

Comprehension

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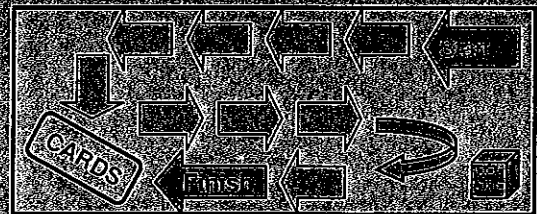
Procedures:

1. Explain to students that ORID is an advance organizer for text. The purpose is to break the text into chunks that becomes comprehensible.
2. Teacher uses the chapter or text to model ORID aloud. Have students copy the teacher's ORID findings onto their paper.
3. Use ORID consistently for summarizing the chapter or text.

O	<u>Objective</u>	What are some key ideas or images in the text/article?
R	<u>Reflective</u>	What was a high point of the text/article for you?
I	<u>Interpretive</u>	What issues does this reading bring up for you?
D	<u>Decisional</u>	What can we do about these issues?

FAQ: It seems that all students can benefit from ORID. Why is this considered an ELL strategy? While ORID is a helpful strategy for all students, ELLs specifically need information broken down into chunks and organized in a simplistic manner.

Comprehension
ELL Strategy: Generic Game Boards



Procedures:

1. Have each group brainstorm ideas for their generic game board. The scribe will sketch a proposal of the game board for the teacher to approve.
2. The game board should include written instructions, game pieces, spinner or die, comprehension questions on cards, and an answer key. Use a manila folder.
3. Groups create their own comprehension questions, based on the content read, along with an answer key. These questions will be placed on individual index cards.
4. Groups present their generic game board to the entire class. The class will create a criteria to assess the group's project to include quality, creativity, group participation, comprehension questions, etc. Have groups exchange the game boards to play.

FAQ: How will I convince middle and high school students to engage in this type of project? Older students will appreciate and value the teacher's effort to create fun and engaging activities. How do you use the answer key? The answer key is held by one of the group's members who does not participate in the game.

Comprehension
ELL Strategy: Omit, Keep, and Summarize (OKS)

Summarize
in one sentence.

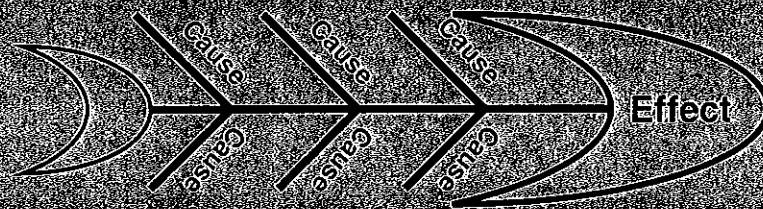
Procedures:

1. Provide each student with a transparency and an erasable marker to place on top of the text.
2. The teacher will model his/her thinking throughout the entire process.
3. The teacher reads aloud the targeted paragraph/s and has students follow along.
4. Inform students that they will summarize the paragraph/s using the OKS technique.
5. Help students identify and omit trivial text using the erasable marker.
6. Read aloud the unmarked text as a class. Teacher will model various sentences to rephrase the remaining text into one sentence.
7. Have students practice rephrasing and summarizing other paragraphs.

FAQ: How do I help my beginning ELLs participate in this activity since they are struggling readers? Beginning ELLs should be paired with more proficient ELLs or monolingual English students. The mere act of participation will help ELLs process the OKS technique, improve reading and note-taking skills.

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Comprehension
ELL Strategy: Fishbone



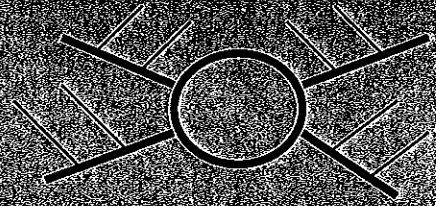
Procedures:

1. After reading the text, 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 are ELLs 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 and reading strategies for ELLs.

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Comprehension
ELL Strategy: Spider Web

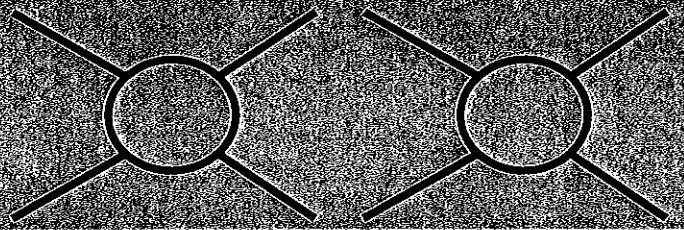


Procedures:

1. After reading the text, introduce or review the concept of main idea and details.
2. Use a section from the text to model the spider web. Write the main idea in the center and the details on the connecting lines.
3. Make extensions by modeling additional and less important information to each detail.

FAQ: How can a graphic organizer such as the spider web help ELLs 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.

Comprehension
ELL Strategy: Comparison Webs

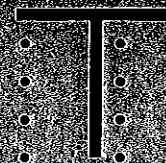
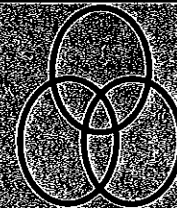


Procedures:

1. After reading a section from the text, 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 are ELLs able to understand and create graphic organizers such as comparison webs? All students should be challenged to think critically. The comparison webs allow 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



Procedures:

1. After reading a section from the text, 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 content.
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 and the third circle for the third 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 concepts more comprehensible. This is an excellent note-taking strategy. 51

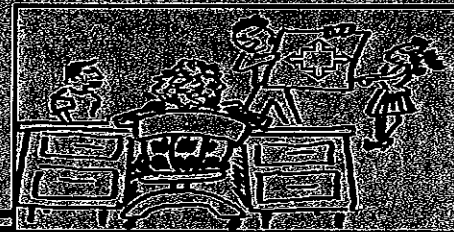
Comprehension
ELL Strategy: Carousel

Procedures:

1. After reading the text, group students into cooperative groups.
2. Each group is to analyze the section of the text.
3. Have the groups summarize their learning, identify main idea and details, or cause and effect. Encourage groups to use linguistic and nonlinguistic representations.
4. Have the scribe 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 an 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 do ELLs summarize their learning through writing? ELLs can discuss their findings and participate in Carousel through oral presentations as they visit the other groups.

Comprehension
ELL Strategy: Jigsaw



Procedures:

ESC 2, Corpus Christi

1. Teacher begins lesson by activating prior knowledge and launching new concepts.
2. Teacher will use the chapter/text for Jigsaw.
3. Teacher assigns a section of the chapter/text to each cooperative group.
4. It is the group's responsibility to read, discuss, design, teach, and present their section 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.

Question Stems

Comprehension Level

Understanding Information

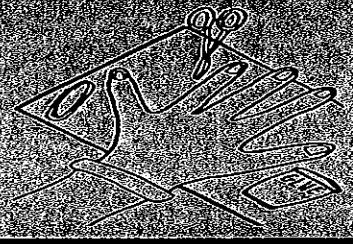
???????

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 or what was the main concept?
7. Can you distinguish between...and...?
8. What differences exist between...and...?
9. Provide an example of...
10. How would you classify...?
11. How would you summarize...?
12. What other way would you plan to...?

Question Stems Application Level

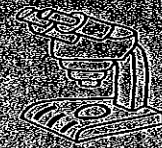
Applying knowledge to a new situation



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:

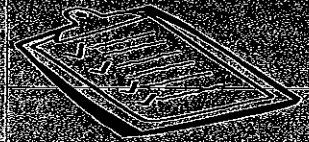
1. What judgment would you make about...?
2. How would you rate the...?
3. How would you assess the value of...?
4. How effective are...?
5. How would you feel if...?
6. Do you believe...?
7. How would you have handled...?
8. Defend your position about...?
9. What changes do you recommend to...?
10.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

FAQ: How can struggling 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.

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 or what...?
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...?