving Feedback
- Intuiting Others' Feelings
- Cooperative Learning Strategies
- Person-to-Person Communication
- Empathy Practices
- Division of Labor
- Collaboration Skills
- Receiving Feedback
- Sensing Others' Motives
- Grouping Projects

Intrapersonal

- Silent Reflection Methods
- Metacognition Techniques
- Thinking Strategies
- Emotional Processing
- "Know Thyself" Procedures
- Mindfulness Practices
- Focusing/Concentration Skills
- Higher-Order Reasoning
- Complex Guided Imagery
- "Centering" Practices



David Lazear, *Seven Ways of Knowing*

VALID & COMPREHENSIVE ASSESSMENT

Teacher Reflection Log (Adapted from Myriam Met)

| Class/Course: | | Student Name: | | |
|---------------|-----------------------------|-------------------|---|--|
| Date | Description of Student Work | What Do I Notice? | What Does It Tell Me about Language Needs | What Do I Need To Do? What Are My Options? |
| | | | | |

Miscue Analysis (Kevin Clark)

What Is Miscue Analysis?

Miscue analysis is simply the coding and scoring of a student's oral reading that helps to describe why the reader departs from the actual words of the text. For example, if a reader substitutes one word for another, adds or omits a word, or reorganizes a sequence of words, he or she has made a "miscue." By analyzing the miscues, teachers can gain greater insight into the reader's strengths and weaknesses.

Where Did Miscue Analysis Come From?

Much of the pioneering work in miscue analysis comes from Kenneth Goodman, who was concerned that typical reading assessment focuses largely on how well the reader identifies every word on the page. Goodman's purpose in coining the term "miscue" was to get away from the notion that every departure from the words of the text is necessarily bad, something to be considered an error. Instead, he says miscues show how the reader uses available strategies and cuing systems to get meaning from a text.

What Does Miscue Analysis Consist Of?

Miscue analysis usually consists of having the student read an unfamiliar book or passage that is slightly more difficult than his/her usual reading. The student reads and is taped. The teacher provides no assistance to the reader. When the student finishes, the teacher asks the student to retell what he or she recalls and understands from the material read. Later, the teacher listens to the tape and marks a copy of the student's text indicating the miscues. The miscues are then analyzed to determine the reader's strengths and/or areas in need of improvement.

Why Is Miscue Analysis An Effective Assessment Protocol?

Once teachers have participated in a guided miscue analysis, they usually begin listening to readers in a new way. Instead of insisting on word-for-word accuracy, teachers understand that good readers miscue, and that comprehension is the only goal of reading.



VALID & COMPREHENSIVE ASSESSMENT

A Competent Reader

- Uses picture cues.
- Self-corrects when text doesn't make sense. (meaning)
- Self-corrects when text doesn't sound right. (structure)
- Sounds out words; attends to the way a word looks.
- Substitutes another meaningful word.
- Attempts strategies before asking for help.
- Observes punctuation.
- Uses expression.
- Uses phrasing.
- Reads fluently.
- Reads for meaning; can retell story, answer questions.
- Remembers language pattern.
- Reads on; skips difficult word and then goes back to reread the sentence to clarify meaning.

Cues Leading to Independent Reading

Meaning

- Did that make sense?
- What word would make sense?
- Read it again and check to see if it makes sense.

Structure

- You read Does that sound right?
- Is that the way we would say that?
- What word would sound better?

Visual

- You said Does that look right?
- What would you expect to see at the beginning of the word?
- Read it with your finger. Did that match?



VALID & COMPREHENSIVE ASSESSMENT

| Reading Strategies | Title | Title | Title | STUDENT NAME |
|--|-------|-------|-------|------------------|
| | Date | Date | Date | Teacher Comments |
| 1. Use the picture to help get meaning from the text? | | | | |
| 2. Use context to get meaning from text? | | | | |
| 3. Substitute another meaningful word? | | | | |
| 4. Use backtracking to repair blockages? | | | | |
| 5. Try other strategies before seeking adult help? | | | | |
| 6. Sound out unknown words? | | | | |
| 7. Observe punctuation? | | | | |
| 8. Use expression? | | | | |
| 9. Read for meaning (can retell story, characters, events, plot, setting)? | | | | |
| 10. Read fluently? | | | | |

VALID & COMPREHENSIVE ASSESSMENT

| LEVEL DESCRIPTIONS | Level | Date | Date | Date | Date | Date | Date |
|---|-------|------|------|------|------|------|------|
| Exceptional Reader An enthusiastic and reflective reader who enjoys pursuing own reading interest independently. Is capable of reading in all content areas. Can read a wide range and variety of materials including advanced materials. Is able to evaluate evidence drawn from a variety of sources. Is developing critical awareness as a reader. Has control of a variety of reading strategies* to derive meaning. | 6 | | | | | | |
| Strong Reader A self-motivated, confident reader who pursues own interests through reading. Is capable of reading in all content areas and of locating and drawing on a variety of resources to research a topic independently. Uses multiple strategies* to derive meaning. Begins to make predictions and draw inferences from books and stories read independently. | 5 | | | | | | |
| Competent Reader A reader who feels comfortable with books. Is generally able to read silently and is developing confidence as a reader. Selects books independently, but still needs help with unfamiliar material. Uses some strategies* to derive meaning. | 4 | | | | | | |
| Developing Reader A reader who is developing fluency as a reader and reads some books with confidence. Usually most comfortable with reading short books with simple narrative and/or with pictures. Relies on re-reading favorite and familiar books. Needs help with reading in the content areas, especially using reference and information books. Has growing ability to use a variety of strategies* to derive meaning. | 3 | | | | | | |
| Emergent Reader A reader who chooses to read very easy and familiar material. Has difficulty with unfamiliar material, yet is usually able to read own writing. Gaining awareness of letters and their sounds. Needs a great deal of support with reading in all content areas. Beginning to use one or more strategies* when reading. Enjoys being read to and participating in shared reading. | 2 | | | | | | |
| Pre-Reader Enjoys being read to. Looks at pictures in books but does not yet make the connection to print. Watches and listens during shared reading rather than participating. Limited knowledge of letters and sounds. Has limited experience as a reader. Prior schooling may have been limited or interrupted. | 1 | | | | | | |



*Strategies for deriving meaning include the use of context, picture clues, prior knowledge, word configuration, and phonics.

HIGH QUALITY PROFESSIONAL PREPARATION & SUPPORT

Educators working with English Learners need access to coherent, comprehensive and ongoing professional preparation and support programs based on well-defined standards of practice. They need to join with colleagues in professional learning communities or communities of practice where they support each other in developing a common, clear vision of what good teaching is for language learners and establish well-defined standards of practice and performance that are explicit in what they should know and be able to do to meet the diverse needs of their students.

High quality professional preparation and support is about creating and enacting a system for adults in schools and communities to develop high levels of personal and professional efficacy, accountability, responsibility, and advocacy. In part, this means that all adults who have responsibility for English Learners need certain competencies. These systems need to address two key components. First, the what of professional development, guided by Judith Warren Little's notion of the instructional triangle, which articulates three essential relationships:

Teacher ↔ Content

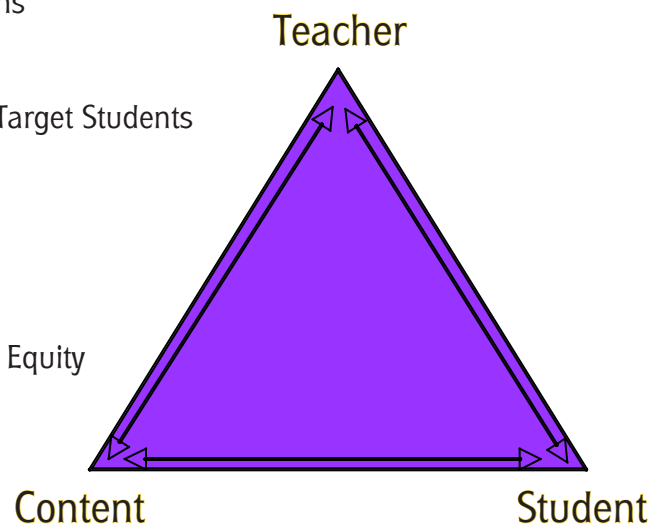
- Deep Content Knowledge
- Powerful 21st Century Skills, Capacities, & Dispositions
- Solid Language & Literacy Development Expertise
- Strong Child/Adolescent/Cognitive Development
- Competency in Specific Languages and Cultures of Target Students
- Facilitation, Negotiation, and Collaboration Skills

Teacher ↔ Student

- Relationships/Personalization
- Powerful, Critical Pedagogy
 - ✓ Responsive to Language, Culture, Lived Experiences, Equity
- Empowering Belief Systems
- Child/Adolescent/Cognitive Development
- Facilitation, Negotiation, and Collaboration Skills
- Advocacy Orientation & Skills

Student ↔ Content

- Assets Approaches
- Meaningful Engagement
- Differentiation for All Levels
- Continuum of Multiple Assessments
 - ✓ Data Analysis and Interpretation Skills



Some of this work was adapted from Dongshil Kim.

HIGH QUALITY PROFESSIONAL PREPARATION & SUPPORT

The second key component is the how, or essential processes, of professional development. These processes include sustainability, differentiation, accountability, and collaboration.

Sustainability

All professional development opportunities include processes for sustainability and capacity-building.

- Observation & feedback with coaching
- Co-teaching
- Equity-centered professional learning communities

Differentiation

All professional development opportunities are differentiated for adult learners.

- Adult learning theory
- Relevant and job-embedded
- Choices according to stages of teacher development

Accountability

All professional development incorporates processes for monitoring/evaluation.

- Monitoring for change in teacher practice
- Assessments for student impact
- Feedback from participants
- Inquiry and continuous improvement

Collaboration

All professional development opportunities include accompanying informational presentations for principals, parents, key others.

- Summary of main concepts and strategies
- Suggestions for supporting student learning
- Tools for observation/monitoring

Some Effective Strategies for Improving Professional Efficacy

- Study Groups
- Professional Learning Communities
- Book Clubs
- Inquiry Groups
- Coaching
- Mentoring
- Grade Level Collaborative Planning
- Cross-Grade Articulation and Examination of Student Work
- In-Class Demonstrations by Expert Teachers



POWERFUL FAMILY & COMMUNITY ENGAGEMENT

Powerful family and community engagement programs should build leadership capacity and value and draw upon community funds of knowledge to inform, support, and enhance teaching and learning for language learners. This means putting in place specific practices to help the parents:

- Get oriented to the school system.
- Acquire strategies for supporting their student's success.
- Establish a college-going culture in their homes and communities.
- Share family and community resources.
- Become part of the school decision-making process.
- Develop as strong leaders and advocates on behalf of their own children and other language learners.

True family and community engagement means that we figure out ways to help families and communities become active, engaged partners with educators. One aspect of that is providing real access to those tools that allow families and communities to develop their own capacity to be leaders and advocates with and for their children at home, in the schools, and in the broader community.

Take-Home Technology

As an example, one effective approach is known as Take-Home Technology. Educators can utilize technology as a way of engaging families and communities in the educational process. Technology is a powerful vehicle for home-school-community connections, particularly because it's one area where an access gap clearly exists, yet it has the potential for helping us close the achievement gap. This particular approach to technology is often called "take-home technology" because in order for technology to be a powerful force, families, and communities must have access to it beyond the traditional school setting and day.

Community Learning Theory

It's critical that parent/family engagement not be approached as a purely technical matter, or it won't really affect the unequal power relations that cause the families' and communities' marginalization in the first place. Approaching the engagement of families and communities from a community learning theory perspective allows educators to place it within a framework that explicitly acknowledges the social realities of who has power and who doesn't; who gets access and who doesn't. Through the use of community learning theory, we can engage families and community in reciprocal relationships where knowledge and awareness lead to empowerment, which leads to unity, which in turn leads to trust, which then makes greater knowledge and awareness possible, and so on. (See the next page for the explanatory graphic.)



POWERFUL FAMILY & COMMUNITY ENGAGEMENT

Community Learning Theory



Telementor Project

The Bilingual Telementor Project integrates Community Learning Theory with the Take-Home Technology approach. This project targets teachers and parents working with underserved populations and others in bilingual/multicultural education and English Learners. It is a training program for parents and teachers so they will in turn train others.

The goals of the project are to prepare educators and parents to:

- Help their school community link technology use to meaningful learning and community action planning.
- Provide curricular and community resources to the school community.
- Assist others with technology and technology integration skills.



POWERFUL FAMILY & COMMUNITY ENGAGEMENT

Telementor Project (CONTINUED)

English Learner parents and their children's teachers are each provided with a Macintosh laptop, which they can take home as desired. They are then partnered so that together they can learn all of the following:

- Basic computer skills
- Internet communication: email, chats, web board, listservs
- Wireless connectivity—Apple Airports
- Creating web pages
- Scanning photos and graphics
- Taking and using digital photos and digital video
- Using applications: Apple Works, MS Word, PowerPoint, Netscape Communicator.

Of course, they learn much more. They learn about the content standards and the resources available in the school and in the home and community. They develop relationships that will benefit their children for years to come. And they develop a level of competence and self-confidence that allows parents, for example, who may have never physically touched a computer, to co-develop curriculum units with teachers and to make PowerPoint presentations to local boards of education and to administrators at statewide conferences.

Community Video Project

Another project, the Community Video Project, allows schools and districts to work with a sector of its English Learner families/community to remember and record family stories. Through the use of digital cameras and digital video, scanners, iMovie, and other technology, community members were able to produce their own mini-documentaries and developed the technological and video production skills to now mentor their own children and other community members. One big plus of a project like this is that it can be used to bring together different communities to work in solidarity on becoming better advocates for their children.

Virtual Pre-K

Virtual Pre-K (VPK) is a “kit” based set of bilingual activities and materials that preschool teachers and parents of English Learners and all learners can use to provide school readiness support to children. All video, text, and web-based resources are developed equally in Spanish and English. The activities provide positive learning examples from a variety of cultural backgrounds in a seamless integration of classroom and at-home learning. Virtual Pre-K was created as a professional development and communication tool for early childhood educators, and as a resource to help parents get involved in learning at home and bridge the digital divide. Videos showcase the work of high quality teachers, which models for both teachers and parents effective ways to build school readiness skills. It is aligned to California's Pre-School Learning Foundations, the National PTA Standards for Parent Involvement Programs, and the National Head Start Learning Domains.



ADVOCACY-ORIENTED ADMINISTRATIVE/LEADERSHIP SYSTEMS



We need to help the adults in our schools and communities develop an advocacy-oriented leadership perspective that shines through unequivocally in the decisions they make that affect students, especially marginalized students.

First, advocacy-oriented leadership requires that we **CENTER** our vision and our efforts. This means focusing on what's important, on what really makes a difference for students, carefully placing this vision in a central position, and supporting that vision by addressing both the world students encounter in school as well as the world they must negotiate outside of school. This means, at minimum, we need to know what the research says about what makes a significant difference.

Second, advocacy-oriented leadership requires **CHALLENGING** ourselves, our opponents, and the status quo. We must, for instance, be the first to question a status quo that sentences many of our students to the prison of low academic achievement. We have to struggle constantly against laws, processes, and structures that strip students of their language and their culture. We need to challenge and speak out against individuals and organizations when they provide misinformation or propose policies and practices that clearly will not lead to success for particular groups of students.



ADVOCACY-ORIENTED ADMINISTRATIVE/LEADERSHIP SYSTEMS

And with regard to ourselves, we need to help each other to move beyond today's boundaries and limitations to new action. We have to become the catalysts who inspire and bring about the changes our children's cultural, linguistic, and academic well-being require. All of this requires that we be knowledgeable about what works and that we develop the capacity to do big picture and long term thinking.

Advocacy-oriented leadership requires **COMMITTING** to a multicultural, antiracist, and projustice education for ALL students. This means that we have to develop and demonstrate our own multicultural competency. We have to understand the historical struggle for equity and what that has to do with the groups of students we serve.

Advocacy-oriented leadership means we should **CHAMPION** the cause of our students in our own communities as well as in the larger world. We have to become our children's best protectors and supporters. And all of us, together, must create, fight for, and uphold the types of powerful programs that help students become vibrant, well-balanced, successful 21st century citizens. This means that we have to know how to tell powerful programs from weak ones; that we have to know where powerful models can be found; and that we network with other advocates to more powerfully leverage our influence.

Advocacy oriented leadership realizes that to achieve our vision of student success requires the ongoing expansion of our **COMMUNITY** of supporters. We must continually develop a common unity among our colleagues, friends, and allies. This involves providing a leadership that models, inspires, and facilitates relationship building, trust, and mutual support, qualities required for long-term social change. To do this, we need to be knowledgeable about and skilled in those aspects of leadership.

Finally, advocacy-oriented leadership requires **CELEBRATING** our successes and our struggles. It's important to engage in public ceremonies that acknowledge who our students are, what they contribute, and what they have the potential to become. We should model that the struggle itself can be a joyful, hopeful process because we're able to see the mountain tops and not just the piece of road and obstacles directly in front of us. And through this celebratory process, we must create new visions, new possibilities, new worlds for us all that move us from a deficit, behavioristic way of thinking, doing, and being, to a way that is more asset-based and humanistic. This is what our students and their families need, want, and deserve.



ADVOCACY-ORIENTED ADMINISTRATIVE/LEADERSHIP SYSTEMS

Schools' and districts' administrative systems must effectively address issues of data, communication, accountability, and equity and coordinate and integrate programs and services for English Learners so resources are leveraged most powerfully. All of the other core principles for sustainable English Learner success can only be enacted in a coherent and productive manner if there are administrative systems in our schools and districts so that issues of communication, data, accountability, and equity are routinely and explicitly monitored and adjusted.

Data Systems

Student information systems should allow teachers and administrators to recognize classroom, school, and district patterns of achievement and should be sufficiently sophisticated to allow for disaggregation of English Learner student and teacher data across a broad array of student, teacher, and school demographic, background, and programmatic variables. When we can accurately and consistently assess the real data picture in our schools, we can then accurately and comprehensively determine the needed changes for English Learner programs.

- Sophisticated and Accessible
- Student - Staff - School - Community Data & Audiences
- Data Disaggregation & Critical Analysis
- Patterns of Achievement
- Patterns of Inclusion & Exclusion

Communication Systems

Multiple way communication protocols should ensure that administrators, teachers, students, parents, and the community regularly receive and provide communication regarding the schooling of English Learners.

- Multiple Way
- Interactive
- Responsive
- Inclusive: All Stakeholders, Including Students

Accountability Systems

Administrative systems must also establish accountability parameters and processes that guarantee English Learner results. These accountability measures must be responsive to equity concerns.

- Assets-Focused
- Multiple Measures
- Transparent and Responsive
- Capable of Informing Instruction
- Language Sensitive

Equity Systems

When administrative systems are firmly grounded in an equity perspective or framework that requires that everyone work from an advocacy perspective, it is much more likely that equity issues will be successfully addressed.

- Social Justice Perspective
- Moving from Discourse I to Discourse II
- Advocacy on Behalf of Students & Families



INSTRUCTIONAL MODELS



Be daring, be different, be impractical, be anything that will assert integrity of purpose and imaginative vision against the play-it-safers, the creatures of the commonplace, the slaves of the ordinary.

Sir Cecil Beaton

ORGANIZATIONAL MODELS

It's extremely helpful to pay attention to how we organize the content and its study. For example, you might use one of the three organizational models described in this section. Theme exploration is my own model; theme cycle comes from Kevin Clark; and moon journal is adapted from Lisa Tanikawa-Brown and is based on the book *Moon Journal*. For each of these, I provide you with a sample of how the model might play out with specific content.

These three models actually use as their base the sorts of interactive structures discussed in the next section of this book. All three of these models use an INTO, THROUGH, and BEYOND cyclical organization, although it's more explicit in one of the models than in the other two.



THEME EXPLORATIONS

| THEME | Families and Communities © Francisca Sánchez, 1998 |
|---------------------|---|
| FOCAL CONCEPT | We all have physical needs; but we also have other needs: spiritual, emotional, aesthetic, intellectual, etc. By establishing families and communities, we can meet individual as well as group needs. |
| ACADEMIC OBJECTIVES | Students will: remember, share, and organize their personal experiences and knowledge of the different needs of the individuals that make up a community and how these needs are met; identify and organize the basic story elements found in the literature they study related to the theme; identify, organize and apply their learnings about the characteristics of these individuals, groups, and literary characters; apply their new learnings in at least two creative and divergent ways; analyze their learning strategies. |
| LANGUAGE OBJECTIVES | Students will: learn vocabulary to describe family members, family relationships, community resources/organizations, and occupations; use possessive adjectives; learn and use writing conventions specific to the target language; learn and use sequencing language and the appropriate verb tenses to express different time sequences. |
| CULTURAL OBJECTIVES | Students will: identify and describe important aspects of family values and relationships in the target culture; identify important cultural community landmarks; learn three proverbs related to family/community and understand their historical/cultural origins and connections. |
| SOCIAL OBJECTIVES | Students will listen actively to others' ideas and take their turn in sharing their own ideas. |
| ASSESSMENT | <p>Self Assessment</p> <ul style="list-style-type: none"> • Reflective Journals <p>Peer Assessment</p> <ul style="list-style-type: none"> • Presentation Critiques (Rubrics) <p>Teacher Observation/Analysis</p> <ul style="list-style-type: none"> • Language use during Group/Pair Work • Student Projects/Assignments |



INTERACTIVE CLASSROOM STRATEGIES AND STRUCTURES FOR SUCCESS

INTO

Line Up

Students form a circular line according to their

- Own Place of Birth
- Grandparent's Place of Birth
- Their Birth Order

or any other family/community related topic. After the line has been formed, teacher and students debrief the process.

Data Hunt

Students each receive a handout which asks them to search for and find several classmates, each one of whom fits a particular description or characteristic listed on their worksheet. They then ask each student the question listed next to the characteristic. They write down the response and the name of the student. Students repeat this process for each of the characteristics listed until they have identified a different classmate for each characteristic.

(The content of the questions relates to the theme of family/community.)

When the students have completed their questionnaire as much as possible, they form groups of four and share information so that all can complete their questionnaires as fully as possible.

Brainstorming

Students have the opportunity to share as much of their information as they wish and to generate new ideas:

- What does "family" mean?
- What does "community" mean?

Tea Party

Students form two lines so that each student faces another. They spend a minute or two responding to a question posed by the teacher. Then one line moves up a person so that now each student has a different partner, and they move on to a second question, and so on.

THROUGH

Narrated Slide Show or Video Presentation

Teacher shares with students a variety of families and communities from the target culture, demonstrating the diversity of structures, values, etc.

Mapped Lecturette

Teacher can provide a minilecture and assist students in using a variety of graphic organizers to capture the relevant information:

- Diverse Perspectives on Families/Communities of the target culture, i.e.,
 - Historical
 - Political
 - Economic
 - Religious
 - Social
- Similarities and Differences across
 - Cultures
 - Historical Periods
 - Socioeconomic Classes
 - Colonizer/Colonized

Factual/Historical Story Chart

Students use information from the Lecturette as well as from their own experiences and research to complete a story chart such as:

A Historical Perspective of French Families

| Period | Structure | Member Roles | Values | Economic Status |
|--------|-----------|--------------|--------|-----------------|
| Future | | | | |
| 1900s | | | | |
| 1800s | | | | |
| 1700s | | | | |
| 1600s | | | | |



BEYOND

Body, Head, & Heart

Students explore who has which responsibilities or jobs in the target community. For each job, they decide whether it primarily meets the needs of the body (i.e., farmer), the head (i.e., teacher), or the heart (i.e., artist). They survey other students in the class/school to determine which type of job/career each student prefers: body, head, or heart. Students then analyze the results of their investigation in the form of an article, report, or book, using charts and graphs.

Minibooks

The students create pattern (scaffolded) minibooks, using the pattern:

Families are [insert characteristic], and my family is as [repeat characteristic] as [insert comparison].

Example:

Families are caring, and my family is as caring as a teacher.

(This pattern is repeated for several pages.)

Concluding page:

My family shares many wonderful characteristics with other families around the world, but what I love most about my family is . . .

Students can repeat this pattern, focusing on families from the target culture rather than their own personal family.

Students can also create less structured/patterned books based on one of their readings.

INTERACTIVE CLASSROOM STRATEGIES AND STRUCTURES FOR SUCCESS

INTO

Possible Questions:

- Talk about a family or community you have been a part of.
- Who would you say are the members of a family/community? (ex: father, cousin)
- What are the characteristics of families/communities?
- What are a family's/community's responsibilities?
- What problems do families/communities face?
- What questions do you have about families/communities?

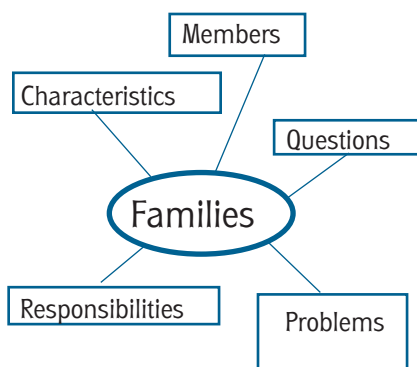
And other questions which will interest students in sharing what they already know/imagine about families/communities.

Semantic Map

In small groups or as a class, students use Data Hunt and/or Tea Party questions as categories for Map and their responses as details for each category:

Example:

Responsibilities
Members
Characteristics
Problems/Conflicts
Questions



THROUGH

20th Century Mexican Families

| Cultural Group | Structure | Member Roles | Values | Economic Status |
|-------------------|-----------|--------------|--------|-----------------|
| Mexican American | | | | |
| African American | | | | |
| Chinese American | | | | |
| Navaho | | | | |
| European American | | | | |

Famous Families/Communities

Students prepare reports on famous families or communities of the target culture, the conditions under which they existed/developed, and their impact on families/communities today.

Literature Selection, Storytelling, or Shared Reading

Students access a diverse sampling of (target culture/language) literature selections through individual reading, shared reading, and storytelling. This literature forms the basis for students' learning and application of that learning.

Sample Literature:

- *The Woman Who Outshone the Sun*
- *The House on Mango Street*
- *Family Pictures*
- *Grandpa's Face*
- *Lupita Mañana*
- *The Dying Sun*
- *A Russian Farewell*
- *Journey to Topaz*
- *Fifth Chinese Daughter*
- *A Young Man Grown Old*
- *Calling the Doves*
- *Two Mrs. Gibbons*
- *Grandfather Tang's Story*
- *La Calle Es Libre*
- *I, Rigoberta Menchú -- An Indian Woman in Guatemala*

BEYOND

Group Books

Students work in small groups to explore how the theme of family/community is expressed in nature. For example, they might explore how mice or fish live within their respective communities. Students then prepare a book or mural that synthesizes the results of their research. They can create chapters, for example, that correspond to the same categories they establish for their semantic webs on family/community.



Illustrated Poem

Each group receives a line or stanza from a poem that reflects the family/community theme. The group decides how to visually or graphically interpret that line or stanza. They can use only colored construction paper and glue. The text is placed on the page with the visual. Then the students create front and back covers, and title, dedication, and about the author pages.

The pages are collated and bound to create a book. The students practice presenting their illustrated poem to the rest of the class.

The students' books are shared in other classes and showcased in the library. Students take turns taking the books home to share with their families.



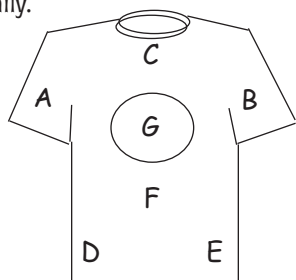
INTERACTIVE CLASSROOM STRATEGIES AND STRUCTURES FOR SUCCESS

INTO

T-Shirt

- A 2 Characteristics of my family
- B Something my family is proud of
- C A word that I'd like others to use in describing my family
- D A wish/hope I have for my family's future
- E A special/important contribution my family has made to the community/world
- F A symbol which represents some aspect of my family
- G A drawing or picture of my family

Students draw and decorate a paper t-shirt so it illustrates some characteristics of their family.



Prediction from a Book/Text Illustration

- What is this book about?
- What do you think is going to happen?

Brainstorming Charts

Students prepare strips where they write what they know and what they want to learn about families/communities of the target culture. They put their name in parentheses after each statement. Then the statements are posted on two charts (What We Know / What We Want to Learn). (This is also an opportunity to focus on specific grammatical features of the target language, as well as language-specific writing conventions.)

For younger children, they contribute their statements/questions orally, and the teacher writes them on the charts. (This is also an opportunity to focus students on particular aspects of literacy, i.e., end punctuation, beginning sounds/letters, key words.)

THROUGH

Story Chart

Students work in small groups to develop a visual and oral retelling of a story they've read or heard.

| | Setting | Characters | Plot |
|-----------|---------|------------|------|
| Beginning | | | |
| Middle | | | |
| End | | | |

Family/Community Map

Students complete a semantic map similar to the one they did in the "into" phase. Now, however, they make their map specific to the family/community represented in the literature selection under study.

Illustrated Definitions

Students work in pairs or individually to prepare posters which provide illustrated definitions of key vocabulary/concepts.

Sample Patterns:

- A German family is like X except that...
- A French community is like Y because...
- A Mexican mother is A, B, C, and D, but definitely not E, F, or G.

Jigsaw Reading

Each group receives a portion of a reading about target culture families/communities from different perspectives. Each group prepares a brief presentation on their part

BEYOND

Then & Now Books

Students return to the strips they prepared at the beginning of their study on what they knew about families/communities. Each student contributes a page to a class book using the following format:

I used to believe that [insert the language from their strip], but now I know that [confirm their knowledge or insert new learning plus supporting evidence.]

Students also illustrate their statements.

PMI: Plus-Minus-Interest

Students come up with three positive, three negative, and three interesting points about the following idea:

Upon the birth of a new member of the community, s/he is automatically assigned the role that s/he is to play in that community, i.e., poet, teacher, farmer.

C & S: Consequences

Students consider the consequences, over time, of the following scenario:

In the story Le Petit Prince, one of the characters, the fox, represents an important aspect of family, friendship, and community. What would be the consequences if it were discovered that animals could feel emotions such as human beings do? What would be the short term consequences? How might our ideas about families, friendship, and community change in the long term?

Escape!

Students prepare essays, posters, charts, and other written/visual work that responds to the following scenario:

You've just been informed that your home is right in the path of a natural disaster (fire, flood, hurricane). You have one hour to decide what family treasures you will



INTERACTIVE CLASSROOM STRATEGIES AND STRUCTURES FOR SUCCESS

INTO

THROUGH

BEYOND

of the reading. The presentations are shared, and then all students analyze:

How is/was the concept of a family/community different/similar from reading to reading?

Students could compare/contrast, for example, concepts of “family” from indigenous/European, male/female, child/adult perspectives.

Two-Way Task - Timeline

Each student receives a paper strip containing a line or paragraph that refers to a particular aspect or event of the reading (literature or content reading). Students arrange themselves in a line so that they are sequenced according to the events described in their strips of paper.

Two-Way Task - Clue

Students work in small groups of 4-6 students. Each group receives a set of clues written on strips of paper. The group monitor passes these clues to group members at random so each student has at least one clue and all clues are distributed.

The task for each group is to complete a chart or table of information provided by the teacher. This chart, as well as the clues, deal with information about the nature of families/communities over time in the target culture. The clues reveal the information needed to complete the chart; however, students may only read their clues to the group or discuss the clues. They may not show their clues to one another, nor may they pass them physically to one another.

When the group feels it has completed the chart, an answer key is provided. If there are any discrepancies, the group attempts to determine how they occurred.

salvage from your home. You can only take what you can carry. What will you take? Why?

Extended Reading/Research

Students explore other stories and aspects of families/communities and prepare class or group presentations.

Families/Communities of the Future

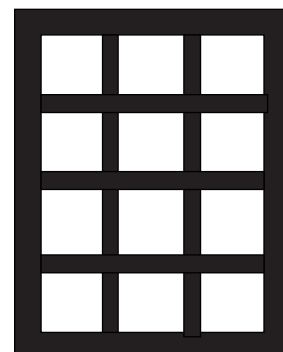
Students create dramatic skits, posters, essays, poems, etc. that describe the types of families/communities that will exist in the year 2050.

Quilt Story

Each student prepares a quilt square representing an aspect of their family or community. The quilt squares are made using torn paper pasted or glued onto cardstock squares. The squares are then taped together with lattice strips and a border of cloth or vinyl tape.

Students then write an essay or poem that explains/describes their quilt square. In pairs, students share their squares and essay/poem.

When all the squares have been pieced together to form the quilt, for their class presentation, the partners present each other's squares and essays/poems.



INTERACTIVE CLASSROOM STRATEGIES AND STRUCTURES FOR SUCCESS

INTO

THROUGH

BEYOND

Speak Out Journals

The class creates a journal by having students compose interviews or journal entries about families/communities from various points of view that might exist in the target culture/country.

Example:

- Mother
- Stepfather
- Grandparent
- Teenager
- Infant

Minidramas

Students work in groups. Each group is assigned a portion of a story and receives supporting written and/or visual materials. Each group takes on a specific role (director, screenwriter, special effects, stage manager, understudy). Group members review their materials, brainstorm ideas for the mini-drama, decide what the story line should be, and write the script. After rehearsing their scripts, each group performs its portion of the story, one after the other, sequencing the story appropriately. This can also be done with historical events, scientific processes, etc.

Characters in Perspective

The class brainstorms words that describe one of the main characters from one of their readings and arrange the words in alphabetical order. The students then use their word banks to complete the following tasks:

Character Line-Up

Each student is assigned one letter from the character's name and prepares/receives a cutout of the character or some symbol associated with the character. The student then selects one word from the word bank that begins with the letter assigned to him/her, and illustrates the cutout with the letter, word, and an illustration/symbol related to the word.



Three Balloon Synthesis

Students prepare a personal synthesis by identifying the three things that they learned that most expanded their perspective or point of view. These are shared with the rest of the class.



Lingo Line-Up

Students think about a word that both begins with the first letter of their first name and reflects a key aspect of families/communities. Students then form a circular line, arranging themselves alphabetically by first name.

Beginning with the first student, students identify themselves, share the word they've selected, and explain how that word reflects what they've learned about families/communities as well as how the word is connected to them personally.

Debriefing

Students analyze the strategies that they used to successfully complete their tasks. They also explore how to promote and expand the use by all students of these strategies.

INTERACTIVE CLASSROOM STRATEGIES AND STRUCTURES FOR SUCCESS

INTO

BEYOND

Example for “Lucía” from The Woman Who Outshone the Sun:

| | | |
|---|---|----------------------------|
| L | = | Loyal Leal |
| U | = | Unique Unica |
| C | = | Caring Cariñosa |
| I | = | Intelligent Inteligente |
| A | = | Astute Astuta |

The completed cutouts/pages are lined up and taped together to form a folding panel book which spells the character’s name. Each student explains how/why this word describes the character.

Character Books

The students, individually, in pairs, or in small groups, choose one of the words from the word bank to illustrate on a sheet of paper. The pages are then compiled to form a book about that character.

Survey

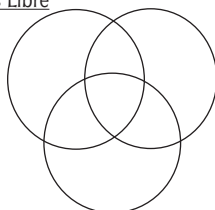
Students develop and administer a survey to determine which of their schoolmates share some of the traits of the character they’ve selected. They analyze the results and prepare a graph/chart to use in reporting the outcome.

Venn Diagram

Students compare/contrast two or more different families/communities represented in their readings. Example:

Community #1
La Calle Es Libre

Community #2
Cuadros de Mi Familia



Community #3
La Mujer Que Brillaba Aún Más Que El Sol



INTERACTIVE CLASSROOM STRATEGIES AND STRUCTURES FOR SUCCESS

INTO

THROUGH

BEYOND

Radio Play

Students select one of their readings and prepare a radio play with sound effects, which they then narrate and record on an audiocassette. Students prepare a text or illustrated book to accompany the tape.

Genre Transformation

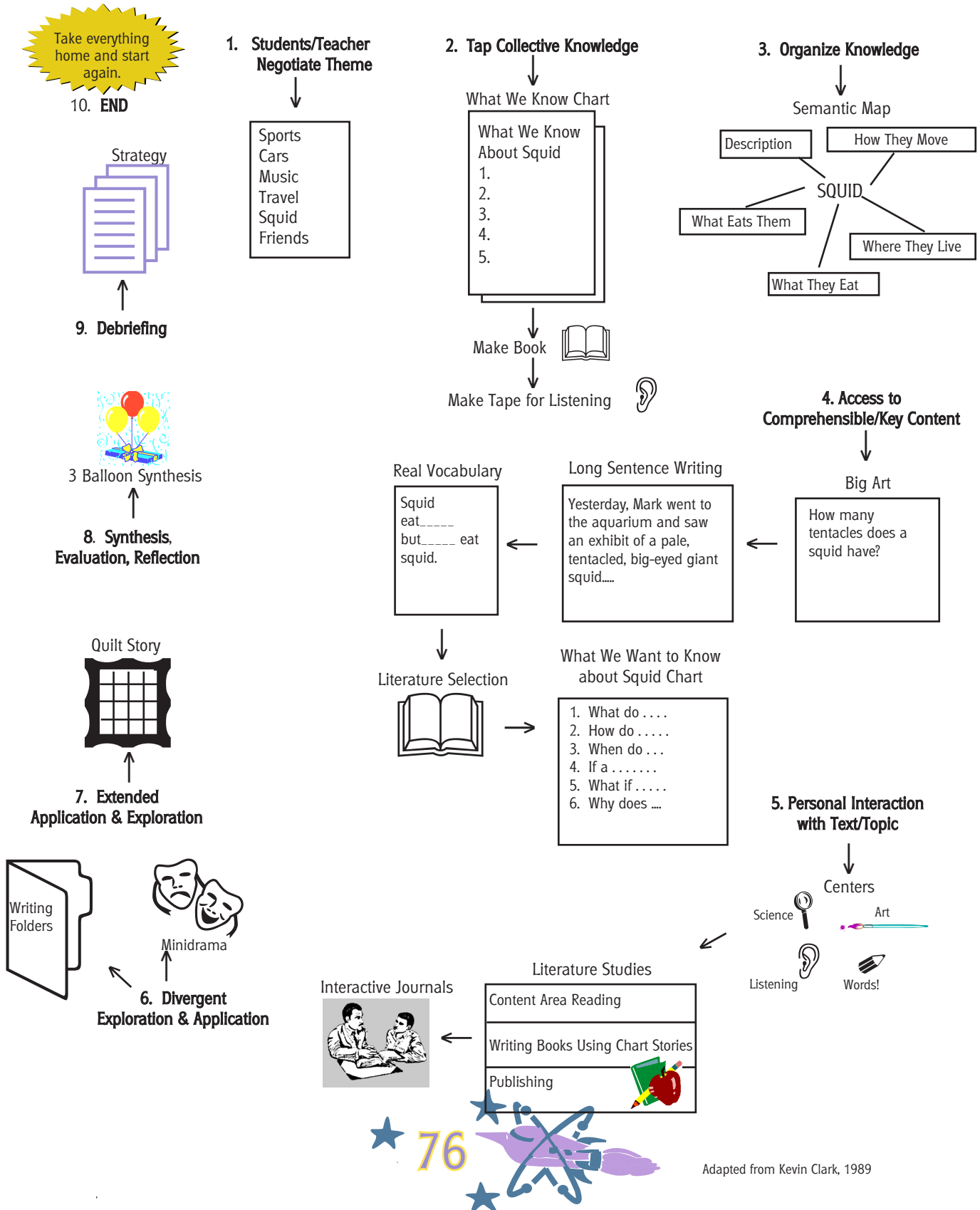
Students work in small groups. Each group selects a character from one of their readings. They also select a point of view and a genre that are different from those of the story in which their character appeared. They transform the character to the genre and point of view selected.

For example, they select the character of Lucía in the story, *La Mujer Que Brillaba Aún Más Que El Sol*, which is told in third person narrative. They choose the genre POETRY and the point of view of the CHILDREN who ask Lucía to return to their village. Then the students write a poem, from the children's point of view, which reflects the characteristics of the community that first rejected, then sought out Lucía.

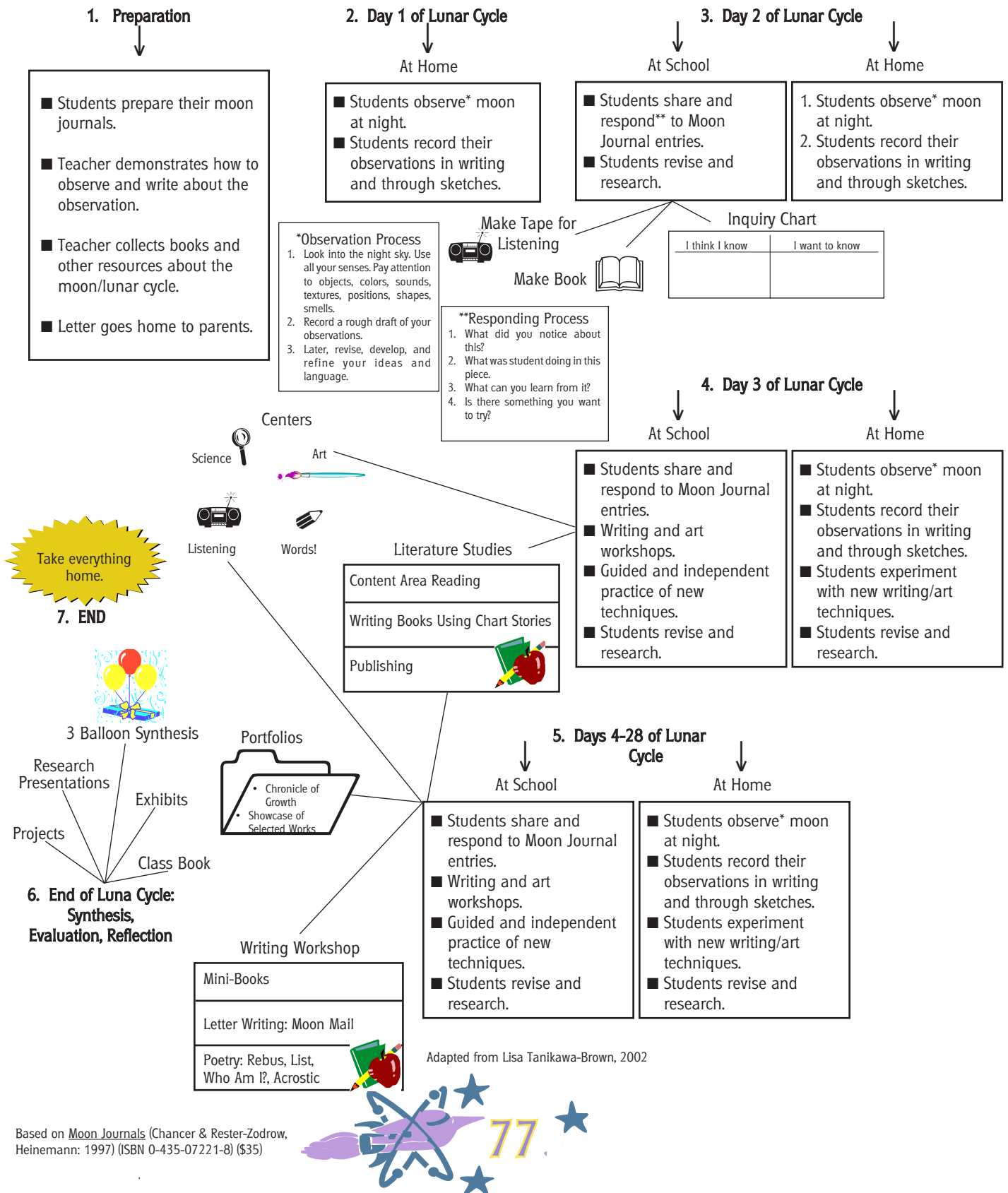


INTERACTIVE CLASSROOM STRATEGIES AND STRUCTURES FOR SUCCESS

THEME CYCLE



MOON JOURNAL



INTERACTIVE STRUCTURES



Each day brings you opportunities to raise important questions, speak to higher values, and surface unresolved conflicts. Every day you have the chance to make a difference in the lives of people around you.

Heifetz & Linsky

STRUCTURES v. ACTIVITIES

It's useful to make a distinction between STRUCTURES and ACTIVITIES. Structures are really the framework that allows teachers to give definition to specific activities.

Structures are:

- Content-Generic
- Grade-Generic
- Recyclable
- Learnable
- Strategic

Activities, on the other hand, are:

- Content-Specific
- Grade-Specific
- One-Time
- Short-Term
- Operational

Structures and activities, however, share a close relationship. Structures, for instance, become activities once specific information is poured into them. For example, jigsaw reading is a structure because it doesn't have any inherent content, nor is it inherently better suited to one grade or content area rather than another. Jigsaw reading can BECOME an activity, though, if we define the content and the grade. So, if we ask 8th grade students to do a jigsaw reading using an article on the experiences of black soldiers in World War I, jigsaw reading changes from a structure to a specific activity.

A key difference is that while we probably wouldn't ask the same students to repeat the jigsaw reading activity on the experiences of black soldiers in World War I, we would very likely ask them to participate in the jigsaw reading structure many times over a school year. And once students have learned the form and process of the jigsaw reading structure, they can apply this learning to participation in future jigsaw reading activities. Furthermore, students can also learn to determine when it would be strategic to use jigsaw reading to enhance their own learning and thinking, as opposed to relying on some other less well suited structure.

On the following pages, I provide you with descriptions of over seventy interactive structures. For our purposes here, I've put each structure into one or another of the INTO, THROUGH, or BEYOND organizational phases. However, most of these structures can be used in any phase. You'll need to make the decision about when it would be most appropriate to use a particular structure, given who your English Learners are, their linguistic, academic, and cultural strengths and needs, and the linguistic, academic, and cultural goals and objectives you have planned.

Through the use of structures such as these, we help English Learners develop autonomy as smart and successful language and content learners. We help them develop the sorts of social, cognitive, linguistic, and metacognitive learning strategies that help them figure out how to be better learners. And we help them become better learners in and outside of the school so that they can become the key players in their own lives and in the life of their community.



STRUCTURE TEMPLATE

NAME OF STRUCTURE

Objectives

Source
Grade
Time
Grouping
Materials

Target Content Standards*

Reflection

Target Language/Culture Standards*

Process Debriefing

Procedures

*In the structure write-ups, the standards sections are left blank for teachers to strategically select the appropriate standards.



REFLECTION QUESTION

As you consider incorporation of specific structures into your instructional planning, reflect on this key question.

How can this structure facilitate learners' development:

- Academic/Cognitive?
- Linguistic?
- Social/Affective?
- Metacognitive?

When your selection and integration of specific interactive structures facilitates students' development simultaneously in all of these areas, you dramatically magnify the power of your instructional approach.



INTO TAPPING & USING PRIOR KNOWLEDGE

Purpose

- Establishes a social context for students to share current understandings and to link them to new material and concepts. (*horizontal relevance*).
- Empowers students to believe that what they bring to school is real, important, and credible.
- Allows students to remember what they already know about the theme, to organize and record this knowledge, and to use it as a bridge to new learnings, thereby making unknown content more comprehensible and understandable.

Possible Structures

- | | | |
|----------------------|----------------------------|---|
| ■ Lingo Line-Up | ■ What We Know Charts | ■ Totems, Taboos, and Repetitive Interactions |
| ■ Data Hunt | ■ What We Know Books/Tapes | ■ Imaginization |
| ■ Silent Mingle | ■ Semantic Mapping | ■ Power Brainstorming |
| ■ Proverb Connection | ■ Think Pair Share | |
| ■ Tea Party | ■ Guided Conversation | |

Research Findings

- Increasing evidence suggests that prior knowledge overrides many problems related to language proficiency.
- Recent research into the relationship between spoken and written language shows that even students who speak little or very little of the second language are able to negotiate levels of text that go far beyond their oral proficiency.
- Of course, limited language ability can “short-circuit” the psycholinguistic processes in reading, thus placing a ceiling on the reader’s ability to construct meaning.
- However, a deliberate tapping, buildup, and linking of prior knowledge significantly assists students in approaching the communication task and in recalling more aspects of the communication.
- Students must be provided with positive reading experiences linked to their prior knowledge and experience.
- Students who develop reading habits generally associated with “good” reading have had numerous opportunities to interact successfully with print.
- Second language learners in particular benefit from reading material that reinforces concepts and ideas they already know, thus removing one of the barriers to accessing text, e.g., lack of subject matter knowledge or minimal familiarity with a subject.

Some Ideas Adapted from Kevin Clark, 1990



LINGO LINE-UP

Objectives

- To maximize community inclusion
- To introduce self to others
- To encourage sharing of information
- To review a specific topic

Source

Constance Williams

Grade

3 - Adult

Time

30 minutes

Grouping

Whole Class

Materials

None

Target Content Standards

Target Language/Culture Standards

Procedures

- Students are asked to think about a word that both begins with the first letter of their first name and reflects some aspect of the identified topic.
- Students are asked to line up alphabetically by their first name. Teacher designates where the line should start.
- Once everyone has settled on a spot in the line, teacher asks students to check with the person on either side to make sure that s/he is in the right place. Also, if more than one student share the same first name, they need to develop a rationale for their order, and the first one should share that with the class.
- Students now introduce themselves by stating their name, the word they selected, and how that word relates to the topic and to them.
- When all have introduced themselves, teacher leads the debriefing of the experience.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



DATA HUNT

Objectives

- To maximize community inclusion
- To introduce self to others
- To encourage sharing of information
- To structure learning about specific content

Source

Francisca Sánchez

Grade

3 - Adult

Time

40 minutes

Grouping

Whole Class

Materials

Data Hunt Sheets, Pencils

Target Content Standards

Target Language/Culture Standards

Procedures

- Prepare 2 - 4 versions of the data hunt, with each version on a different color of paper.
- Give each student one copy of the data sheet, distributing the different versions randomly.
- Inform students in advance of the time they'll have to complete the activity.
- Explain that students are to circulate around the room to find other students who fit the characteristics listed in column 1 of the data hunt sheet.
- When they find such a person, they should introduce themselves by name and ask him/her to respond to the question listed in column 2.
- Students record the response in column 3 and the person's name in column 4.
- Students should strive to end up with a different name in each row of column 4.
- If the students finish before the allotted time is up, they should return to their seats and read silently or work on homework.
- When the time is up, students should form groups of 4 to 6, making sure that their group includes one of each color of the data hunt sheets.
- In these small groups, students should review the information collected in column 3 and fill in any group gaps.
- This activity can be followed by a semantic mapping one to record the group's data.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
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 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

1. Find Someone Who
2. And Ask Him/Her
3. Record the Answer
4. And the Name

| 1. | 2. | 3. | 4 |
|----|----|----|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

List student characteristics here. Vary them from version to version.



Pose questions here to elicit student background knowledge related to the topic to be studied.



SILENT MINGLE

Objectives

- To build inclusion
- To use communication and listening skills
- To structure getting acquainted/brainstorming/review
- To tap students prior knowledge

Source

Francisca Sánchez

Grade

3 - Adult

Time

20 minutes

Grouping

Whole Class

Materials

Prepared Questions

Target Content Standards

Target Language/Culture Standards

Procedures

- Ahead of time, teacher prepares a series of questions (at least 4) around the topic of focus. The questions should be open-ended enough to each allow for several minutes of discussion.
- Students are instructed to “mingle” silently: to walk around without talking to each other.
- At a signal from the teacher, the students stop mingling and introduce themselves to the person they end up nearest to. The teacher then poses the first question, and the newly-formed pairs discuss the question.
- The students talk for a few minutes, then the teacher calls time and asks them to begin mingling again and repeats the process with the second question.
- After students discuss the next to last question, rather than asking them to mingle again, the teacher asks each pair to join another pair standing nearby. Then the groups of four discuss the last question.
- If used to tap prior knowledge, this activity should be followed by a data organizer activity like Semantic Mapping or What Do We Know Chart.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- Did you feel that the people in your class:
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



PROVERB CONNECTION

Objectives

- To structure thinking and tapping into prior knowledge about a new topic to be studied
- To begin to organize student knowledge in order to bridge that knowledge to new, upcoming knowledge
- To introduce students to cultural knowledge: proverbs, sayings
- To use literacy skills to connect disconnected information

Target Content Standards

Target Language/Culture Standards

Procedures

- Ahead of time, teacher prepares a series of “proverb” strips, with each proverb cut into two strips of paper. Each proverb has something to do with the new topic to be studied.
- The teacher also prepares a wall chart that contains several categories that reflect the proverbs. (For example, students are going to study the life cycle, so the teacher selects proverbs about change, metamorphosis, transformation. She also selects four categories: in the beginning; then; finally; beginning all over again.
- Each student receives one strip of paper, containing either the beginning or the end of a proverb.
- At a signal from the teacher, the students search for the person with the rest of their proverb.*
- The students have a few minutes to talk with their partner about what this proverb has to do with the topic to be studied. Students can also work with their partners to write down their thoughts.
- At a signal from the teacher, students take their proverbs and post them on wall charts under the category that they believe is most appropriate.
- Students share why they placed their proverbs where they did and what the proverbs have to do with the topic to be studied.

Source

Francisca Sánchez

Grade

3 - Adult

Time

45 minutes

Grouping

Pairs; Whole Class

Materials

Proverb Strips; Categories Wall Chart

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
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 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Note

* “Extra” strips can be posted on a back or side wall. If students can’t find their partner, they go to the back wall and find their corresponding strip, then join another pair and continue the activity.



TEA PARTY

Objectives

- To build inclusion
- To structure brainstorming or review
- To use language in meaningful communication activity

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher prepares a set of theme-related questions or topics that will allow students to explore what they already know about the theme.
- The questions should be open-ended and can take the form of “what if,” “what might,” “what do you imagine.” For example, if the theme to be explored is “immigration,” then one question might be: “Why do you think someone might leave their home and move to a new country?”
- Students form two lines so that each person is facing a partner. One of the lines is named as the “moving line.” (For younger students, two concentric circles might be more manageable.)
- Teacher indicates that students will have two minutes to discuss each of a number of questions/topics. After the time is up for each item, the moving line moves down one person and the person at the end moves to the front so that everyone now has a new partner.
- Students are asked to greet their new partner and to introduce themselves before the topic/question is revealed by the teacher.
- The teacher’s job is to keep time, monitor the interaction, and check for understanding at the end of the activity.
- Once the topics have all been addressed, a content review can be carried out so that misinformation or gaps in information are taken care of.

Source

Francisca Sánchez

Grade

3 - Adult

Time

30 minutes

Grouping

Whole Class

Materials

Questions/Topics

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
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 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



WHAT WE KNOW CHARTS

Objectives

- To establish a social context for students to share current understandings and link them to new material and concepts
- To empower students to believe that what they bring to school is real, important, and credible
- To show students sentence structure, rhetorical patterns, aspects of spelling and punctuation
- To mediate students' current language abilities and encourage them to tend to more advanced aspects of language
- To put students' conceptual and background knowledge into conventional English
- To tap and record students' prior knowledge

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher solicits students' knowledge about the topic and writes it as students watch and assist.
- The teacher asks students to think about one or two things they know about the theme topic.
- The teacher calls on a student s/he feels confident will be able to provide an appropriate response and asks him/her to contribute a sentence about what he/she knows.
- The teacher records the student's sentence. Depending on the age and English proficiency of the students, the teacher can ask students to help with specific features -- beginning letters, spelling, punctuation, capitalization -- as she writes the sentence. In this way, the teacher mediates the recording of the information as students see and hear their knowledge expressed through speaking, writing, and reading.
- After each sentence, the teacher records the contributor's initials in parentheses and calls this to the students' attention.
- The first student calls on the next student to contribute a sentence, and so on.
- Where possible, the teacher assists students in linking their prior knowledge with additional schematic relationships that may have been overlooked, or minimized (scaffolding).

Source

Kevin Clark

Grade

K - Adult

Time

30 minutes

Grouping

Whole Class

Materials

Chart Paper, Markers

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- Did you feel that the people in your class:
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 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



WHAT WE KNOW BOOKS/TAPES

Objectives

- To use communication and listening skills
- To structure getting acquainted/brainstorming/review
- To bridge oral and written language skills
- To tap students prior knowledge.
- To organize and record students' prior knowledge
- To bridge students' prior knowledge to new learnings

Target Content Standards

Target Language/Culture Standards

Procedures

Make a Book / Younger Students

- Teacher cuts students' written sentences from the What We Know chart.
- Each student is given his/her sentence and asked to write it neatly on smaller paper.
- The student then illustrates what his/her text represents on another piece of paper.
- The student-written text is glued to the illustration, page number is attached, all pages are collated, bound, and the book is published.

Make a Book / Older Students

- Students get their sentences from the What We Know chart and must prove the veracity of their written statements by using a variety of print resources, i.e., textbooks, magazines, newspapers.
- Small groups publish their finished work using the format "I used to think XYZ was true, but now I know it's a fact that XYZ because . . ."
- Students orally record their book on tape, or ask another adult to tape the book.

Make a Tape for Listening

- Students practice reading their own or another's page until they are confident enough to read into a tape recorder.
- The recorded book is placed in the library or listening center for class reading.
- Later, students can prove or disprove things written in the book as their knowledge of the subject expands.

Source

Kevin Clark

Grade

K - Adult

Time

60 minutes

Grouping

Whole Class

Materials

Chart Sentences, Paper, Crayons, Markers, Glue/Paste, Ribbon for Binding, Hole Punch, Tape Recorder, Audio Tapes, Print Resources.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- What might you/your group/the class try next time to be more successful in a similar task?



SEMANTIC MAPPING

Objectives

- To develop cooperative and organization skills
- To build group inclusion and team cohesiveness
- To use communication and listening skills
- To develop oral language skills
- To structure learning/review about specific topics

Source

Francisca Sánchez

Grade

K - 12

Time

Depends on the complexity of topic

Grouping

Groups of four

Materials

Butcher Paper; Markers

Target Content Standards

Target Language/Culture Standards

Procedures

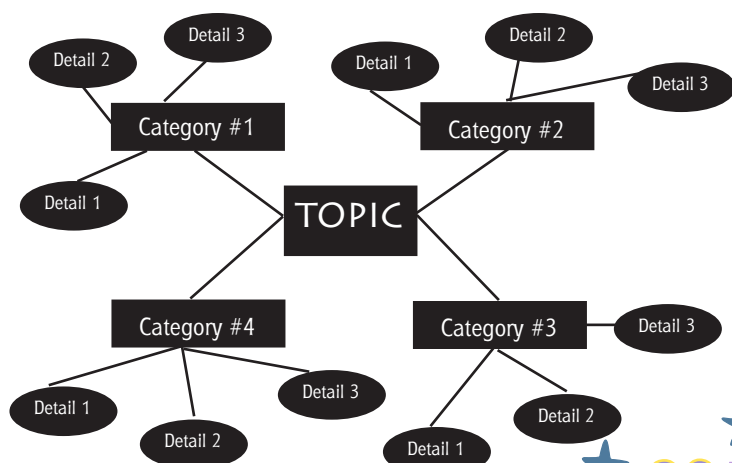
- Students work in groups of four and focus on a specific topic.
- Students brainstorm words and phrases (perhaps symbols, pictures) that have something to do with the topic; or students use data they have already collected through a prior activity such as Lingo Line Up or Tea Party.
- Students group their words/phrases according to which seem to go together.
- Once the initial grouping is completed, students try to come up with names for these groups. These now become the categories.
- Now students review their groupings, deleting, adding, or revising as necessary.
- As a final step, this work is formatted graphically so that the topic is in the center, with the categories as branches of the topic and the items within the categories as offshoots of the category.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



INTERACTIVE CLASSROOM STRATEGIES AND STRUCTURES FOR SUCCESS

THINK PAIR SHARE

Objectives

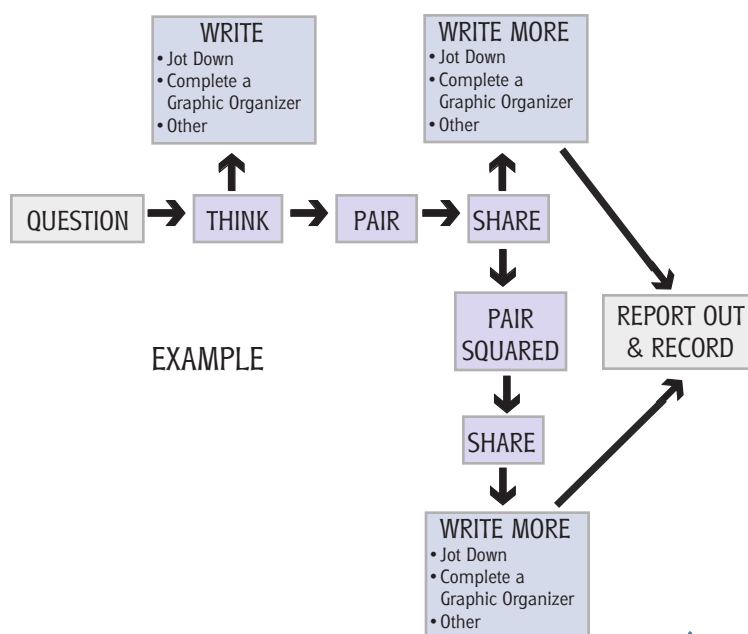
- To develop thinking skills
- To use communication and listening skills
- To develop oral language skills
- To structure reflection about specific topics

Target Content Standards

Target Language/Culture Standards

Procedures

- A question is posed to students.
- Each student THINKS about the question and jots down a few thoughts, completes a graphic organizer, or uses some other way of capturing the thinking in writing.
- Each student PAIRS with a partner.
- Partners SHARE their thinking/reflection/writing.
- Pairs can then partner with another pair to expand the sharing.
- Students can do additional writing after each sharing.
- Pairs/Groups can REPORT OUT and RECORD their ideas to build a whole class record.



Source

Adapted from Spencer Kagan

Grade

K - 12

Time

5 minutes +, Depending on the number of sharing/writing opportunities

Grouping

Pairs

Materials

Reflection Question; Writing Supplies

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



GUIDED CONVERSATION

Objectives

- To focus on thinking deeply about how to “power up” learning
- To diagnose or plan what should happen next
- To focus on solutions to current problematic situations

Source

Adapted from Steve Zuieback

Grade

6 - Adult

Time

60 minutes +

Grouping

Pairs or Small Groups

Materials

Guided Conversation Questions

Target Content Standards

Target Language/Culture Standards

Procedures

In pairs or small groups, students take turns responding to the following questions:

- As you think about your learning about this topic, what are some of the most important opportunities that exist? What are the greatest assets that you bring to this work? What are some of the most significant challenges?
- As you extend your thinking to the future, what do you see yourselves being able to do and achieve related to this topic as a result of your teacher's and your own efforts?
- When you think about successful learners of this topic in other classrooms or schools, what principles, practices, and behaviors most contribute to and reinforce their success?
- What behaviors, beliefs, patterns, or external conditions sometimes get in the way of your ability to learn at high levels related to this topic?
- Given what you've just clarified about your learning (in terms of outcomes, practices, and dilemmas/challenges), what strategies or approaches might best leverage your potential for success in this area?
- Within the next few weeks, what specifically will you commit to practice/implement as a learner to enhance your learning related to this topic?
- How will you know you are being successful in your strategy? What will you do if you aren't getting your desired results? How will you and your team reflect on your progress and make adjustments to your plan?
- Knowing what you know about your learning needs, strengths, and potential, what types of information do you need and how will you be assured of getting this information?
- When you look at the answers to these prior questions, what role might other people/organizations play in enhancing your learning on this topic? How might this influence the way you will interact with others in your school and community?

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



TOTEMS, TABOOS, & REPETITIVE INTERACTIONS

Objectives

- To identify priority values for a group or team
- To develop a deeper and shared understanding about the specific behaviors that model those values
- To develop deeper awareness of students' roles as leaders and advocates

Source

Adapted from Steve Zuieback

Grade

5 - Adult

Time

45 minutes

Grouping

Small Groups

Materials

Chart Paper, Markers

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher or other adult works with a small group or team and helps the team to identify a set of values that express how the team wants to work together and with the rest of the class, with other students/student groups in the school, or with groups in the community.
- The teacher/facilitator then starts with the highest priority item and writes it at the top of a sheet of flip chart paper. Then s/he draws 3 columns and head them as follows from left to right: Totems, Taboos, Repetitive Interactions.
- Starting with the column marked Repetitive Interactions, the teacher/facilitator asks: If we are actually living this value, what behaviors will we be repeatedly engaging in? What behaviors will we see being repeated in the group that manifests this value? The facilitator writes up to ten of these items in the column.
- The teacher/facilitator then moves to the column marked Taboos and asks: What behaviors do we want to stamp out? The teacher/facilitator writes up to ten of these items in the column.
- Now the teacher/facilitator moves to the column marked Totems and asks: What evidence or signs would we expect to see as a result of us 'living the value'? What would be the likely effects? The teacher/facilitator writes up to ten of these items in the column.
- The process is repeated for each of the priority values.
- The team then discusses any insights that emerged about (a) the group's values and any connections between values and behaviors; and (b) their role as student leaders and advocates for (social) justice.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- What might you/your group/the class try next time to be more successful in a similar task?



IMAGINIZATION

Objectives

- To explore deeper meanings and patterns
- To capture the conscious and subconscious meanings and associations held about a given situation or context
- To develop shared insights and understandings

Source

Adapted from Steve Zuieback

Grade

4 - Adult

Time

45 minutes

Grouping

Small Groups

Materials

Chart Paper, Markers

Target Content Standards

Target Language/Culture Standards

Procedures

- Break class into teams of 6 students each. Each group represents a cross section of the classroom.
- In each group, students share their most passionate outcome for the class. This is to build some sense of understanding. We are not looking for agreement at this time.
- Then students talk about the existing structures, strategies, and patterns that might be hindering the ability of the team to be as powerful as it can be to move the classroom toward its desired outcomes.
- Students identify the most common restraining concerns and patterns based on the prior conversation.
- Based on these commonalities, each small group is charged with developing a visual image that captures the patterns and dynamics that most get in the way of the team being effective. The visual image should also hold the interconnections and relationships between the patterns and dynamics.
- At the conclusion of the exercise, each small group will share its visual images.
- The teacher leads the class in a discussion about the meaning/application of the visual images to their work ahead.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
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- What might you/your group/the class try next time to be more successful in a similar task?



POWER BRAINSTORMING

Objectives

- To excite the imagination
- To produce plenty of ideas in preparation for writing
- To provide more in depth word choices for students before they begin to write
- To encourage students to use poetic language in their writing to create texture and layering

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher draws a large square or rectangle on the board and labels it BRAINSTORM BOX.
- S/he announces to the class that they are going to brainstorm as a group.
- The teacher then asks students for answers to five questions:
 - ✓ What is your favorite animal?
 - ✓ What is your favorite gem?
 - ✓ What is your favorite bird?
 - ✓ What is your favorite item in nature outside of the animal kingdom?
 - ✓ What is your favorite flower?
- Students must limit their responses to one-word answers, and answer only one time per question.
- As the students respond, the teacher writes their responses in the BRAINSTORM BOX, keeping the answers to the different questions in separate columns. Students link words from different columns together to create texture and layering effects in their writing, for example *moonstone mountain*, *emerald pond*, and *sapphire heron*.

Source

Glenis Gale Redmond

Grade

4 - Adult

Time

45 minutes

Grouping

Whole Class

Materials

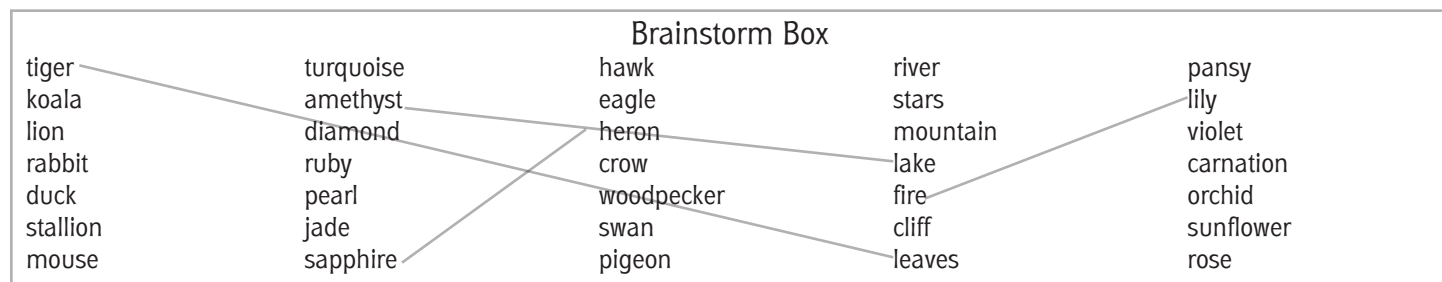
None

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



THROUGH ACCESS TO COMPREHENSIBLE INPUT/KEY CONTENT PERSONAL INTERACTION WITH TEXT/TOPIC DIVERGENT EXPERIENCES/APPLICATIONS

Purpose

- Establishes a social context for students to build on current understandings and use them to explore and learn new material and concepts.
- Empowers students to take responsibility for their own and each others' learning.
- Allows students to construct new knowledge in ways that make sense to them, to organize and record this knowledge, to use it as a bridge to new learnings to come, and to interact with new content in hands-on and highly personal ways, thereby making unknown content more comprehensible and understandable.
- Supports students in applying their new learnings through a variety of experiences.

Possible Structures

- | | | |
|------------------------------|-------------------------------|------------------------------------|
| ■ Four Corners | ■ What We Want to Know Charts | ■ Snowball |
| ■ Video Quiz | ■ Center Studies | ■ Two-Way Tasks |
| ■ Tag the Gap | ■ Literature Studies | ■ Riddle Me Books |
| ■ SQP2RS | ■ Guided Reading | ■ Summary Ball |
| ■ Pyramid | ■ Interactive Journals | ■ Chapter Tours |
| ■ Big Art | ■ Jigsaw Reading | ■ Curriculum-Based Readers Theatre |
| ■ Long Sentence Writing | ■ Key Word Notes | ■ IEPC |
| ■ Real Vocabulary | ■ View-Talk-Summarize-Refine | ■ Discussion Method |
| ■ Ticket Champion | ■ Circle Poster | ■ Think About It! |
| ■ Big Words for Big Minds | ■ Minidramas | ■ Mental Models |
| ■ Story Charts | ■ Monuments | ■ Quick Write Reflection |
| ■ T-Charts | ■ Face to Face | ■ In Quotations |
| ■ Fact or Fiction Books | ■ Writing Folders | ■ Fishbowl |
| ■ Literature Selection | ■ Editing Grids | ■ Feedback Friends |
| ■ Pop Culture 101 | ■ Numbered Heads Together | |
| ■ Proverbial Interpretations | ■ Where in the World | |

THROUGH CONTINUED

Research Findings

- Any language is learned most efficiently when it is the medium for gaining knowledge about something else. In a communication-based program, the emphasis is on an authentic exchange of meaning in the second language. (California Foreign Language Framework)
- The role of literature in the theme cycle is one of support. Different from theme units, many of which are based on a literature work, theme cycles incorporate literature as just one of many resources. And, naturally, the reading material selected is always linked to the theme. In this way, there is always a purpose for reading: to find more information to answer questions, disprove old beliefs, etc.
- All students have innate curiosities about things in their life. By asking them what they want to know, teachers give importance to student interests and can plan activities accordingly. Further, by asking students what they want to know, the relevance of the subject will be maintained. The teacher can then direct students to materials and sources where they can find answers and information pertinent to their questions and to school curriculum.



FOUR CORNERS

Objectives

- To build inclusion
- To build group trust
- To use communication and listening skills
- To introduce new topics/learnings in a low anxiety setting
- To make a personal connection to the new learnings

Source

Adapted from Robert Rudholm

Grade

3 - Adult

Time

40 minutes

Grouping

Whole Class

Materials

Butcher Paper, Markers, Masking Tape, Corner Signs, Category Characteristics

Target Content Standards

Target Language/Culture Standards

Procedures

- Identify four categories related to the theme to be explored. For example, if the theme is transportation, the categories might be cars, ships, planes, and trains.
- Prepare four large signs, one each with a picture and label for each of the identified categories. Post a sign in each of four corners of the classroom.
- Class members are asked to think about which corner they best fit or best fits them and then to write down the name of that corner on a small slip of paper. Once all class members have decided, they proceed to their corner.
- In each corner, now, group members introduce themselves, then share why they selected that corner. As a group, members decide on several characteristics which they share in common with each other and with the corner's category and, using butcher paper and markers, prepare a description of their corner and its members.
- Each corner selects a spokesperson who shares the group's description with the rest of the class.
- At the end of this activity, the teacher shares the category "descriptors" with the class. These should be prepared ahead of time and should provide the students with some key characteristics or concepts related to that category.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



VIDEO QUIZ

Objectives

- To develop cooperative skills
- To use visual communication and listening skills
- To develop oral language and reading skills
- To extract information from graphic/visual content materials

Source

Francisca Sánchez

Grade

4 - Adult

Time

30-45 minutes (may vary)

Grouping

Pairs

Materials

Video; VCR with Large Screen; Quizzes; Answer Key on Overhead Transparency or on Large Chart

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in pairs as they view a short video clip on the topic under study. (The best type of video for this is one without narration, or the teacher can turn off the sound.)
- Students try to complete the “quiz” individually using information from the video clip.
- After the video, the paired students consult with each other to confirm their responses.
- The video is shown again and stopped at the point where information related to each quiz statement appears.
- The teacher can provide a brief “lecturette” or explanation of each point.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
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 - ✓ included all members?
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- What might you/your group/the class try next time to be more successful in a similar task?

| SQUID QUIZ | | |
|--|------|-------|
| | True | False |
| Squid are always the same color. | | X |
| Male and female squid have different external anatomies. | | X |
| Squid are solitary animals. | | X |
| Newborn squid look just like adult squid. | X | |
| Squid use their fins to move. | X | |
| Squid swim backwards. | X | |
| Squid hunt and catch fish. | X | |
| Squid lay single eggs. | | X |
| SCORE | | |



TAG THE GAP

Objectives

- To develop strategic reading skills
- To be intentional about comprehension

Target Content Standards

Source

Francisca Sánchez

Grade

1 - Adult

Time

Depends on Length/Complexity of Text

Grouping

Individual

Materials

Text Material; Post-Its (Small) (2 Colors)

Target Language/Culture Standards

Procedures

- Students work individually with their assigned text/reading material.
- After reading their text, students use one color of post-its to mark what they don't understand.
- Students use a second color to mark what they need/would like more information on.
- The teacher can see where the gaps in understanding are and adjust teaching accordingly.
- Students can be strategically paired to help each other with what they don't understand.
- Center activities can be planned to allow students to research areas where they need/would like more information.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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INTERACTIVE CLASSROOM STRATEGIES AND STRUCTURES FOR SUCCESS

SQP2RS

SURVEY, QUESTION, PREDICT, READ, RESPOND, SUMMARIZE

Objectives

- To develop strategic reading skills
- To be intentional about comprehension
- To develop capacity as an independent learner

Target Content Standards

Target Language/Culture Standards

Procedures

- SURVEY: Students preview the assigned text: Title, Headings, Picture/Photo Descriptions, Captions, Italicized Words.
- QUESTION: Students turn the heading into a question before reading the selection. They generate questions that can be answered after reading.
- PREDICT: Students predict one to three things they expect to learn from reading the text.
- READ: Students read the selection, looking for answers to their questions.
- RESPOND: Students respond to the questions they initially generated. They determine which were answered in the text. They develop new questions. They continue surveying.
- SUMMARY: After finishing the entire reading assignment, students summarize the selection orally and in writing.

Source

Grade

Time

Grouping

Materials

SIOP

2 - Adult

Depends on Length/Complexity of Text

Individual

Reading Selections

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
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 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
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INTERACTIVE CLASSROOM STRATEGIES AND STRUCTURES FOR SUCCESS

PYRAMID

Objectives

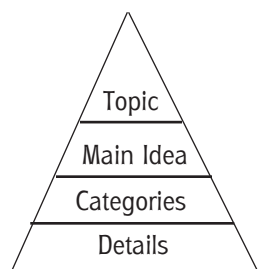
- To reinforce new vocabulary
- To apply concepts presented in text
- To practice finding the main idea of a text as it emerges from the author's culture
- To highlight superordinate ideas and to show how ideas relate to each other

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher covers a portion of the wall with butcher or easel paper.
- Students read the picture book.
- Students state facts from the text as the teacher writes each fact on large index cards or sentence strips.
- Teacher tapes the cards in random order on the paper-covered wall.
- Selected students then sort the cards into groups and arrange the groups in one horizontal line on the wall. This line forms the base of the pyramid.
- Teacher uses a marker to draw in the next tier of the pyramid and solicits labels for the groups on the base line. The labels form the second tier of the pyramid.
- Drawing the third tier but leaving it blank, the teacher skips to the very top of the pyramid.
- Teacher asks, "What is this picture book about?" The subject is written in one or two words on the top block of the pyramid.
- Students agree upon a complete sentence that includes all the information in the pyramid so far. The sentence is derived by asking the question, "What is the author saying about the subject?" The statement is put into the vacant tier.
- Students can use the completed outline to write a report or story.



Source

Clewell & Haidemenos, 1982

Grade

K - Adult

Time

40 minutes

Grouping

Whole Class or Small Group

Materials

Picture Books, Sentence Strips or Large Index Cards, Markers, Masking Tape, Butcher Paper

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
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BIG ART

Objectives

- To use communication and listening skills
- To make a personal connection to the new learnings
- To provide an additional medium through which to develop oral language and literacy/biliteracy
- To use text and other resources in authentic ways to solve meaningful problems
- To reinforce the mutually supportive relationship between text and pictures

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher organizes a theme-related art project that requires the use of written language to gain information vital to project completion, i.e., How many fins does a fish have?
- Teacher mediates the use of print materials to solve problems and models the way in which literate people use print and language by leading students in reading books, magazines, textbooks to find enough information to answer the question posed.
- Then students work in groups or pairs to prepare a drawing that illustrates their response. The written response is added as a caption to the drawing.
- The drawings are collected into a class book, and each group/pair presents its page to the class.

Source

Kevin Clark

Grade

K - Adult

Time

40 minutes

Grouping

Whole Class

Materials

Butcher Paper, Markers/Crayons, Print Resources

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
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- Did you feel that the people in your class:
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 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



LONG SENTENCE WRITING

Objectives

- To use communication and listening skills
- To introduce new topics/learnings in a low anxiety setting
- To make a personal connection to the new learnings
- To “acquire” knowledge of how conventional language sounds
- To show how words can be recombined to produce different meanings and effects
- To model proficient reading strategies
- To reinforce the mutually supportive relationship between text and pictures

Target Content Standards

Target Language/Culture Standards

Procedures

- One aspect of language (verbs, adjectives, etc.) is selected for study.
- Using the sentences from the What We Know Chart, the teacher shows the students how they have already used that aspect of language, i.e., “See, this word you used here is sometimes called a noun.”
- Collaboratively, that aspect of language under study is listed on chart paper. Students can find the part of speech in their sentence and spell it for the teacher to write on a wordweb chart.
- One sentence is generated by students, i.e., “Fish swim in the ocean.” The words listed on the chart paper (adjectives, for example) are then plugged into the sentence, i.e., “Big fish swim in the ocean.”
- Students read their new sentences and then add a new word. The final version may look like, “Big, blue, slimy, scaly fish swim in the deep, blue, dark ocean.”
- Students illustrate their sentence on chart paper.

Source

Kevin Clark

Grade

K - Adult

Time

30 minutes

Grouping

Whole Class

Materials

Butcher Paper, Markers/Crayons, Sentences from What We Know Chart

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



REAL VOCABULARY

Objectives

- To use communication and listening skills
- To introduce new topics/learnings in a low anxiety setting
- To make a personal connection to the new learnings
- To gain vocabulary while simultaneously linking it to a new concept or idea
- To teach words as tools used to understand or express something else, much like the way young children increase their lexicon

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher focuses on one concept related to theme, i.e., life cycle, friendship, shapes, etc.
- Collective knowledge is tapped to see what relationships students can already make between theme, concept, and key vocabulary. (For example, "What do fish eat? What things eat fish?" "Why do people fight? Why do some people not fight?")
- Known vocabulary is then related to new vocabulary via the concept under study. For example, if the concept is the life cycle, the vocabulary chart might be "Fish eat these things . . . But these things eat fish."
- Students illustrate or cut from magazines or books pictures that match each vocabulary word. Words and pictures are glued to the chart under the appropriate category.

Source

Kevin Clark

Grade

K - Adult

Time

40 minutes

Grouping

Whole Class

Materials

Butcher Paper, Markers/Crayons, Print Resources, Glue/Paste

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



TICKET CHAMPION

Objectives

- To practice and review content-specific vocabulary within a syntactic structure
- To expand and deepen vocabulary knowledge
- To create a physical/kinesthetic anchor to specific vocabulary

Source

Mike Yamakawa

Grade

3- Adult

Time

40 minutes

Grouping

Whole Class

Materials

Tickets, Cloze Activity

Target Content Standards

Target Language/Culture Standards

Procedures

- In advance, the teacher creates a cloze activity based on a content lesson. (See example below.)
- Students receive a copy of the cloze activity and several tickets.
- They walk around the room, find a partner, and practice the cloze language in their handout.
- Then they do rocks, paper, scissors, and whoever wins, gets a ticket from the other person.
- This is repeated several times.
- At the end of the activity, the person with the most tickets is the ticket champion and receives 10 additional tickets.

Example Vocabulary Cloze Activity
(from 4th grade earth science lesson)

[Insert a photo or drawing
related to the cloze sentences.]

This is a BEACH.
There are ROCKS on the BEACH.
WAVES change the shape of ROCKS.

This is a _____.
There are _____ on the _____.
_____ change the shape of _____.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



BIG WORDS FOR BIG MINDS

Objectives

- To expand and deepen vocabulary knowledge
- To introduce a variety of text resources and reference materials
- To make a personal connection to new vocabulary
- To gain vocabulary while simultaneously linking it to a new concept or idea
- To teach words as tools used to understand or express something else, much like the way young children increase their lexicon

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in pairs as language detectives to extend their vocabulary learning. Either they identify the vocabulary words to work with, or the teacher provides them. These could also be key words from their content text.
- For each word, students identify:
 - ✓ Meaning
 - ✓ First Language Equivalent
 - ✓ Synonyms
 - ✓ Antonyms
 - ✓ Examples of
 - ✓ Form (Grammatical Category/Comparatives)
 - ✓ Use
- Students add these words and the related information as entries in their individual and/or class dictionaries.

| WORD | BIG |
|--------------------------|--|
| Meaning | large in dimensions, quantity, number or amount |
| Spanish (Or other L1) | grande |
| Synonyms | large; huge |
| Antonyms | small |
| Examples of | the sun; a house |
| Form | adjective big; bigger; biggest |
| Uses | Literal: I live in a big house. It has 5 bedrooms. |

Source

Jim Cummins

Grade

K - Adult

Time

40 minutes

Grouping

Flexible

Materials

Vocabulary Lists; Dictionaries and Other Reference/Resource Materials

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
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- What might you/your group/the class try next time to be more successful in a similar task?



STORY CHARTS

Objectives

- To develop cooperative skills
- To build group inclusion and team cohesiveness
- To use communication and listening skills
- To develop oral language skills
- To reconstruct information already introduced

Source

Francisca Sánchez

Grade

3 - Adult

Time

60 minutes (may vary)

Grouping

Small Groups

Materials

Butcher Paper, Markers, Pencils, Erasers

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher shares a literature or content story (e.g., the life cycle in science) orally with the students.
- The students' task is to try to "recreate" the story from their own perspectives, interpretations, and understandings
- Students work in groups of four to six.
- Each group uses chart or butcher paper to draw a chart with enough squares to accommodate the categories provided by the teacher. For example, for a piece of literature, the categories might be setting, characters, plot across the top and beginning, middle, end down the side. The group's task is to reconstruct the story according to those categories.
- No print may be used in the story chart, and each member of the group must contribute physically to at least 4 of the blocks.
- Group members discuss how best to illustrate each of the story chart blocks so that the essential information is communicated.
- After completing the story chart, the group decides how they will orally retell their story to the class using their story chart as a guide and illustration.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- Did you feel that the people in your class:
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

| | Setting | Characters | Plot |
|-----------|---------|------------|------|
| Beginning | | | |
| Middle | | | |
| End | | | |



T-CHARTS

Objectives

- To develop organization skills
- To organize new information
- To use literacy skills for real purposes
- To reconstruct information already introduced

Source

Johnson & Johnson

Grade

1- Adult

Time

Varies, Depending on Topic Complexity

Grouping

Pairs

Materials

Paper, Pencils/Pens; Resource/Reference Materials

Target Content Standards

Target Language/Culture Standards

Procedures

- Students use a T-Chart to capture two dimensions of a topic; compare/contrast aspects of a topic; relationships between aspects of a topic; etc.
- To construct the T-Chart, students write the name of the topic and draw a large T underneath.
- They title the left side of the T with one aspect or dimension, and the right side of the T with the other aspect or dimension to be explored.
- Under each title, students write a number of items which operationalize or explain or represent the title.
- Pairs share their T-Charts, comparing/contrasting their results with the results obtained by other pairs.
- Pairs return to their own T-Charts and revise/modify them based on what they learned from the sharing.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Encouraging

| Looks Like | Sounds Like |
|---|--|
| Thumbs Up Pat on the Back Shake Hands | "What's your idea?" "I hadn't thought of that." "Good idea!" "That helps." "That's interesting." |

Animals

| Mammals | Birds |
|---|--|
| Have hair Young are born live Mothers nurse young Warm-blooded | Have feathers Young hatch from eggs Young eat food Warm-blooded |



FACT OR FICTION BOOK

Objectives

- To use communication and listening skills
- To develop content reading and writing skills
- To synthesize information already introduced
- To use research and investigation skills

Source

Francisca Sánchez

Grade

2 - Adult

Time

120 minutes, over a week's time

Grouping

Small Groups

Materials

Butcher Paper, Markers, Pencils, Erasers

Target Content Standards

Target Language/Culture Standards

Procedures

- Each student creates a series of statements about the topic under study. (One statement per page)
- Some statements are true, some false.
- For each statement, students then prepare a paragraph (or more) providing additional details for true statements and correct information and supporting details for false statements.
- The information is placed on the back of the corresponding statement page. Students should cite their sources at the bottom of the page.
- Before the pages are finalized, each student should have at least two other students review the draft and provide commentary and suggestions for improvement. (Teacher should provide a rubric for this purpose.)
- Completed pages are assembled to form a book. Illustrations are optional.
- Teachers can use the students' fact or fiction statements as true/false quizzes for the class.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
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Squid lay
single eggs

TRUE

or

FALSE

Page 1

FALSE

Squid lay many eggs at a time, with groups of eggs enclosed in long cases made of material similar to that of chicken egg shells. Squid plant these egg cases in the sand of clear waters. When an observer sees these hundreds of egg cases, they look like anemones waving in the water.

Page 2



LITERATURE SELECTION

Objectives

- To use communication and listening skills
- To introduce new topics/learnings in a low anxiety setting
- To make a personal connection to the new learnings
- To use books and other written language sources to get information they need, want, or in which they are interested (which is the way literate people use print resources)

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher provides guidance by giving students various books, magazines, etc. from which to select. Older students may tell the teacher what written material they would like to read.
- Together, the book, magazine, etc. is selected.
- Usually, the teacher may suggest the reading of a certain work to assist the students in their theme cycle inquiry.

Source

Kevin Clark

Grade

K - Adult

Time

20 minutes

Grouping

Small Group

Materials

Theme-Related Literature Resources

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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POP CULTURE 101

Objectives

- To use communication and listening skills
- To introduce new topics/learnings in a low anxiety setting
- To make a personal connection to the new learnings
- To appreciate and enjoy the aesthetic and cultural value of the different uses of literacy
- To see that literacy is used for a variety of purposes, to entertain, to amuse, to laugh, etc
- To see literacy's relation to the larger theme cycle topic

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher and students contribute culturally and topically relevant poems, chants, sayings, proverbs, and family stories for enjoyment and learning.
- Students are encouraged to ask parents and other family members for relevant material they can share with the class.
- Teacher may use themed poetry and song books as well as multicultural anthologies.
- Students can illustrate different parts of the poems or chants, thereby internalizing the language, structure and cultural significance of the writing.

Source

Francisca Sánchez

Grade

3 - Adult

Time

20 minutes

Grouping

Whole Class

Materials

Songs, Poems, Proverbs, Butcher Paper, Markers, Crayons

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
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 - ✓ included all members?
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PROVERBIAL INTERPRETATIONS

Objectives

- To use communication and listening skills
- To explore topics/learnings from new perspectives

Target Content Standards

Target Language/Culture Standards

Procedures

- Students are asked to think of a proverb, saying, or quote (in any language) that best reflects some aspect of what they have been studying (ex: attitude of a character; results of an historical conflict; characteristic or importance of a scientific breakthrough).
- When everyone has written down his/her proverb on an index card, each student is asked to take his/her proverb and mingle with the larger group.
- At a signal, students are asked to stop mingling and share their proverb with the person standing closest to them. They have a minute or two each to share their proverbs and explain why they chose that saying.
- After they've had an opportunity to share, they'll be given a signal to "mingle" again, and the process will be repeated several more times with new partners.
- After the mingling is done, students return to their tables/desks and take a few minutes to share their proverbs and any particularly interesting insights that emerged during, or as a result of, their mingling.

Source

Francisca Sánchez

Grade

3 - Adult

Time

30 minutes

Grouping

Whole Class

Materials

Index Cards; Books of Proverbs, Sayings, Famous Quotes

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
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- Did you feel that the people in your class:
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WHAT WE WANT TO KNOW CHARTS

Objectives

- To use communication and listening skills
- To introduce new topics/learnings in a low anxiety setting
- To make a personal connection to the new learnings
- To use student interests, curiosities, and needs to know as the basis for new learnings

Source

Kevin Clark

Grade

K - Adult

Time

30 minutes

Grouping

Whole Class

Materials

Chart Paper, Markers

Target Content Standards

Target Language/Culture Standards

Procedures

- As a large group, the teacher and students review the known information about a given topic. Next, students are asked what they want to know.
- On a large paper, teacher writes the students' questions, asking for clarification or specification and guiding students to other potential areas of investigation.
- Students' initials are written next to their name to give ownership to each question. Later, these students can be asked to report on the answer, or to establish a procedure for getting an answer.
- These exact questions can be the basis for the hands-on explorations/activities featured in the Center Studies.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
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- Did you feel that the people in your class:
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CENTER STUDIES

Objectives

- To use communication and listening skills
- To introduce new topics/learnings in a low anxiety setting
- To make a personal connection to the new learnings
- To problem solve and find their own answers to their own questions

Source

Kevin Clark

Grade

K - Adult

Time

20 minutes per Center

Grouping

Pairs/Small Groups

Materials

Varies by Center

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher selects a student-generated question from the What We Want to Know activity and decides to which of several centers it best lends itself.
- Teacher then designs center lessons that will allow students to discover the answers to their own questions. For example, for the question, "How do frogs eat?" the teacher could provide students with a dissected frog, magnifying glasses, etc.
- Teacher designs performance-based evaluation activity for the center that will show the student carried out the project and arrived at a reasonable answer to the question. For the frog example, the students could draw and label five things that a frog eats, or illustrate the digestive tract of the frog.
- Teacher can have permanent centers to which students rotate in small groups on a weekly basis (a different center each day) while the teacher meets with a group for another activity such as responding to interactive journals or doing writer's workshop. Possible permanent centers include:

Science Hands-on activities requiring the use of "scientific" stuff, i.e., microscopes, scales, batteries and bulbs.

Words This is a vocabulary center. Students manipulate materials with an emphasis on expanding their vocabularies.

Listening Students listen to and read along with student-made and recorded books, trade books, storytellers.

Art Imaginative art area where students are encouraged to fuse art with literacy.

Technology Students use computers, digital cameras, camcorders, and other technology to prepare presentations, do simulations, explore theme-related websites, etc.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- What might you/your group/the class try next time to be more successful in a similar task?

Procedures (continued)

Research

Problem-solving area where students manipulate research materials with an emphasis on exploring a question generated during the theme study.



LITERATURE STUDIES

Objectives

- To use communication and listening skills
- To introduce new topics/learnings in a low anxiety setting
- To make a personal connection to the new learnings
- To read theme-related books from a variety of genres
- To write fiction and expository text
- To observe proficient writing and reading strategies

Target Content Standards

Target Language/Culture Standards

Procedures

- Here, students read trade books twice a week, write collaborative stories twice a week, and discuss literature and authorship once a week.
- Students are introduced to the basic structure of fiction: characters, place, problem, solution. Books are read and studied to see how the author developed each of the story elements.
- Later, students can begin writing stories as a group using their developing knowledge of story structure, characterization, and content knowledge.
- Collaborative stories are edited, each student receives a paragraph of the story to be illustrated, and the book is published. Student copies can be made for group reading.
- Students read books by the same author, different versions of the same story, etc., and discuss them. Low-level recall questions are minimized in favor of authentic dialogue about the reading and its implications for the students, their feelings, its relation to the theme cycle.

Source

Kevin Clark

Grade

K - Adult

Time

20 minutes Twice a Week

Grouping

Small Group

Materials

Literature Books

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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GUIDED READING

Objectives

- To use communication and listening skills
- To introduce new literature/text and skills/strategies for comprehending text
- To make a personal connection to the new books
- To observe proficient reading strategies

Source

Ana Hernández

Grade

K - Adult

Time

20 minutes Twice a Week

Grouping

Small Group

Materials

Literature Books

Target Content Standards

Target Language/Culture Standards

Procedures

Introducing the Book

- Decide on the focus.
- Select the appropriate materials.
- Determine skills and strategies the group will address in the lesson.
- Introduce book and predict text.
- Encourage students to share prior knowledge of topic.
- Make connections to similar books and situations.

During Reading

- Ask questions that clarify meaning and encourage reading.
- Provide prompts that support self-monitoring
- Check for comprehension.
- Encourage participation and attending to text.

Return to the Text

- Gain more information and clarity.
- Practice fluency and pronunciation.
- Review difficult vocabulary and structures.
- Revisit text/dialogue for enjoyment.
- Compare and contrast predictions.

Responding to the Text

- Encourage deeper levels of thought.
- Maximize speaking, listening, reading, and writing activities.
- Extend reading or exploration of related topics.
- Evaluate difficulty of selection and instructional level.
- Allow students to gain further understanding through discussion.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
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INTERACTIVE JOURNALS

Objectives

- To use and experience literacy in its function and process as real communication for real purposes
- To establish an authentic social context where teachers and students use print to communicate and exchange ideas
- To develop literacy and other language skills (fluency and accuracy)
- To experiment with language in a meaningful context
- To hypothesize about the nature of print by appropriating the strategies students have seen used by proficient language users throughout the theme cycle

Target Content Standards

Target Language/Culture Standards

Procedures

- Students create their own personal journals. Teacher allows students to select the kind of paper they want to use, what they want to write with, and how they want to decorate the journal.
- Teacher establishes the priority of the journals by scheduling a consistent time each day for journal writing, by responding regularly to the students, and by encouraging them to take risks.
- Students are responsible for self-selecting topics. In the beginning, the teacher can assist students in topic selection, but students must know that ultimately it is their responsibility.
- Students write for 15-20 minutes each day, dating each entry. They may respond to experiences in or out of school or explore ideas and curiosities in their journal. Students are encouraged to risk-take in topic selection as well as both mechanics and invented spelling.
- Students write in the journal using whatever form of writing they can. The student then reads what s/he has written to the teacher (or aide or another proficient writer). This person then responds in writing to the student, using authentic and meaningful language.
- Teachers authentically interact with each child for each entry by modeling and/or sharing. The teacher's written response should be an authentic one rather than a "teacher talk" response.

Source

Barbara Flores and Kevin Clark

Grade

Pre K - Adult

Time

15-20 minutes per day

Grouping

Individual

Materials

Journals, Pens, Pencils

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- What might you/your group/the class try next time to be more successful in a similar task?

Procedures (continued)

- The teacher models conventional usage in his/her written and oral responses. The journal is not for correction and overt lessons on spelling and grammar. It is for authentic written communication.
- Teachers can use the journal for a variety of purposes, including encouragement, discussion of class topics, and for evaluating and assessing students' developing control of written language.



MORE ON INTERACTIVE JOURNALS

Journals give students an opportunity to:

- Learn that writing is communication.
- Experience ownership of a product that they have written.
- Develop fluency in a meaningful context.
- Use the skills learned in language, literature studies, reading, writing, and spelling lessons.
- Write on a daily basis and receive an individual reply from the teacher.
- Develop a close personal relationship through writing.
- Promote confidence in risk-taking.
- Choose their own topics.
- Experience literacy in its function and process.
- Experiment with different formats, e.g., poetry, letter writing, songs, tongue twisters, riddles.
- Experiment with a second language in a meaningful context.

Journals give teachers an opportunity to:

- Assess use of knowledge and skills that have been taught and learned in other content areas
- Have a setting where the conventions of writing can be modeled in the context of authentic use.
- Learn about each child's interests and ideas.
- Interact on an individual basis with each child each day, creating a close personal bond.
- Obtain an easy-to-follow daily developmental record of each child's writing.
- Individually intervene in facilitating the child's connection between oral and written language.
- See when the child is transitioning into the second language.

Barbara Flores, CSU San Bernardino

Older Students

1. No two teachers do journals exactly the same way. You must approach journal writing in a manner that is convenient to you, keeping the following guidelines in mind.
2. Your introduction of journal writing to your students will often determine the success or failure of this writing venture. Set your expectations high and attainable.
3. In the beginning, brainstorm topics on the chalkboard to write about. Help your students to know what they know!
4. Encourage students to invent spelling so they don't become word bound.
5. **Write with your students.**
6. Don't set a time or page limit.
7. Stress to the students that journals are a form of personal writing. No one reads anyone else's journal without permission.
8. Write daily at a specific time.
9. **Write with your students.**
10. Students turn in journals so that the teacher can respond to the students' content or message. Spelling, grammar, and other mechanical devices should not be corrected in the context of journal writing but in the writing conference setting.
11. **The more you write, the more they write!**
12. Students who have trouble self-selecting topics should sit near the teacher to stimulate the productive thinking process.
13. **Write with your students.**
14. Have volunteers share orally from their journals. The teacher should share also. This helps to establish a sense of residency in the classroom.
15. Discuss openly with students that you expect two behaviors during journal time: writing and thinking.
16. Save completed journals in a stack accessible to students. Use them as ONE means of evaluating students' progress in writing. Utilize several forms of writing to evaluate the overall writing strengths and weaknesses of the students.
17. **Write with your students.**

Kitty Kaczmov • Glendale, AZ



JIGSAW READING

Objectives

- To develop cooperative and organizational skills
- To build group inclusion and team cohesiveness
- To use communication and listening skills
- To develop oral language and critical thinking skills
- To structure learning/review about specific topics
- To organize information for presentation

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher identifies an article or other reading related to the topic under study. This selection should have delineated sections, chapters, or natural breakpoints that would allow for sectioning the reading.
- Students work in groups of four.
- Each group receives one portion of the class reading selection. The group is responsible for reading that portion and then teaching it to the class.
- The group reads its selection, either by having each member read individually, by doing paired reading, or by selecting a group reader.
- Following the reading, the group engages in a discussion of the reading. As part of the group discussion, the group identifies the main points (3-5 key ideas) of the reading.
- The group then uses a graphic organizer to chart their selection, including the following:
 - ✓ the key ideas;
 - ✓ a graphic representation of the ideas;
 - ✓ an indication of how the information confirms, illustrates, or contradicts some personal experience of the group;
 - ✓ a suggestion for how the group will be able to apply these learnings.
- The group plans its “teaching” strategies for sharing their information with the class, as well as an “assessment” strategy to determine whether they are successful, i.e., whether the class LEARNS what they teach.
- Each group presents its “lesson.”

Source

Francisca Sánchez

Grade

3 - Adult

Time

1 1/2 hrs (may vary) + time for presentations

Grouping

Small Groups (4)

Materials

Readings, Butcher Paper, Markers

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



KEY WORD NOTES

Objectives

- To understand a complex text
- To identify anchor words/phrases that capture the essence of a reading
- To summarize a text

Source

National Urban Alliance

Grade

3 - Adult

Time

40 minutes

Grouping

Individual, Pairs, or Small Groups

Materials

Readings/Texts, Paper

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher selects a reading or text and divides it into four smaller segments.
- Students are asked to create a frame on their paper that resembles the one below.
- Individually or in pairs, students read the first segment, and in the first space in their frame, write one word that captures the key focus of the reading.
- Students continue to read the remaining segments, repeating this process.
- Once the last segment has been completed, students are asked to write a sentence that captures the essence of the full reading/text.
- Students share their work in small groups and discuss differences and similarities in their words and sentences, and why.

| | |
|----------|----------|
| Key Word | Key Word |
| Key Word | Key Word |
| Summary | |

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
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- Did you feel that the people in your class:
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



VIEW-TALK-SUMMARIZE-REFINE

Objectives

- To understand a complex text
- To summarize a text
- To move from the explicit content of a text to its implications

Source

National Urban Alliance

Grade

3 - Adult

Time

40 minutes

Grouping

Pairs

Materials

Readings/Texts, Paper

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher selects a reading or text and divides it into four shorter segments.
- Students are asked to VIEW (read) one segment at a time.
- Then they TALK with a partner or table mate about what they read.
- Together, they SUMMARIZE in one sentence the content of their segment.
- After reading all four text segments, they REFINE their understanding of the text by writing one implication for each summary sentence.

1.

2.

3.

4.

Implications:

1.

2.

3.

4.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



CIRCLE POSTER

Objectives

- To demonstrate understanding of cycles, processes, or components of a particular content topic
- To reinforce content learning

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher and students collaboratively create a rubric which will be used to assess the students' work. Areas to be addressed can include (1) content objectives, (2) language objectives, (3) other criteria (work habits, punctuality, creativity, etc.).
- Students work individually or in pairs to cut their paper into a circle form (can be any size).
- They then fold the circle in half, then in half again.
- They unfold the paper. It should have four sections. (Note: the paper can be folded into more sections, depending on the number of components in the cycle or process.)
- Students use each panel to illustrate the cycle, process, or component of the topic/content they have been studying.
- Students present their posters to the rest of the class.
- Students and teacher assess student posters in terms of the rubric they have created.

Example of Poster Content

How the Earth's Surface Changes Its Shape

The content of the circle poster will include both slow and immediate processes of change: erosion, deposition, landslide, eruption, and earthquake.

Source

Mike Yamakawa

Grade

3 - Adult

Time

40 minutes

Grouping

Individual or Pairs

Materials

Paper (any size), Scissors, Rubric

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



MINIDRAMAS

Objectives

- To develop cooperative and organization skills
- To use communication and listening skills
- To develop oral language as well as cognitive skills
- To structure review/synthesis/application on specific topics

Target Content Standards

Target Language/Culture Standards

Procedures

- Each group is assigned a portion of a text* of a story, historical topic, etc. Each group is responsible for preparing a dramatic presentation of their text/material.
- All group members act in the minidrama. Each group member also takes on a specific role:

Director In charge of coordinating the efforts of all group members. Makes sure the group completes the task on time and includes all the required components in the minidrama. Makes suggestions about actors' interpretation of characters. Gives positive recognition to contributions of group members.

Screenwriter Takes primary responsibility for the script of the minidrama. Makes sure to get ideas and input on the script from all group members. Makes copies of the script for actors.

Special Effects Arranges for any props, costumes, and sound effects to be used in the minidrama. Makes sure to get ideas and input for special effects from all group members.

Stage Manager Responsible for coordinating scene changes as well as actor/actress entries and exits during performance. Works closely with special effects person to integrate effects into production.

Understudy Is familiar with all acting and production parts and can fill in for any absent group members. Is the liaison with the teacher should any unsolvable problem arise.

Source

Adapted from Bert Bower

Grade

3 - Adult

Time

Depends on complexity/length of story/topic

Grouping

Small Group

Materials

Assorted Art/Other Materials for Props, Topic/Story Texts, Roles Description Sheet, Support Photos/Other Visuals

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Procedures (continued)

- Group members brainstorm ideas for the minidrama; decide what the story line should be; and write the script.
- Group members rehearse the minidrama.
- Group members take notes while watching other minidramas and ask questions about the other groups' interpretations of their assigned texts.
- Group members read aloud their primary source text. They examine closely any visual/graphic accompanying materials.

* Instead of written text, groups may receive a slide from a slide presentation, a portion of a video, an illustration, a cartoon, or some other visual text to interpret.



MONUMENTS

Objectives

- To develop cooperative and organization skills
- To use communication and listening skills
- To develop oral language as well as cognitive skills
- To structure review/synthesis/application on specific topics

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in groups of four. Each group is responsible for creating a “monument,” using their bodies, that represents an important aspect of the topic/theme they have been studying.
- All group members participate in the monument. Each group member also takes on a specific role, i.e., sculptor, plaque writer, spokesperson, graphic designer.
- Group members read their handout. Each group gets a different handout. For example, if the topic of study is Constantinople, the handouts might be: government, military, education, the arts. If the topic of study is the life cycle of a butterfly, then the handouts might be: egg, caterpillar, chrysalis, butterfly.
- Group members brainstorm ideas for the monument; decide what the monument’s plaque should say; and use the map/chart to place the monument geographically, historically, biologically, etc.
- Group members “build” their monument, and then “perform” by “freezing” and letting the other students guess the nature of their monument. Then the spokesperson speaks.
- The audience takes notes while watching other monuments and asks questions about the other groups’ interpretations of their assignment.

Source

Bert Bower

Grade

3 - Adult

Time

Depends on complexity of topic

Grouping

Groups of Four

Materials

Topic Handouts; Roles Description Sheet, Support Maps/Charts

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



FACE TO FACE

Objectives

- To use communication and listening skills
- To introduce new perspectives on topics/learnings under study
- To make a personal connection to the new learnings

Source

Francisca Sánchez

Grade

3 - Adult

Time

Varies

Grouping

Small & Whole Group

Materials

Excerpt Pages

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher prepares brief excerpts from the text being studied, so that there is one excerpt per page. Each page has a different excerpt. (Historical or literary speeches are good choices.)
- Each student receives one of the excerpts.
- With the page in hand, each student goes to someone from another table or part of the room and reads the excerpt to him/her. Then, the other student reads his/her excerpt.
- Students repeat this process with 4 or 5 other people, making sure that they approach people with whom they don't usually interact.
- When time is called, students return to their tables/desks.
- With their table group, students have a conversation about the following:
 - a. Who's speech/text is this? Put the speech and the orator in historical (or literary, political, social - depending on the text) context.
 - b. What was your experience as you read your part and as you listened to others' parts?
 - c. Did anything surprise you?
 - d. How did this activity help you connect to others in the class?

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



WRITING FOLDERS

Objectives

- To use communication and listening skills
- To introduce new topics/learnings in a low anxiety setting
- To make a personal connection to the new learnings
- To draw on the knowledge of writing and authorship they have gained in the Literature Studies activity to construct their own story maps and use them as guides in the writing of their fiction and nonfiction stories
- To observe all steps of the writing process
- To serve as reviewers and editors of other students' work

Target Content Standards

Target Language/Culture Standards

Procedures

- Students generate potential ideas for a story. Many good ideas can come from the theme cycle.
- Students construct a story map: characters, place, problem, solution. Each component needs a short description.
- Students ask each other for a response to their story idea. Do the characters sound interesting? Does the solution respond to the problem?
- Students begin writing their stories, using the story map as a guide.
- When stories are completed in rough draft form, the teacher leads four or five students in a peer editing session. Each student responds to the writing with two positive comments and one suggestion for improvement.
- When completed, the rough draft is turned in to the teacher. Teacher edits the story for conventionality of spelling, usage, etc. Teacher discusses one or two areas with the student prior to final publication of the work.
- Final version is published by the student, or as a group.
- Student then reads his/her book to the class. Students can respond to the book in the back where special pages have been included for peer response.

Source

Kevin Clark

Grade

K - Adult

Time

Varies

Grouping

Small Groups

Materials

Butcher Paper, Markers

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
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 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



EDITING GRIDS

Objectives

- To use editing skills systematically
- To ensure all steps of the writing process are observed
- To serve as critical reviewers and editors of their own work

Target Content Standards

Target Language/Culture Standards

Procedures

- After finishing their first draft, students create a grid as shown in the example. The columns across the top of the grid are labeled: First Four Words; Verbs; Number of Words; Focus Area.
- Down the side, students write a number for each sentence of their draft.
- In the first column, students write the first four words of each sentence. This helps them notice repetitious patterns, i.e., sentences that begin with "Then" or "Next."
- In the second column, students write the verbs they use in each sentence. This allows students to note overuse of weak verbs (are, said, got) and tenses that change in the middle of the paper. They will also be able to tell if they are overusing the passive voice.
- Column three asks students to count the number of words in each sentence. This helps students focus on adding some variety to their writing by combining some thoughts into longer sentences.
- The last column can be used for a particular area of focus that either the teacher or the student him/herself identifies as a priority, i.e., spelling homonyms correctly, using figures of speech.
- This same process can be used among students doing peer review of writing.

Source

Stack the Deck Writing Program

Grade

2- Adult

Time

Varies

Grouping

Small Groups

Materials

First Drafts of Student Writing; Paper; Pens/Pencils

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

| # | First 4 Words | Verbs | Number of Words | Focus Area |
|---|---------------|-------|-----------------|------------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |



NUMBERED HEADS TOGETHER

Objectives

- To develop cooperative skills
- To build group inclusion and team cohesiveness
- To use communication and listening skills
- To develop oral language skills
- To structure review about specific topics already taught/learned

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher prepares a set of questions focused on what students have learned thus far in their theme exploration.
- Teacher identifies one student to serve as monitor. This student is responsible for selecting the group that responds to each question and for keeping score of the points earned by each group.
- Students work in groups of four or five. Each group is given an identifying name or number.
- Within each group, students number off so that every student has a number.
- The teacher poses a question from her/his list to the class and asks groups to put their heads together to discuss the group's response to the question.
- After allowing 1-2 minutes for group discussion, the teacher repeats the question and calls out a number. In each group, the student having that number stands as quickly as possible. The first to stand gets first chance at responding to the question. The monitor determines who was the first to stand, and his/her decision is final.
- Groups are awarded points for standing first, responding appropriately, and including the team in the response.
- The teacher can then call on other groups to add to or expand the response.
- The process is repeated with other questions.
- If any team exhibits behavior which is disruptive or unproductive, rather than taking points away, the teacher can award points to those groups that are exhibiting collaborative, productive, positive behavior.

Source

Adapted from Spencer Kagan

Grade

3 - Adult

Time

40 minutes (may vary)

Grouping

Small Groups

Materials

Questions (for teacher only)

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



WHERE IN THE WORLD?

Objectives

- To develop cooperative skills
- To use geographic and map skills
- To structure review about specific topics already taught/learned

Source

Francisca Sánchez

Grade

3 - Adult

Time

40 minutes (may vary)

Grouping

Pairs & Small Groups

Materials

Cards & Outlines

Target Content Standards

Target Language/Culture Standards

Procedures

Level One

- Teacher determines the focus of this geography activity: countries and their capitals; states and their capital cities; counties and their major city, etc. Then teacher prepares two sets of cards, each set in a different color. One set has the names of one of the geographical unit; the other set contains names of other geographical unit. For example, if the topic is countries and their capitals, one set of cards contains the names of the countries; the other set contains the names of the capitals.
- Each student receives one card and tries to find the student with the partner card. For example, if the student's card says "France," s/he looks for the student with the card that says "Paris."
- Once students find their partners,* they take a few minutes to introduce themselves and share what they know about their topics. (Teacher can define this more specifically to focus on the learning at hand.)

Level Two

- Teacher prepares outlines of the larger geographical units. For example, if the topic is countries and their capitals, the teacher prepares outlines of the different countries. These are posted in random order on a wall.
- Student pairs go to the wall and find their outline.
- At a signal from the teacher, the pairs combine their outlines to create a geographically-accurate map.
- Students form "geographic neighborhoods" and discuss how they interact with their neighbors.

Note

* "Extra" cards can be posted on a back or side wall. If students can't find their partner, they go to the back wall and find their corresponding card, then join another pair and continue the activity.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



SNOWBALL

Objectives

- To review a topic that has been studied
- To employ literacy for real purposes
- To utilize critical thinking, synthesis, research, and problem-solving skills

Source

Francisca Sánchez

Grade

3 - Adult

Time

40 minutes (may vary)

Grouping

Pairs & Whole Group

Materials

Paper; Pens/Pencils; Rope/Ribbon

Target Content Standards

Target Language/Culture Standards

Procedures

- Each student finds a partner.
- In each pair, students pose and answer a question or problem related to the topic they have studied. One person writes the question. The other person writes the answer on a separate sheet of paper.
- The students ball up their papers.
- The “question” students line up on one side of a line, rope, or ribbon.
- The “answer” students line up on the other side. Both lines should be facing each other.
- On the teacher’s signal, the students throw their “snowballs” across the line.
- At the teacher’s stop signal, everyone picks up one snowball and tries to find the partner snowball.
- In their new pairs, students read their question and answer, then use their resources (textbook, other print material available, posters, etc.) to verify the answer and to provide evidence (sources) that the answer is correct. If necessary, the students revise the answer.
- Students can also use their work to create group or class resource books for that topic.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Note

The initial part of this activity is best used in a large open area, such as a cafeteria or a playground.



TWO WAY TASKS

Objectives

- To develop cooperative and organizational skills
- To build group inclusion and team cohesiveness
- To use communication and listening skills
- To develop oral language skills
- To structure review about specific topics already taught/learned
- To develop problem-solving approaches

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in groups of five or six.
- Each group member receives 1 or 2 clues. The clues provide information to be used by the group in completing the chart. The clues are interactive in that generally only by combining two or more clues will students have enough information to complete a chart cell.
- Group members may not show their clues to other group members, nor may they write the clues down for others to read.
- Group members may, however, read their clues to each other and paraphrase and discuss them.
- As the clues are “revealed,” the group pieces the information together until the group can complete all the cells in the chart.
- Each group member must be able to explain how the results were obtained.
- Once the group agrees that the information placed in the chart is correct, the group’s responses can be checked against the key.
- If the group’s results don’t match the key, the group must figure out what went wrong.

Source

Based on Michael Long

Grade

3 - Adult

Time

40 minutes (may vary)

Grouping

Small Groups

Materials

Empty Chart, Key, Clues

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
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- Did you feel that the people in your class:
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 - ✓ listened well?
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 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



RIDDLE ME BOOKS

Objectives

- To promote student responses to literature
- To structure critical thinking across similar stories
- To provide a structure for comparing and contrasting
- To engage students in lively interaction with literary characters and situations.

Source

Young & Ferguson, 1995

Grade

2 - Adult

Time

60 minutes (may vary)

Grouping

Small Groups

Materials

Sheets of 9" Square Paper, Scissors, Thin-Tip Markers

Target Content Standards

Target Language/Culture Standards

Procedures

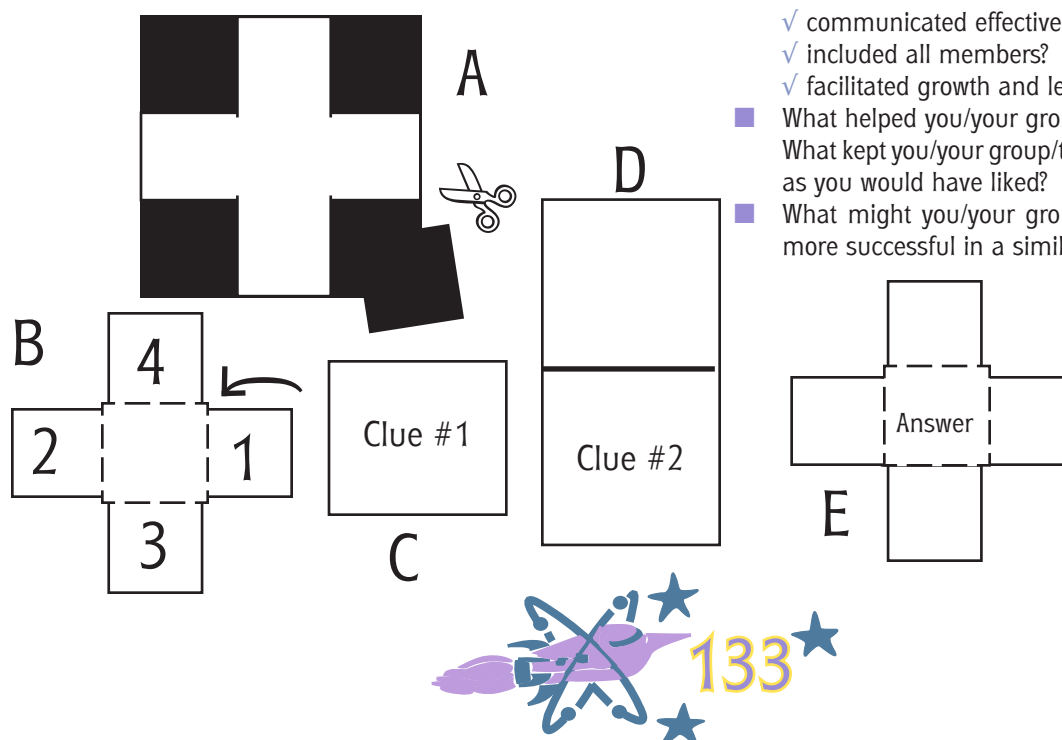
- After students have experienced a variety of stories of the same type (i.e., Cinderella stories, trickster stories), they work in small groups to write a series of clues for a specific story. The clues go from general to specific.
- After drafting the clues, students cut out the shape shown below (A) and then fold it on the dotted lines.
- Using a thin-tipped marker, students write 4 or 8 clues on the sides of the outer squares.
- The "answer" is written in the center square.
- The outer squares are folded over the center, and the clues are read as students open the Riddle Me books.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
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- Did you feel that the people in your class:
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 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



SUMMARY BALL

Objectives

- To create a group summary
- To encourage sharing of information
- To encourage reflection
- To review a specific text or narrative

Target Content Standards

Target Language/Culture Standards

Procedures

- After reading a narrative, the teacher or group leader writes the questions WHO, WHAT, WHERE, WHEN, WHY, and HOW on an inflated beach ball, using a permanent marker.
- The students then toss around the ball in a small group.
- Each student who catches the ball looks to see which word is closest to his/her right thumb and answers that question with regard to the text just read.
- If more than one student gets the same question, the first student answers the question, and subsequent students elaborate on what the first student said about that topic.
- The teacher or the recorder records the students' responses on chart paper in list format, to provide a group story summary.
- Now, students re-read the text and reflect on the summary created. The teacher can prompt the group by asking, "How did creating a group summary support your understanding of the story we read?"

Source

Valerie Ellery, Adapted from Cunningham & Allington, 1998

Grade

2 - Adult

Time

30 minutes

Grouping

Small Group

Materials

Text, Beach Ball, Chart Paper, Permanent Marker

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



CHAPTER TOURS

Objectives

- To preview text
- To identify key nonfiction features
- To practice using text-related language

Target Content Standards

Target Language/Culture Standards

Procedures

- Students are asked to take a “tour” of a nonfiction text they will be reading.
- Students preview the text and identify features such as photographs, labels, and key words that will help them determine what is important.
- Students take turns putting on the tour guide hat and leading a small group through a tour of the text they will be reading.
- The teacher encourages students to make comments like a real tour guide, such as, “Now, on your left you will notice ...”
- Students now read the text and reflect on how the tour guide activity supported their comprehension.

Source

Valerie Ellery, Adapted from Wood, Lapp, & Flood, 1992

Grade

2 - Adult

Time

30 minutes

Grouping

Small Group

Materials

Text, a Hat Marked “Tour Guide”

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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CURRICULUM-BASED READERS' THEATER

Objectives

- To present accurate information in creative ways
- To integrate language and literacy with academic content
- To communicate academic learnings to various audiences
- To deepen understanding of academic content
- To focus on the development and use of academic language
- To increase reading fluency

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher determines the content standards for focus, and students are provided with a source for that information — a textbook page, a fact sheet, a story or piece of literature, or a set of instructions.
- They are invited to create a context for presenting the facts through the dialogue of a script, with lines assigned to narrators and characters and individual and group voices.
- Students are challenged to present accurate information in a creative way.
- In small groups or pairs, students use prewriting strategies to generate, select, elaborate on, and organize ideas, vocabulary and information. As long as the script contains the necessary accurate information, students can be as imaginative as they wish in creating context, characters, and dialogue.
- After the first draft is compiled, it is read, critiqued, and edited by the whole group or class.
- The edited version becomes the final draft, which is copied and distributed. The completed script is usually just one or two pages long, requiring no more than 5 to 10 minutes of performance time.
- Parts are assigned, and the students highlight their lines. Remember, Readers Theater is a rehearsed group presentation of a script that is read aloud rather than memorized. No attempt is made to hide the scripts.
- Initial rehearsals focus on reading lines correctly, listening for cues, and unison speaking. Subsequent rehearsals emphasize vocal volume and expression. All performers remain onstage throughout the performance.
- The performance can be enhanced with sound effects, gestures, and possibly music and costumes.

Source

Rosalind Flynn

Grade

3 - Adult

Time

120 minutes (can be spread over several days)

Grouping

Whole Class or Small Group

Materials

Student Information Sources

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
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- Did you feel that the people in your class:
 - ✓ cooperated?
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 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



IEPC IMAGINE, ELABORATE, PREDICT, CONFIRM

Objectives

- To motivate students' interest in reading while enhancing comprehension and descriptive writing
- To focus students on important elements in a story or text
- To increase retention of what students have read

Source

Karen Wood/Clare Endres

Grade

2 - Adult

Time

60 minutes +

Grouping

Whole Class

Materials

Reading Selection; IEPC form

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher selects material with content appropriate for developing imagery. This includes trade books, literature books, newspaper excerpts, or content area or informational text selections.
- Next, the teacher displays a blank IEPC form on an overhead projector, chart, board, or handout and tells the students they're going to engage in a strategy designed to encourage them to use their imaginations to create pictures they can see in their minds.
- The teacher explains that making pictures or images before, during, and after reading will help students understand and remember what they read.
- The teacher then explains and models the four phases of IEPC, before engaging students in the activity:

PREREADING

Imagining: Close your eyes and imagine the scene, character, and/or events. What do you see, feel, hear, smell? Share your thinking with a partner.

Elaborating: Tell, describe, or give details of what you "see" in your mind.

Predicting: Use these ideas to make some predictions or guesses about the passages to be read.

READING

Making notes: Write down or make a mental note of key information while you are reading to match or refute the original predictions.

POSTREADING

Confirming: Read to confirm or change your predictions about the passage

FOLLOW UP

Writing: Use what you have been imagining, thinking, feeling, and creating to write descriptively.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
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 - ✓ listened well?
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 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

| I | E | P | C |
|---|---|---|---|
| | | | |



DISCUSSION METHOD

Objectives

- To reflect on the significance of information that's been shared or explored so far
- To focus directly on the learning so far
- To identify questions, concerns, confusions and think about how to resolve them

Target Content Standards

Target Language/Culture Standards

Procedures

- In a group of three or four, students discuss the following questions in this order:
 - ✓ Objective: What stood out to you from the information you've explored thus far?
 - ✓ Reflective: How does this information match or not match your life experiences?
 - ✓ Interpretive: What is the significance of this information for your work as a learner and leader in this school? In your community?
 - ✓ Decisional: (a) What questions, if any, does your group have about this information? Individually, or as a group, think about how you might go about finding an answer or deeper insight to your questions. (b) What specific next step(s) will you take as a result of your new insights/learnings? What will be your evidence of success?

Source

Adapted from Steve Zuieback

Grade

3 - Adult

Time

20 - 30 minutes

Grouping

Groups of 3 or 4

Materials

Discussion Method Questions

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
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 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



THINK ABOUT IT!

Objectives

- To process what has been read or explored thus far
- To identify questions about the learning
- To identify insights and new learnings

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work individually first and consider what they have just been reading, learning, or exploring:
 - ✓ Does it make sense to you thus far?
 - ✓ What questions does it raise for you?
 - ✓ What new understandings, implications, or insights does it generate for you?
- Then students pair up and share their questions, understandings, insights, and comments.
- As pairs, they also discuss what new insights or understandings resulted from their conversations.
- After the paired conversations have been completed, the teacher can have a whole class discussion to share new learnings and insights.
- Students can also be asked to record these new learnings and insights in their individual learning logs or journals.

Source

Francisca Sánchez

Grade

2 - Adult

Time

30 minutes

Grouping

Small Groups

Materials

None

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



MENTAL MODELS

Objectives

- To challenge thinking and begin to shift belief systems
- To come to new insights about what's possible relative to a particular issue or concern
- To plan new actions and approaches to existing issues and concerns

Target Content Standards

Target Language/Culture Standards

Procedures

- Students identify and name the most troubling negative result they are experiencing relative to the topic at hand, i.e., water pollution, famine, violence on campus. Then, they ask and respond to the following questions, recording the responses in the appropriate place on the wall chart:
 - ✓ What are the behavior patterns among students and any other relevant group that create this negative result?
 - ✓ What strategies, structures, processes, policies, or rules currently exist or are missing that generate the behavior patterns that you just identified?
 - ✓ When the original architects designed this system, what beliefs and values must they have had to come up with these structures, strategies, processes, rules, or policies?
 - ✓ What beliefs and values do we want to use NOW as a foundation to redesign our system to see dramatically improved results that can be sustained over the long-term?
 - ✓ If we really believe this, what strategies, solutions, and actions do we need to put in place that model our desired outcomes?
 - ✓ Then as we redesign our system founded on our new beliefs and values, what specific principles do we want to establish that will guide us in design of all our decisions, strategies, and actions regarding this issue?
 - ✓ Finally, as we look out 6 to 12 months in the future and imagine that we have implemented these changes, what measurable results would we anticipate experiencing on this issue as outcomes of our shared work?
- The teacher debriefs with the whole group:
 - ✓ What did you experience and observe?
 - ✓ What insights did you experience about your roles as student leaders in school and in the community?

Source

Adapted from Steve Zuieback

Grade

6 - Adult

Time

90 minutes

Grouping

Small Groups or Whole Class

Materials

Wall Chart with Mental Models Graphic; Markers

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

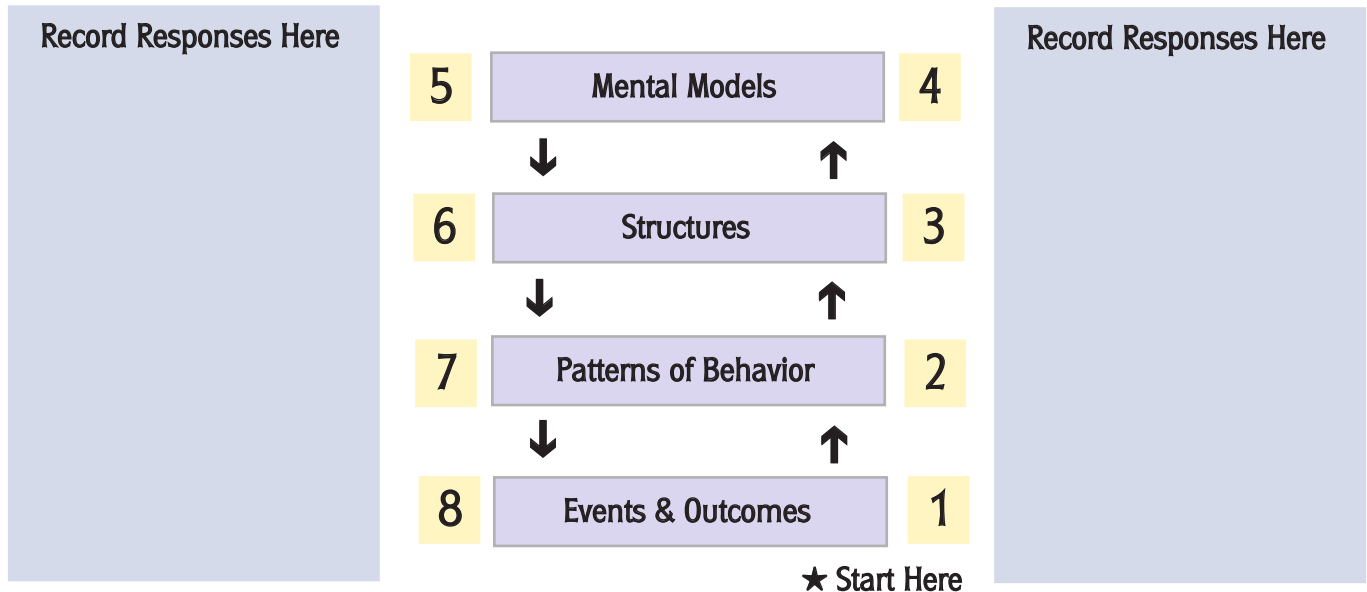
Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



MENTAL MODELS

Mental Models Wall Chart



- 1 Identify and name the most troubling negative result related to the topic at hand.
- 2 What are the behavior patterns among students and any other relevant group that create this negative result?
- 3 What strategies, structures, processes, policies, or rules currently exist or are missing that generate the behavior patterns that you just identified?
- 4 When the original architects designed this system, what beliefs and values must they have had to come up with these structures, strategies, processes, rules, or policies?
- 5 What beliefs and values do we want to use NOW as a foundation to redesign our system to see dramatically improved results that can be sustained over the long-term?
- 6 If we really believe this, what strategies, solutions, and actions do we need to put in place that model our desired outcomes?
- 7 Then as we redesign our system founded on our new beliefs and values, what specific principles do we want to establish that will guide us in design of all our decisions, strategies, and actions regarding this issue?
- 8 Finally, as we look out 6 to 12 months in the future and imagine that we have implemented these changes, what measurable results would we anticipate experiencing on this issue as outcomes of our shared work?



QUICK WRITE REFLECTION

Objectives

- To reflect on what has been learned or accomplished so far
- To record and document thoughts, learnings, ideas in writing
- To clarify thinking

Target Content Standards

Target Language/Culture Standards

Procedures

- Students engage in an inquiry or exploration that includes sharing their thinking on the topic with others.
- Then, students work individually to capture in writing their thoughts, ideas, and feelings at that moment in their learning or exploration. They write for three minutes only.
 - ✓ How did others' thinking about the topic compare to your own?
 - ✓ How did the structure of the learning activity/activities help you remember, articulate, and connect your experiences to the topic at hand?
 - ✓ What effect/impact did hearing others' thinking on the topic have on your own ideas?
- Then students pair up and share their reflections.
- As pairs, they also discuss what new insights or understandings resulted from their conversations.
- After the paired conversations have been completed, the teacher can have a whole class discussion to share new learnings and insights.

Source

Francisca Sánchez

Grade

2 - Adult

Time

3 minutes

Grouping

Individual

Materials

Student Journals or Logs

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
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 - ✓ included all members?
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



INTERACTIVE CLASSROOM STRATEGIES AND STRUCTURES FOR SUCCESS

IN QUOTATIONS

Objectives

- To deepen and extend understanding
- To compare, evaluate, contrast, and draw parallels between ideas
- To synthesize insights and new learnings

Source

Francisca Sánchez

Grade

3 - Adult

Time

30 minutes

Grouping

Small Groups

Materials

Quote Cards

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher provides students with one or more provocative quotes or proverbs.
- Students work individually first and consider how their quote/proverb relates to what they have just been reading, learning, or exploring:
 - ✓ What are the connections?
 - ✓ How does the quote/proverb provide additional insight or perspective on what you have been learning?
 - ✓ In what ways does the quote/proverb reflect your own experiences as a student?
 - ✓ What additional questions does the quote/proverb raise for you about what you have been studying?
- Then students pair up or form small groups and share their questions, understandings, insights, and comments.
- They also discuss what new insights or understandings resulted from their conversations.
- After the group conversations have been completed, the teacher can have a whole class discussion to share new learnings and insights.
- Students can also be asked to record these new learnings and insights in their individual learning logs or journals.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
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- Did you feel that the people in your class:
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



FISHBOWL

Objectives

- To deepen and extend understanding
- To engage in conversation from which new learnings emerge
- To identify next steps to engage a whole group in a conversation inside of which new learning can emerge as well as possible next steps.

Target Content Standards

Target Language/Culture Standards

Procedures

- A circle of chairs (6-14) is placed in the middle of the room. This is surrounded by all other chairs to form concentric circles. Two additional chairs are included in the center circle (fishbowl) – an “empty chair” and a facilitator chair.
- A recorder and a facilitator are identified. The facilitator’s role is to
 - ✓ Convene the Fishbowl.
 - ✓ Frame the outcomes of the process.
 - ✓ Establish the roles and rules of engagement.
 - ✓ Lead and manage the conversation through a series of questions directed at deepening insight and building new strategies and approaches.
 - ✓ Assure that the recorder is charting key responses by category.
 - ✓ Summarize the work of the group and close the process.
- The facilitator invites students to self-select into the fishbowl by inviting those people to the center who feel that they have significant insights regarding the selected conversation topic. These people form the inside fishbowl. All other people surrounding the inner fishbowl will have an opportunity to contribute by using the “empty chair”.
- The facilitator leads the conversation through a series of areas of focus by asking directed questions. The objective is to keep the energy flowing in the fishbowl and the group as a whole. It is also essential that the facilitator and recorder pre-arrange the areas to be charted and that the recorder visually captures key responses by category. They can enlist a couple of students to assist with the task if necessary.

Source

Adapted from Steve Zuieback

Grade

3 - Adult

Time

45 minutes

Grouping

Whole Group

Materials

Facilitator’s Questions (To be developed by the teacher and/or students)

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
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- Did you feel that the people in your class:
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 - ✓ included all members?
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- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



FISHBOWL

Rules of Engagement

- Inside the fishbowl, participants are encouraged to build upon the comments of others in response to the facilitator's questions rather than get into a debate.
- Any person can enter into the group by sitting in the "empty chair". The purpose of sitting in the "empty chair" is to identify those things that are not being addressed within the fishbowl that are critical to the full discussion, insert pertinent new ideas, and push the thinking of the fishbowl. For this reason, people are encouraged to allow the fishbowl to talk for at least 15 minutes prior to using the "empty chair".
- Participants surrounding the fishbowl have an essential role of being active listeners in the process.
- When an individual elects to sit in the "empty chair," the person currently talking completes his/her thought, and the floor is yielded to the empty chair.
- The person in the "empty chair" makes a clear and concise comment or asks a provocative question and leaves the fishbowl. S/he does not become part of the fishbowl conversation.
- The fishbowl can elect to comment on the statements or question of the "empty chair" or move on.
- Everyone in the fishbowl is provided equal opportunity to contribute to the discussion.



FEEDBACK FRIENDS

Objectives

- To practice providing and receiving useful feedback
- To experience a structure for improving a performance or product
- To learn and use effective questioning strategies

Source

Adapted from Art Costa

Grade

4 - Adult

Time

30 - 45 minutes

Grouping

Pairs or Small Groups

Materials

None

Target Content Standards

Target Language/Culture Standards

Procedures

- The teacher/students identify a piece of student work or a process/behavior that will be the focus of the feedback.
- The teacher/students identify who will receive feedback and who will provide it.
- Teacher reviews the guidelines for effective feedback:
 - ✓ It should be given often.
 - ✓ It should be timely.
 - ✓ It should be simple and clear of interpretation.
- The teacher then reviews the six characteristics of effective questions:
 - ✓ Open-ended: Tell me about your purpose in . . . What do you think . . . ?
 - ✓ Invitational: Would you consider . . . ? Let's examine this . . .
 - ✓ Specific: During the summary section of your report, you asked . . . I observed that during your participation in the fishbowl, you . . .
 - ✓ Evocative: What might this mean . . . ? I am wondering about . . .
 - ✓ Positively or Neutrally Stated: Tell me what you were thinking . . . What might be some other ways of doing this . . . ?
 - ✓ Challenge Assessments: What evidence do you have that . . . ? How could that be interpreted differently?
- The teacher also reviews the five techniques for providing effective feedback:
 - ✓ Paraphrasing: Restating the speaker's message
 - ✓ Clarifying Questions: Help unpack more information about an issue
 - ✓ Paraphrasing with Interpretation: Restates the speaker's message and adds own interpretation
 - ✓ Mediation Questions: Helps shift/expand the lens speaker is using to look at an issue
 - ✓ Summarizing Statements: Keep the conversation focused and help the speaker organize his/her thinking.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
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 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Procedures (continued)

- Using the characteristics of effective questions and the techniques for providing effective feedback, the student pairs or small groups together create a set of questions or comments that will cause the person who will receive them to think more deeply, differently, or critically about the issue at hand.
- Students take turns providing and receiving feedback.



BEYOND EXTENDED APPLICATION & EXPLORATION SYNTHESIS, EVALUATION, & REFLECTION FOCUS ON PROCESS: DEBRIEFING

Purpose

- Establishes a social context for students to extend and amplify their current understandings and use them to begin to build bridges to future material and concepts.
- Empowers students to take responsibility for their own and each others' learning.
- Provides opportunities for students to synthesize, evaluate, process, and strategize.
- Supports students in reflective practices which strengthen their metacognitive development.

Possible Structures

- | | | |
|-------------------------|---------------------------|------------------------|
| ■ PMI | ■ Quilt Story | ■ Appreciative Inquiry |
| ■ C/S | ■ Clippings Poem | ■ After Action Review |
| ■ Integrate It | ■ Three Balloon Synthesis | ■ Last Word |
| ■ Illustrated Poem | ■ Strategy | ■ Tri-Level Debriefing |
| ■ Free Association Poem | ■ Pulitzer | |

Research Findings

- Recent research on metacognition indicates strongly that the more students know about how they learn, the better they learn. Debriefing can serve an important role in helping students enhance their understanding. Further, as James Rath explains, "Opportunities for students to reflect on and explain the meaning of their experiences can help them integrate and retain new learning."
- Debriefing is important when students are engaged in complex operations, experiences or tasks because they cannot remember all that takes place, they often have impressions that are difficult to articulate, and they may unwittingly distort or forget what they have seen or heard unless their stories are thoroughly reviewed and shared.
- Debriefing can be utilized in school settings in order to accomplish the following purposes:
 - ✓ To help students reflect on their learning experiences;
 - ✓ To help students attach personal meanings to their learning experiences; and
 - ✓ To help students deepen, refine, and extend their understandings and learnings.



PMI: PLUS, MINUS, INTEREST

Objectives

- To use communication and listening skills.
- To develop oral language skills
- To explore ways of analyzing ideas from several perspectives
- To see the disadvantages of an idea that you like very much
- To show that ideas are not just good or bad, but can also be interesting if they lead to other ideas

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in groups of four to six. Each group selects or is assigned an idea related to the theme/topic. For example, if the topic is SAVING THE ENVIRONMENT, the idea might be: "All gas-powered vehicles should be restricted from public parks and recreation areas."
- Each group thinks of 3 reasons why this would be a good (p) idea, a bad (m) idea, and an interesting (i) idea. These are recorded on butcher paper and shared with the class.
- The teacher will probably need to share a real life example of how ideas have differential consequences over time. The following may be appropriate, or the teacher can draw a more relevant example from the student's lives/communities.
Idea: Seats should be removed from all buses.

- P: More people can get into each bus.
It would be easier to get in and out.
Buses would be cheaper to make and repair.
- M: Passengers would fall over if the bus stopped suddenly.
Older or disabled people would not be able to use buses.
It would be difficult to carry shopping bags or babies.
- I: Interesting idea that might lead to two types of buses, one with and one without seats.
Interesting idea that the same bus would do more work.
Interesting idea that comfort may not be so important in a bus.

- After considering the idea's PMI, the group prepares a chart which documents and illustrates these and shares this information with the class.

Source

Edward de Bono, CoRT Thinking, 1986

Grade

3 - Adult

Time

30 minutes

Grouping

Groups of four to six

Material

PMI Topics, Butcher Paper, Markers

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



C & S: CONSEQUENCE & SEQUEL

Objectives

- To use communication and listening skills
- To develop oral language skills
- To explore ways of analyzing ideas from several perspectives
- To learn not to reject a valuable idea that seems bad in the short term
- To see the consequences of an idea over time

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in groups of four to six. Each group selects or is assigned an idea which extends or applies theme learnings. For example, if the theme is transportation, one C/S idea might be: "The city council decides to ban automobiles from downtown in order to ease congestion and to improve air quality."
- Each group will consider the consequences of adopting that idea, using the time frames below. Group members may need to do some research.

Time Frames

Older Students

Younger Students

| | | |
|--------------------------|------------|-------|
| Immediate Consequences | Now | Now |
| Short Term Consequences | 1-5 years | |
| Medium Term Consequences | 5-25 years | |
| Long Term Consequences | 25+ years | Later |

- The teacher will probably need to share a real life example of how ideas have differential consequences over time. The following may be appropriate, or the teacher can draw a more relevant example from the student's lives/communities:

A man introduced rabbits to Australia to provide hunting for his friends. The immediate consequences were good because his friends had plenty to shoot at. The short-term consequences were also good because the rabbit provided an alternative source of meat. The medium-term consequences were bad because the rabbit multiplied so much that it became a pest. The long-term consequences were very bad because the rabbit spread all over Australia and did a great deal of damage to crops.

Source

Edward de Bono, CoRT Thinking, 1986

Grade

3 - Adult

Time

60 minutes +

Grouping

Groups of four to six

Materials

C & S Topics, Butcher Paper, Markers

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Procedures (continued)

- After considering the idea's consequences, the group prepares a chart which documents and illustrates those consequences



INTEGRATE IT!

Objectives

- To develop cooperative and organization skills
- To build group inclusion and team cohesiveness
- To use communication and listening skills
- To develop oral language skills
- To structure review/synthesis on specific topics

Source

Francisca Sánchez

Grade

3 - Adult

Time

Depends on complexity of topics

Grouping

Groups of four

Materials

Butcher Paper; Markers; Focus Topics; Various Treatments of Messages and/or Opinions

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in groups of four and select a specific focus topic. This topic is in the form of an opinion or a message.
- Students' task is to respond to the focus topic utilizing background research, data, evidence available to them for their prior investigations/explorations, but can also include new research. The response should show why the opinion/message expressed in the focus topic is faulty.
- First, students brainstorm reactions/responses to the focus topic as well as words/phrases/names that may reveal evidence which can demonstrate the opinion/message to be faulty.
- Secondly, students organize their brainstorming, and each member of the group assumes the responsibility for one or two or the brainstorming areas. Group members refer to research documents/other evidence to support their brainstorming.
- Thirdly, students use the results of their individual work to formulate a group response to the message/opinion. This initial draft is reviewed, revised, and edited.
- A final draft of the response is prepared and shared with the class. This final draft should include a rebuttal based on theoretical or empirical evidence, as well as a graphic or visual representation of the evidence.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



ILLUSTRATED POEM

Objectives

- To develop cooperative and organizational skills
- To build group inclusion and team cohesiveness
- To use communication and listening skills
- To develop oral language and critical thinking skills
- To structure evaluation/synthesis/creativity

Source

Francisca Sánchez

Grade

K - Adult

Time

120 minutes

Grouping

Small Groups/Pairs

Materials

Poem; construction Paper; Glue; Ribbon or Binding Tape; Cardstock (for pages), Hole Punch

Target Content Standards

Target Language/Culture Standards

Procedures

- Each group will prepare a book which illustrates a poem related to the lesson topic. The group or the class selects the poem from several provided by the teacher. Each group in the class may interpret the same poem or different poems.
- The group discusses the poem and the images it evokes.
- Within each group, each member or pair is assigned a line or stanza (depending on the length of the poem) to illustrate using only construction paper and glue. Before beginning the illustration, though, students try to visualize and share orally their “image” or interpretation with the rest of the group.
- Once each line/stanza has been illustrated, students either write the poem on the appropriate pages or type it into the computer and then paste the computer-printed lines/stanzas on the pages.
- When all the lines have been illustrated, the group works together to create cover pages, title page, dedication page, and about the authors page.
- The pages are then sequenced appropriately and bound with ribbon or binding tape.
- Each group shares its book with other groups.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



FREE ASSOCIATION POEM

Objectives

- To utilize critical reading skills
- To practice summarizing for real purposes
- To structure evaluation/synthesis/creativity

Target Content Standards

Target Language/Culture Standards

Procedures

- Students can work individually or in pairs.
- They identify 10 words that are key concept words from the text or topic they have been studying and write these words on the left side of their paper. (Students can use their text/reference materials to find these words.)
- Then they create lines based on these words, shaping a poem as they go.
- After their poem is complete, they give it a title and transfer their poem to a sheet of poster board.
- Students can also illustrate their poems using a variety of art techniques.
- When the posters are complete, students share their posters with the class.

EXAMPLE

| | |
|----------------|--|
| neckton | In the deep, dark ocean neckton |
| tentacles | tentacles swarm and wave |
| beak | hiding a powerful beak |
| prey | that can tear its prey to shreds. |
| aerodynamic | Aerodynamic and streamlined, |
| fusiform | its fusiform shape is like a submarine. |
| countershading | Countershading hides it well, |
| color | but color flashes communicate secrets |
| mantle | as it wraps its mantle around its soft body |
| propulsion | and with jet propulsion quickness, disappears. |

SQUID

In the deep, dark ocean **neckton**
tentacles swarm and wave
 hiding a powerful **beak**
 that can tear its **prey** to shreds.
 Aerodynamic and streamlined,
 its **fusiform** shape is like a submarine.
Countershading hides it well,
 but **color** flashes communicate secrets
 as it wraps its **mantle** around its soft body
 and with jet **propulsion** quickness, disappears.

Source

Francisco Alarcón

Grade

K - Adult

Time

45+ minutes

Grouping

Individual/Pairs

Materials

Poster Board; Art Materials; Topic Reference Materials

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



QUILT STORY

Objectives

- To develop cooperative and organizational skills
- To build group inclusion and team cohesiveness
- To use communication and listening skills
- To develop oral language and critical thinking skills
- To structure application/synthesis/creativity

Source

Francisca Sánchez

Grade

3- Adult

Time

90 minutes

Grouping

Individual/Whole Class

Materials

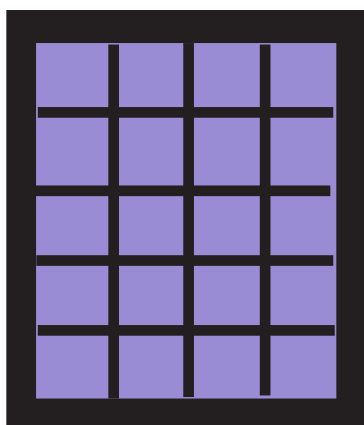
Quilt blocks; Construction Paper; Glue; Binding Tape (2 colors)

Target Content Standards

Target Language/Culture Standards

Procedures

- Each student will contribute a quilt block to a class paper quilt which represents aspects of the assigned topic.
- Each student receives a blank “quilt block” upon which s/he will illustrate some aspect of his/her topic.
- Only construction paper and glue may be used to illustrate the blocks. A one-inch border should be left free on each block.
- Once all the blocks are completed, the class will piece them together using different colors of book binding tape to form the lattice strips and the border.
- Each class member works with a partner and learns his/her partner's story, then introduces that story to the class.



Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



CLIPPINGS POEM

Objectives

- To use communication and listening skills
- To develop language/critical thinking skills
- To structure application/synthesis/creativity

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in small groups to create one Clippings Poem per group about the topic under study, using words and phrases clipped from newspapers and magazines.
- Students begin by opening their baggie of clippings, spreading them out and reading through them.
- They think about how the ideas expressed in the clippings relate to their topic and move the clippings around to connect existing ideas and craft new ideas.
- They begin organizing their clippings to form a poem that makes sense and captures important aspects of the topic.
 - ✓ Each poem must have a title and a minimum of 10 lines.
 - ✓ Students don't have to use all their clippings. Unused clippings should be returned to the baggie.
 - ✓ By mutual agreement, groups can trade or share clippings.
 - ✓ Students may also cut up their clippings to form new words/phrases or use extra magazine pages to find additional lines, connecting words, punctuation marks, or additional words needed to complete a phrase or thought.
- Once the group is satisfied with the "poem," the students glue it onto the 14 x 17" paper.
- They identify the members of their group on the back of the paper.
- Students prepare to share their poem with the class.

Source

Francisca Sánchez

Grade

4- Adult

Time

60 minutes

Grouping

Small Groups

Materials

Baggies of Magazine Clippings; Glue Sticks; Scissors; Extra Magazine Pages, including Foreign Language Magazines; 14x17" Bristol Paper

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



THREE-BALLOON SYNTHESIS

Objectives

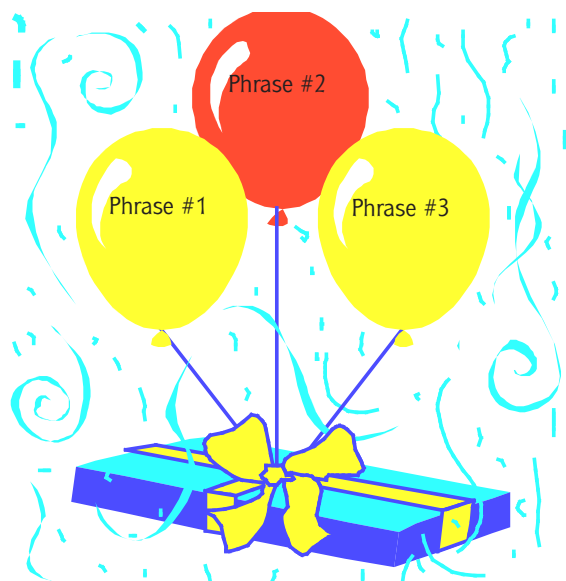
- To use communication and listening skills
- To develop oral language and critical thinking skills
- To structure evaluation/synthesis

Target Content Standards

Target Language/Culture Standards

Procedures

- Each student draws 3 balloons on a sheet of paper, leaving the center of each balloon blank.
- Students then come up with three visuals, words, phrases, or symbols that express the learnings that impacted them the most from the lesson/unit of study at hand. These are placed in the center of each balloon.
- Students share their syntheses with each other and try to come up with a synthesis statement for the entire class.



Source

Francisca Sánchez

Grade

3 - Adult

Time

20 minutes

Grouping

Whole Class

Materials

None

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

STRATEGY

Objectives

- To reflect on learning strategies
- To extend metacognitive skills
- To structure debriefing

Source

Francisca Sánchez

Grade

3 - Adult

Time

40 minutes

Grouping

Whole Class & Small Group

Materials

Butcher Paper, Markers

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher has students work in small groups.
- Each group brainstorms all the strategies they have used to accomplish their learning task.
- Using a round-robin format, the groups share their brainstorming, and a class list is developed.
- Each group selects a strategy at which the group members are particularly skilled.
- The group prepares a “How To” guide to help other students utilize this strategy more effectively and strategically.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



PULITZER

Objectives

- To reflect on writing strategies
- To extend analytical and metacognitive skills
- To structure debriefing

Target Content Standards

Target Language/Culture Standards

Procedures

- Teacher asks students to write a list telling what they know about writing.
- Then, students check two items on their lists.
- Now students elaborate on how they learned these two techniques/strategies or how they currently use them in their writing.
- Students also tell how knowing these two strategies is going to influence the next piece they write.
- Next, students select one piece of their writing.
- They imagine for a moment that they have been recognized as one of the state's outstanding writers and have been asked to write about this piece.
- Students:
 - ✓ Tell how they "got" this piece. They discuss why they wrote it the way they did.
 - ✓ Tell what this piece demonstrates about their ability to write. They use an effective introduction, development of a powerful argument, use of imagery and rhythm, or expansion of character through dialogue.
 - ✓ Note the changes they made during revision. They mark them on their drafts and number their drafts. They number their changes so the teacher and student both can follow what students are writing about. How do these changes reflect new knowledge about writing?
 - ✓ Discuss the role their classmates played in improving their writing.
 - ✓ Write their observations about their writing habits: what they've noticed helps them get started on a piece or helps them revise a piece.
 - ✓ Discuss their observations about what good writing is, by using examples from their work, the work of their peers, or the work of professional writers.

Source

Linda Christensen

Grade

5- Adult

Time

2-3 40-minute periods

Grouping

Individual

Materials

Student Evaluation Portfolios

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



APPRECIATIVE INQUIRY

Objectives

- To identify what's currently working in the learning/teaching process, from the students' perspective
- To envision a future that builds on that success
- To look at structures and procedures that would support such a future
- To develop a way forward to more powerful learning and teaching

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in small groups.
- Each group selects (a) a facilitator to lead the group through the Appreciative Inquiry questions; (b) a timekeeper to make sure the group addresses all the questions; (c) an encourager to help everyone contribute to the conversation that will provide the group with a way into thinking more clearly about the topic at hand; and (d) a coach to remind group members about what they have learned from their previous study that applies to this topic.
- Students explore the following questions:
 - ✓ Thinking about your experience with what you've learned thus far about this topic, what have been the high points?
 - ✓ What is it you appreciate/value most about the teaching that has contributed to your success? Where's the passion in the classroom experience that we could use to create even more student engagement and motivation?
 - ✓ What is it you want for the future of your academic/language learning? What should be in place? What should exist? (Envision what might be.)
 - ✓ How can we build upon the seeds of what is already working for you to create the future you desire for yourselves as confident and competent learners?
 - ✓ How will you measure your progress and success?
- Students take a few minutes at the end to record in their learning logs or journals some key insights or learnings from the group work.

Source

Adapted from Steve Zuieback

Grade

3 - Adult

Time

30 - 60 minutes

Grouping

Small Groups

Materials

Appreciative Inquiry Questions

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
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 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



AFTER ACTION REVIEW

Objectives

- To reflect on and process what has been learned or implemented thus far
- To identify questions about the learning/work
- To identify insights and new learnings
- To mobilize resources to solve problems
- To align thinking and strategies on a team or in a group
- To engage learners in solving their own problems
- To focus on personal and group transformations

Target Content Standards

Target Language/Culture Standards

Procedures

- Students stand in a circle, and the teacher or facilitator asks three sequential questions to which the students respond:
 - ✓ What happened? (What did we actually do today? What did we cover?)
 - ✓ What did we learn? (What did we learn today that will enhance our future learning and work?)
 - ✓ What are we going to do about it? (What personal boundary will we actually be willing to cross and push based on our learning?)
- Students can also be asked to record these new learnings and insights in their individual learning logs or journals. This can also be done in groups of three or four.

Source

Adapted from Steve Zuieback

Grade

2 - Adult

Time

20 minutes

Grouping

Whole Group

Materials

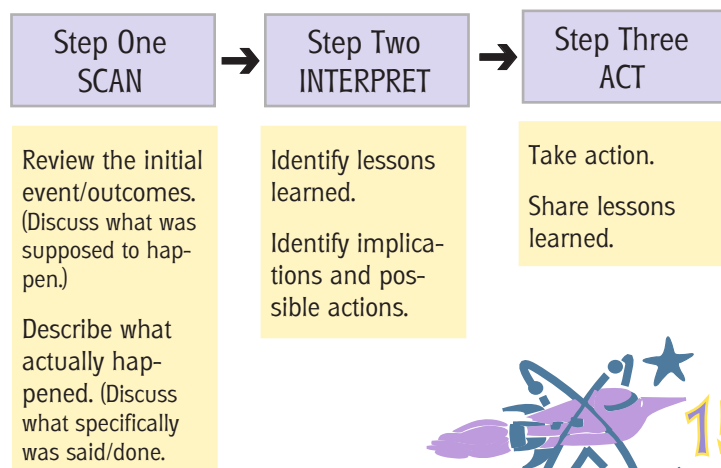
None

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



LAST WORD

Objectives

- To do a personal synthesis of ideas and experiences
- To listen to others' personal syntheses

Target Content Standards

Target Language/Culture Standards

Procedures

- Students and teacher form a circle, facing inward so each person can see and hear everyone else.
- Each student thinks about ONE word that best captures how s/he feels AT THIS MOMENT about his/her learning and experiences in the session/lesson.
- The teacher asks for a volunteer to share his/her word, and a sentence or two (no more!) that expands on that word.
- Then the rest of the students take turns sharing, moving clockwise from the first volunteer.

Source

Francisca Sánchez

Grade

2 - Adult

Time

Approximately 30 seconds per participant

Grouping

Whole Group

Materials

None

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?



TRI-LEVEL DEBRIEFING

Objectives

- To reflect at a metacognitive level on what has been learned and how it was learned
- To begin organizing learning strategies
- To begin the process of putting on automatic a broad repertoire of learning strategies

Source

Francisca Sánchez

Grade

2 - Adult

Time

20 minutes

Grouping

Pairs, Small Groups

Materials

Learning Strategy Journals

Target Content Standards

Target Language/Culture Standards

Procedures

- Students work in pairs or small groups.
- Taking each question separately, students brainstorm responses to each.
- What strategies did I/we/all of us use that supported our learning and helped us accomplish our task successfully?
- What strategies did I/we/all of us use that hindered our learning and kept us from accomplishing our task as successfully as we would have liked?
- Students identify the most powerful strategies for each question, and add them to their strategies list or journal under the appropriate columns.

Reflection

- What was the most challenging or rewarding part of this task?
- How did this activity help you remember what you already knew about the topic? How did this activity help you learn new things about the topic?
- How did this task help you progress in your language development? How did this task help you become a better learner?
- How will you be able to use what you did/learned in this task to help you in future learning tasks?

Process Debriefing

- Appreciation & Recognition
 - ✓ It helped me when . . .
 - ✓ I appreciated . . .
 - ✓ Thank you for . . .
 - ✓ I felt good when . . .
- Did you feel that the people in your class:
 - ✓ cooperated?
 - ✓ listened well?
 - ✓ communicated effectively?
 - ✓ included all members?
 - ✓ facilitated growth and learning for all members?
- What helped you/your group/the class succeed at the task? What kept you/your group/the class from being as successful as you would have liked?
- What might you/your group/the class try next time to be more successful in a similar task?

Learning
Strategies
Journal

Behaviors That
Hinder Learning

Behavior
Description
Negative Result

Strategies That
Support Learning

Strategy Name
Description
When to use it



NEXT STEPS



I have come to believe over and over again that what is most important to me must be spoken, made verbal and shared, even at the risk of having it bruised or misunderstood.

Audré Lorde



NEXT STEPS

The following activities are suggested as ways of deepening your own thinking, facilitating conversations with your colleagues, and even engaging your entire school, district, or community in next steps to move you forward in realizing sustainable English Learner success.

Activity #1: Think About It!

Consider what you have just finished reading.

- Does it make sense to you thus far?
- What questions does it raise for you?
- What new understandings, implications, or insights does it generate for you?
- Take a few minutes, and individually, think about this and jot down any concerns, insights, or questions. Then join a colleague and share your questions, understandings, insights, and comments.
- What new insights or understandings resulted from your conversations?

Activity #2: Discussion Method

This activity will help you reflect on the significance for you of the information that's been shared or explored so far.

In a group of 3 or four, discuss the following questions in this order:

- Objective: What stood out to you from the information you've explored thus far?
- Reflective: How does this information match or not match your experience in your work setting?
- Interpretive: What is the significance of this information for your work as a leader in your school/district?
- Decisional: (a) What questions, if any, does your group have about this information? Individually, or as a group, think about how you might go about finding an answer or deeper insight to your questions. (b) What specific next step(s) will you take as a result of your new insights/learnings? What will be your evidence of success?



NEXT STEPS

Activity #3: Consider and Imagine

Consider these eight research-based core principles:

- Enriched & Affirming Learning Environment
- Empowering Pedagogy
- Challenging & Relevant Curriculum
- High Quality Instructional Resources
- Valid & Comprehensive Assessment
- High Quality Professional Preparation & Support
- Powerful Family/Community Engagement
- Advocacy-Oriented Administrative & Leadership Systems
- Think about your own local contexts, whether it's a classroom, school, or district. Select one of the core principles and imagine what currently exists that might serve as a foundation for building that principle to its fullest. What would have to change? What would need to be added?

Activity #4: Think and Share

Think about one of the suggested interactive structures shared in this book. How can this structure facilitate English Learners' development:

- Academic/Cognitive?
- Linguistic and Metalinguistic?
- Social/Affective?
- Metacognitive?
- On a sheet of paper, write down at least two ideas for each category. Then with a colleague, share the benefits you identified. Talk about how you or other teachers can use this structure in the classroom.



NEXT STEPS

Activity #5: Core Principle Analysis

The research-based core principles that make up the Framework for Success are interconnected and interdependent; no one principle stands alone. But for purpose of pushing your learning here, you can have pairs or small teams each take one of the principles. Each pair or team then prepare a brief 1-2 minute share-out for the larger group, that provides a synthesis statement about what the team/pair discovered and experienced. (You can also do this analysis as an individual reflection.)

Step One: Read & Clarify

Because the principles are complex and dense, in each team:

- One person reads the principle out loud.
- As a group, identify the various aspects and concepts included in the principle.
- For each concept, think of at least one example of what it looks like in a school or classroom.
- One person should write down any questions or unclarities that arise about the principle.

Step Two: Rate & Reflect

- Using the tool, each person individually marks the characteristics listed per principle, asking: “How do I rate our school on this characteristic?”
- Rate each item. Create an overall average score. (strength=3; work in progress=2; isn’t happening=1)
- After everyone in the team has completed reflecting upon that principle, share your responses with the team.

Step Three: Share & Compare

Now, share and compare your ratings:

- Why do you rate the school the way you did?
- What evidence led to that rating?
- Share differing perspectives and knowledge bases about the school that might lead to different ratings.
- Learn from each other.
- Note where there is consensus and where there is not.

Step Four: Calculate Averages

One team member should calculate the average and range of ratings for each characteristic and share with the whole team.

Step Five: Inquire

- List all areas where team members marked “don’t know”.
- Add to that list any characteristics where there is wide disparity in ratings.



CONTINUED ON NEXT PAGE

NEXT STEPS

Activity #5: Core Principle Analysis (continued)

Step Six: Celebrate & Protect

- Go back through the ratings.
- Compile a list of all those characteristics that were marked as a “strength” of the school.

Step Seven: Assess & Align

Compile a list of all those characteristics which were marked “works in progress”.

Step Eight: Dialogue

Compile a list of all those characteristics about which there is general agreement that it “isn’t happening”.

Activity #6: Appreciative Inquiry

Appreciative Inquiry is a process and philosophy that assumes that in any system there are things that work and that we should focus on using these as a foundation to build and create the future we want. The process focuses the conversation on identifying what’s currently working, envisioning a future that builds on that success, looking at all the structures and procedures that would support such a future, and developing a way forward.

Now, form small groups, and select a facilitator to lead you through the Appreciative Inquiry questions. Select a timekeeper to make sure you address all the questions. Encourage everyone to contribute to the conversation that will provide us with a way into thinking more clearly about how we can create quality programs for English Learners. Where appropriate, remind each other about what you have learned from this book.

- Thinking about your experience with English Learners and English Learner programs in your school/district, what have been the high points?
- What is it you appreciate/value most about English Learners and English Learner programs in your school/district? Where are the seeds/glimmers of hope, waiting to be nurtured? Where’s the passion in the system that serves English Learners?
- What is it you want for the future of English Learners and English Learner programs in your school/district? What should be in place? What should exist? (Envision what might be.)
- How can we build upon the seeds of what is already working in our system to create the future we desire for English Learners?
- How will we measure our progress and success?



NEXT STEPS

Activity #7: Guided Conversation

The power of the Guided Conversation process is related to the honesty of the conversations and following a sequence of questions. The sequence is important because it helps focus on what's desired in the future and solutions vs. problems in the present and problem solving. Guided Conversation can be used in a variety of ways: as a diagnostic, planning model, for community development, as a leadership model. All that changes are the questions for each of the 9 elements.

When used with a small group, each person in the group takes a turn responding to each question. In a pair setting, this process usually takes about an hour for a quick run through each of the questions. For small groups, the process will take longer. You can also take much longer and really drill down in a much deeper way for each of the issues that get raised. Here's one set of questions to get a serious dialogue started around creating success for English Learners:

- As you think about your district's or school's current situation with regard to its English Learners and/or English Learner programs, what are some of the most important opportunities that exist? What are your staff's greatest assets that they bring to this work? What are some of the most significant challenges?
- As you extend your thinking to the future, what would you see your English Learners being able to do and achieve as a result of the staff's/school's/district's work with/for English Learners?
- When you think about successful English Learner programs (in other schools/other districts), what principles, practices, and behaviors most contribute to and reinforce these programs' success?
- What behaviors, beliefs, patterns, or external conditions sometimes get in the way of your staff's, your school's, your district's ability to put in place and sustain programs that lead to high levels of English Learner success?
- Given what you've just clarified about your English Learner programs (in terms of outcomes, practices, and dilemmas/challenges), what strategies or approaches might best leverage English Learners' potential for success in your school/district?
- Within the next semester, what specifically will you commit to practice/implement as a leader for English Learners in your school/district?
- How will you know you are being successful in your strategy? What will you do if you aren't getting your desired results for English Learners? How will you and your team reflect on your progress and make adjustments to your plan?
- Knowing what you know about English Learners and their needs, strengths, and potential, what types of information do you need and how will you be assured of getting this information?
- When you look at the answers to these prior questions, what role might other people/organizations play in enhancing your English Learner programs/results? How might this influence the way you will interact with others in your school, district, and community?



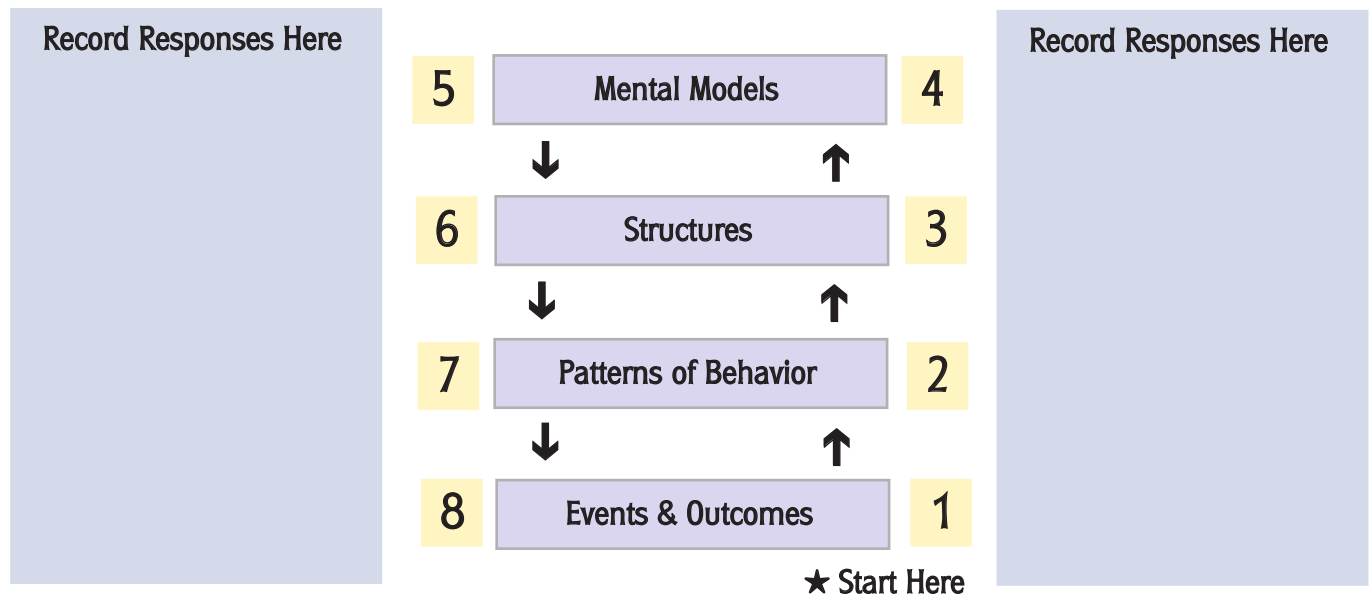
NEXT STEPS

Activity #8: Mental Models

Another powerful facilitation structure you can try is called the Mental Models Process. You can actually do all parts of planning with it, but it's a great model for challenging and beginning to shift belief systems. Often, this is what is at stake, especially when we're talking about English Learners. As leaders, we have to challenge people's thinking. We have to help people come to new insights about what's possible for English Learners.

The Mental Models Process is based on two key principles:

- Mental models impact structure which influences behavior.
- The system is perfectly designed to get the results it gets.



Start by having your team members identify the most troubling negative result they are experiencing relative to English Learners.

What are the behavior patterns among the staff and students and any other relevant group that create this negative result for English Learners?

What strategies, structures, processes, policies, or rules currently exist or are missing that generate the behavior patterns that YOU just identified with regard to your programs for English Learners?

NEXT STEPS

Activity #8: Mental Models (continued)

When the original architects designed your system/programs for English Learners, what beliefs and values must they have had to come up with these structures, strategies, processes, rules, or policies?

What beliefs and values do you want to use NOW as a foundation to redesign your system to see dramatically improved results for English Learners that can be sustained over the long-term?

If you really believe this, what strategies, solutions, and actions do you need to put in place that model our outcomes for English Learners and the programs that serve them?

Then as you redesign your system founded on your new beliefs and values, what specific principles do you want to establish that will guide you in design of all your decisions, strategies, and actions regarding English Learners and the programs that serve them?

Finally, as you look out 6 to 12 months in the future and imagine that you have implemented these changes, what measurable results would you anticipate experiencing for English Learners as outcomes of your shared work?

Debriefing with Whole Group:

What did you experience? What did you observe? What insights did you experience about your roles as leaders and advocates for English Learners?

Activity #9: Reflection

Think about your English Learners – where they are and where they could be. Consider what you’ve explored in this book. Consider the current political, school reform, and accountability contexts.

- What leadership can or will you demonstrate NOW?
- What other supports do you need to GROW your leadership?
- What structures are available for you (and your colleagues) to continue to ponder and explore these types of leadership questions?
- How can you use your current and potential networks, partnerships, and alliances to help you leap into action on behalf of English Learners and in support of 21st century excellence, success, and equity for all?



FINAL THOUGHTS

Achieving sustainable English Learner success, as defined by a big vision of student success and the requirements of our 21st century world, is not an impossible task. We already have the know-how and many of the resources to guarantee the following:

- High levels of first and second language proficiency, including literacy.
- High levels of academic achievement and successful maintenance of that achievement in English for years after participation in specialized English Learner programs and through grade 12.
- Sophisticated multicultural competency.
- Preparation for successful transition to higher education.
- Motivation, confidence, and self-assurance.
- High levels of parent satisfaction and support.

There are schools and districts and communities who have already made an action-oriented commitment to excellence for their English Learners and have figured out how to utilize local resources to make their vision a reality. They have been able to go from just knowing to actually doing. They have made significant strides in closing the knowing/doing gap talked about in the current school reform literature.

While they do not yet represent the norm in California, neither are they isolated examples that we can or should dismiss as flukes. In fact, they are the living proof that we can build powerful schools with powerful goals that do yield world class academic, linguistic, and social/affective results for English Learners.

By the same token, however, there are also program models in place in many of our schools that don't do any of these things. The key for us as educators and policy makers is to know the difference between the two, and then to act on that knowledge so that every English Learner in our schools has access to the most powerful educational programs possible.

We need to ask how English Learners in our schools are doing. And we need to look at how they're doing in the context of the current accountability system, which at least in concept is based on a gap closure model. That is, schools are supposed to make a certain amount of growth each year so that eventually the gaps between groups of students are eliminated.

Part of our responsibility is to help each other make research-based, data-driven decisions that actually result in powerful academic and linguistic outcomes for English Learners—outcomes that at minimum close the achievement gap in English Learners' lifetimes.

Our English Learners are depending on us to use all of our capacity and will to provide guidance and support so our schools and districts can create excellent educational environments that guarantee that English Learners succeed in and beyond school. This means that all of us must make a commitment to serve as the strongest possible advocates for excellence.



FINAL THOUGHTS

The real challenge, as Laurie Olsen of California Tomorrow so eloquently points out, lies in figuring out how we can help create schools which bring accountability INSIDE their own doors, but still remain responsive to changing circumstances and needs, and maintain clearly defined responsibility for the success –or failure– of their own students. After all, as the late Ron Edmonds reminded us, whether we successfully teach every one of our children finally depends on how we feel about the fact that we haven't done it thus far. Making quality education a reality for every English Learner in California is exactly what is at stake here. This is a powerful and challenging undertaking. But I believe it's the right undertaking. . . the right road upon which to embark.

And the road begins at the doorstep of our own personal and professional resolve to step off into another direction – a direction that guarantees success for English Learners. This, also, is part of accountability - having the strength and the courage to change direction when it becomes necessary, even in the face of political controversy. Each one of us can play a big leadership role here. But know that we don't need to travel that road alone – that there are friends and potential allies all around us. We need to reach out and reconnect to old friends and forge alliances with new friends.

Meg Wheatley reminds us of how critical and fundamental this is to the success of our endeavors. “We are our hope for creating a future worth working for”, she says. “We can't go it alone, we can't get there without each other . . .”

So we need to help our colleagues think about what we might do together to establish “bilingualism for all” as a priority goal. This would certainly fit in with what business leaders are telling us we'll need to compete in the global market. We can work together to showcase success in local innovative programs for English Learners. We know this will lead to greater community-wide support for local efforts that yield results.

And we can reach out and become overt and explicit advocates for the types of programs that “accelerate and sustain achievement,” “close the gap,” help students meet standards, and boost the college going rates. By becoming advocates of this type, we as local leaders can ensure that programs that work are recognized, supported, and expanded.

We can also enlist others around us in civic and educational partnerships that create a community environment supportive of bilingualism. Through the Official Bilingual City Initiative, for example, cities and municipalities can take a positive, concrete step to go on record as proud of their language resources and committed to supporting the development of multiple language skills and literacies as the rich assets they can be to the economy, the cultural life, and the social fabric of our cities and to democratic participation in our communities.

I believe our English Learners are depending on our skill and our will to find the right direction and the right allies, and to create a new road that we can all walk together as educators, parents, community members, and students. The time is now for us to be bold; to believe that we can do what's necessary and what's right; to use all the genius power that we have, individually and collectively, to step forward on this very important and necessary journey.



FINAL THOUGHTS

After all, what we are being asked to do is, quite literally, to rethink and redesign our approach to education, to put into effect a journey of teaching and learning that has as its final destination success for every English Learner, in school and beyond. That is a journey worth taking, and as the leadership of this state, we have incredible power to make sure we reach our ultimate destination: programs powerful enough to guarantee that English Learners are fully equipped to succeed in the 21st century. As we move forward today and in our joint endeavors, we need to insist that this big vision of success be our daily guide in determining the paths we take.

Make no mistake about it: When we can use our own talent and strength and commitment to reach out in solidarity to our students and families and communities in this vital work, we are doing holy work, heart and soul work, and at the end of the day, that is the most important work we can do.





NOTES & REFLECTIONS



Transformative teaching is characterized by teachers who transgress the boundaries that would confine each pupil to a rote, assembly-line approach to learning [and an uninspired acquiescence to their lot in life] -- one who believes that there is an aspect of their work that is sacred -- and strives to teach their students not just knowledge of books but knowledge of how to live in the world.

bell hooks



NOTES

This image shows a full page of white paper with light blue horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

The world is richer than it is possible to express in any single language.
Ilya Prigogine



NOTES

[illegible]

A good -- a necessary-- place to start is with how to attract and hold the students' attention, how to instill in them a commitment to think hard. The 'destination,' the place we wish the student to reach, must be clear and compelling. The young person must know when she gets there and that she has achieved something that her teachers and her community value. . . . For the student to have a destination and the means of knowing when she has reached it, the teacher must create a clear view of the nature of the destination and a system to judge whether the student has arrived.

Theodore Sizer

NOTES

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As Einstein is often quoted as saying:
No problem can be solved from the
same consciousness that created it. We
must learn to see the world anew.
Margaret J. Wheatley



NOTES

[illegible]

5 Rs to Successful Reading

Teachers Are:

RESPECTFUL of students, abilities, experiences, families, and communities.

RESPONSIVE: Understand where kids are and move them from there; know assets and strengths.

RESPONSIBLE: Everybody's going to learn how to read. for self and others, willing to be accountable; commitment.

RESOURCEFUL: Take action, initiative, create own materials, resources, possibilities; bring others into task, engage others.

REASONABLE: Know how to prioritize; can assess situations, possibilities; have a sense of principles and context which guide and inform decision-making.

Eugene García

NOTES

[illegible]This image shows a blank sheet of white paper with horizontal blue lines. The lines are evenly spaced and run across the width of the page, providing a guide for writing. There are no margins, text, or other markings on the paper.

In schools, we should support to the fullest extent those languages which are least likely to be developed and supported in the larger society.
Wallace Lambert



THERE ARE SONGS IN MY HEAD I COULD SING YOU

there are songs in my head i could sing you she said
songs that could set you free to soar
beyond the horizon you see in your dreams
and imagine is the edge of earthly possibility
songs as mysterious as the hum that lulled you to sleep
once upon a time deep in the womb when you were fed
with the wax and wane of strumming blood
when all that you knew was contained in the span
of two hands spread wide and the steady beat
of a mother's heart

there are songs in my head she cried
that could give voice to the silence you hide
like a piercing thorn worn deep in the secret heart
of the young girl you were before the curl of time
slowly unfurled to reveal the woman today
songs powerful enough to shatter the shame
you've borne from believing english only english first
english the best when you are not English
and so not first not the best
when you know in your head that none of it's true
and still inside there like a poisonous shard it rests

nonetheless, there are songs in my head still alive
after all this time so sublime they spill out now
from lips fragrant with unspoken rhymes
just waiting for our words to be heard yours and mine
for our language to pour its wild justice
like a baptism of rain with divine running through it
so we can climb once more to the shelter of stars
that await our return healed, whole, holy
so our phoenix songs that carry within them
the tongues of the universe
can sing back the shattered skies

why then does it surprise you
that there are words in my head
that can climb like brilliant kites to dizzying heights
that can illuminate our consciousness
with the lights of exploding stars
and capture the first language we ever heard
even before we ever were even before
we were taught to regret that part of us
that carries as benjamín said
our mother's mother's mother in us
why when we are infinite
beyond measure beyond imagination
why when there are songs in our heads we can sing
why when there are songs in our heads we should sing
why when there are songs in our heads we will sing

francisca sánchez, july 2009






ABOUT THE AUTHOR

Francisca Sánchez

Francisca Sánchez is Associate Superintendent for Academics and Professional Development with the San Francisco Unified School District, and has served in a variety of leadership, administrative, and teaching positions at the district, county office, regional, and state levels. A multilingual individual and former English Learner, she served a two-year term as president of the California Association for Bilingual Education.

In her current position as associate superintendent, she is responsible for providing districtwide curriculum and instruction leadership and support to the district's schools through a broad array of initiatives, programs, and services. She is recognized nationally as an educational leader, presenter, teacher trainer, and curriculum developer and regularly presents at national and state conferences and local community forums.

In 1991, she was inducted into the Mount Pleasant High School Hall of Fame for her contributions to education, and in that same year, Alameda County Office of Education honored her as Employee of the Year. In recognition of her continuing contributions to education, she was awarded a Presidential Excellence Medallion from CSU, San Bernardino in 2002, named as 2002 Inland Empire Educator of the Year, and inducted into the East Side Union High School District Hall of Fame in 2003. Francisca has been named to a number of influential national and state task forces and serves as a member of the statewide Curriculum & Instruction Steering Committee. She served as the chair for the 2005 California Curriculum & Instruction Leadership Symposium and is chair of the state Visual and Performing Arts Subcommittee. She was selected as recipient of ACSA's 2005 State Valuing Diversity Award and of CAFE's 2006 Vision Award.



Passionate about her work, Francisca strives to be an advocate for equity and justice. She has authored a number of publications and articles. Her most recent publication is *Schooling English Learners for Success in the 21st Century*. She strives to focus her work and that of her staff to support schools and communities in closing the achievement and access gap, accelerating and sustaining student achievement K-12, ensuring every student meets meaningful academic standards, and preparing each child as a successful twenty-first century citizen. She is proudest of her son, who is an artist, and her granddaughter, who is a dancer, and is most grateful to her parents, who have always valued education and who have modeled values of family, a strong work ethic, and excellence.

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INTERACTIVE CLASSROOM STRATEGIES & STRUCTURES FOR SUCCESS

FOCUS ON ENGLISH LEARNERS



FRANCISCA SÁNCHEZ