

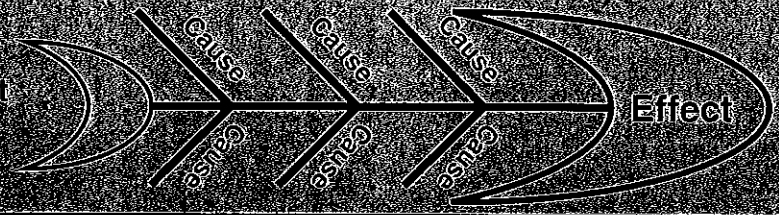
Comprehension

ELL Strategy

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Comprehension
ELL Strategy: Fishbone
Examples: Cause and Effect
and Main Idea with Details

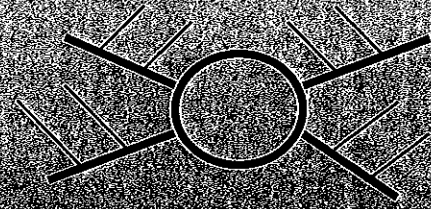


Procedures:

1. After reading the selection, introduce or review the concept of cause and effect.
2. Teacher draws a fishbone on the board.
3. Explain that the fishbone is a graphic organizer to break down information such as cause and effect.
4. Teacher writes several causes, based on the content, and one effect on the head. Teacher models his/her thinking processes as the fishbone is created.
5. Continue the process until you have created several causes and one effect on the fishbone. You can also create one cause and several effects or use the fishbone for main idea and details.

FAQ: How can young students, especially ELLs, be able to understand and create a graphic organizer such as fishbone? ELLs strongly benefit from linguistic and nonlinguistic representations. This is an excellent way to model the thinking processes for younger students.

Comprehension
ELL Strategy: Spider Web
Example: Main Idea and Details



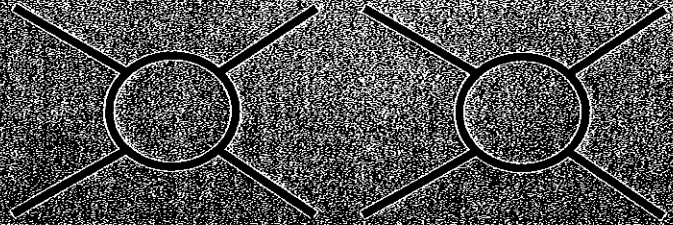
Procedures:

1. After reading the selection, introduce or review the concept of main idea and details.
2. Model by using your hand to demonstrate that the hand is the main idea and the details are the five fingers. The fingers all look different but still are connected to the hand.
3. Use a story selection to model the spider web. Write the main idea in the center and the details on the connecting lines.
4. Make extensions by modeling additional and less important information to each detail.

FAQ: How can a graphic organizer such as the spider web help younger students understand main idea and details? All nonlinguistic representations offer images to help transform the context of the reading material into a visual students can understand. ELLs strongly benefit from these images.

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Comprehension
ELL Strategy: Comparison Webs
Example: Compare and
Contrast

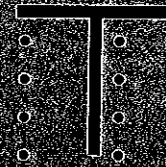
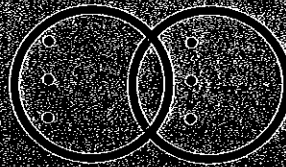


Procedures:

1. After reading the selection, introduce or review the concept of comparison.
2. Teacher draws two spider webs on the board.
3. Explain that the two spider webs are graphic organizers to help compare objects, people, ideas, or places.
4. Teacher writes the two items being compared in the center of each web. Teacher models his/her thinking processes as the spider webs are created.
5. Continue the process until you have written several attributes for each item.

FAQ: How can young students, especially ELLs, understand and create graphic organizers such as comparison webs? All students should be challenged to think critically. The comparison webs allow younger students to visualize two items with various attributes in order to improve reading comprehension through linguistic and nonlinguistic representations.

Comprehension
ELL Strategy: Venn Diagram and T-Chart
Examples: Compare and Contrast



Procedures:

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

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

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Comprehension

ELL Strategy: Carousel

Examples: Summarization, Main Idea, Facts and Details, Cause and Effect, Draw Conclusions, Plot, Theme, and Author's Purpose

Procedures

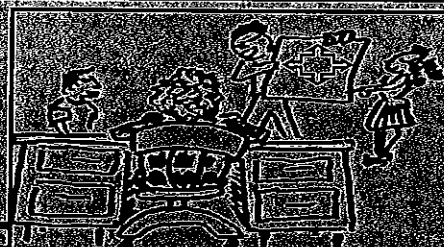
1. After reading the selection, group students into cooperative groups.
2. Each group is to analyze the selection.
3. Have the groups summarize their learning, identify main idea and details, identify author's purpose, or cause and effect, etc. Have students use graphic organizers.
4. Have the recorder write the findings with the help of the students in the group.
5. The teacher will select two students per group, one ELL student and one monolingual English speaking student.
6. Each pair of students visits the opposite group to present their findings.

FAQ: What if the ELL student cannot articulate the findings? ELLs typically feel safer in numbers. The mere act of participation will build the ELL's listening, speaking, reading, and writing skills. And, the process will build self-confidence. How can younger students summarize their learning through writing? Younger students can discuss their findings and participate in Carousel through oral presentations as they visit the other groups.

Comprehension

ELL Strategy: Jigsaw

Examples: Summarization, Main Idea, Facts and Details, Cause and Effect, Draw Conclusions, and Plot and Theme



Procedures:

ESC 2, Corpus Christi

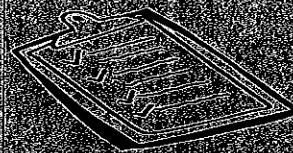
1. Teacher begins lesson by activating prior knowledge and launching new concepts.
2. Teacher will use the reading passage as the text for Jigsaw.
3. Teacher assigns a chunk of the text to each cooperative group.
4. It is the group's responsibility to read, discuss, design, teach, and present their chunk to the entire class.
5. The performance product may include: graphic organizer, group report, illustration, etc.

FAQ: How will Jigsaw benefit individual students? All students benefit from Jigsaw. Jigsaw is only one way to help students comprehend large chunks of information in a cooperative setting. It is critical for the teacher to use an array of techniques to help individual students gain knowledge. Jigsaw is also a technique to build confidence for struggling readers who feel overwhelmed with too much information.

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Question Stems Knowledge Level

Recall of data



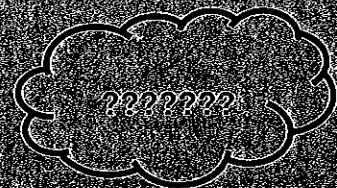
Sample Questions:

1. What happened after...?
2. How many...?
3. Who was it that...?
4. Describe what happened at...
5. Who spoke to...?
6. Can you tell me who...?
7. Find the meaning of...
8. What is...?
9. Which is true or false...?
10. How did... happen?
11. Can you recall...?
12. How would you describe...?
13. How would you explain...?

Question Stems

Comprehension Level

Understanding Information

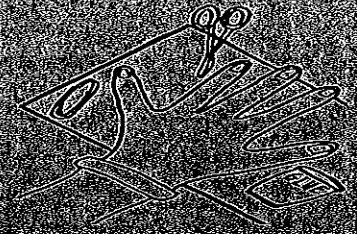


Sample Questions:

1. Write in your own words...
2. Write a brief outline about...
3. What do you think could have happened next?
4. Who do you think...?
5. What was the main idea?
6. Who was the main character?
7. Can you distinguish between... and...?
8. What differences exist between... and...?
9. Provide an example of what you mean by...
10. How would you classify...?
11. How would you summarize...?
12. What other way would you plan to...?

Question Stems Application Level

Applying knowledge to a new situation

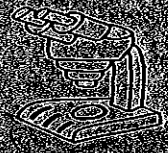


Sample Questions:

1. What facts would you select to demonstrate...?
2. What approach would you use to...?
3. How would you apply what you learned to develop...?
4. How would you use...?
5. How would you organize...to show...?
6. Do you know another instance where...?
7. Could this have happened in...?
8. What factors would you change if...?
9. How would you apply the information presented to your own experiences?
10. What questions would you ask of...?
11. From the information given, develop a set of instructions about...
12. How would this information be useful if you had a...?

Question Stems Analysis Level

Separates information into parts for better understanding



Sample Questions:

1. What is the relationship between... and...?
2. What inferences can you make about...?
3. What conclusions can you draw?
4. Which event could not have happened if...?
5. If... happened, what might the ending have been?
6. How is this similar to...?
7. What do you see as other possible outcomes?
8. Why did changes about... occur?
9. What must have happened when...?
10. How is... similar to...?
11. What are some of the problems of...?
12. What motive is there behind...?

Question Stems Synthesis Level

Builds a pattern from diverse elements

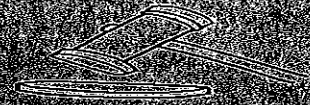


Sample Questions:

1. How would you design...?
2. What could be combined to improve or change...?
3. How would you test...?
4. Can you propose an alternative...?
5. What can be done to minimize or maximize...?
6. What would happen if...?
7. Can you distinguish between... and...?
8. How would you resolve some of the problems that...?
9. Why did these changes occur in...?
10. If... had happened, what might be the ending to...?
11. Which event could not have happened if...?
12. What were some of the motives behind...?
13. What do you see as other possible outcomes...?

Question Stems Evaluation Level

Judges the value of information



Sample Questions:

1. What judgment would you make about ...?
2. How would you rate the ...?
3. How would you assess the value of ...?
4. How effective are ...?
5. How would you feel if ...?
6. How would you have handled ...?
7. Defend your position about ...
8. What changes do you recommend to ...?
9. Judge the value of ...

FAQ: How can young students, especially ELLs, understand these levels of comprehension when they are not proficient in English? ELLs are always processing language and must have the opportunity to think critically. They may already have the concepts in place and just need the language and content support to respond and think about these types of questions.

Writing

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Writing

ELL Strategy: Language Experience Approach, LEA

Examples: Grammar, Mechanics, Word Choice, Organization, Content, and Style

Procedures:

1. Teacher starts discussion/review of a previous learning.
2. Teacher introduces writing activity focusing on the specific skills needed. Targeted skills include content vocabulary, summarization, main idea and details, cause and effect, grammar, spelling, and mechanics.
3. Teacher prompts the discussion through guided questions to facilitate writing.
4. Teacher scribes what students say one statement/child at a time.
5. Teacher points out and circles the skills taught once the paragraph is completed.

FAQ: Do teachers correct the ELL's grammatical errors as they express themselves? The best way to correct ELLs is by modeling. The teacher repeats and writes the grammatically correct version of what the student tried to convey. As ELLs contribute their sentences, praise their effort and provide explicit feedback.