



TABE AND TABE CLAS-E INSTRUCTIONAL STRATEGIES



TABE and TABE CLAS-E Instructional Strategies

The TABE (Test of Adult Basic Education) and TABE CLAS-E (Complete Language Assessment System-English) Instructional Strategies are designed to assist educators as they work with adult learners. Each strategy is easily accessible on the web and is designed to supplement content area instruction already in place in adult academic classrooms.

The strategies are organized into three sections based on the domains assessed by TABE and TABE CLAS-E: Basic Interpersonal Communication Skills (BICS), Cognitive Academic Language Proficiency (CALP): Humanities, Cognitive Academic Language Proficiency (CALP): Science, Technology, Engineering and Math (STEM).

Each strategy provides teachers with:

- a description/goal of the strategy
- step-by-step directions for implementing the strategy
- the language domain(s) focus of the strategy
- a citation as to where they can find the strategy online

Each strategy, while provided in English, may be adapted for diverse adult learner populations, including those with literacy challenges.

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Basic Interpersonal Communication

This domain emphasizes the language skills necessary for effective communication in daily life, social settings, and the community. It integrates language strategies to support learners in their communication across reading, writing, listening and speaking.

These strategies will support fostering independence, social integration, and active participation in adult life.

While they may not be directly scored as academic content, they contribute significantly to an adult learner's overall language proficiency and ability to function effectively in their community and in the workplace.

STRATEGY: CLASSROOM MINGLE

This discussion technique allows learners to mingle and interact with each other, answering pre-set questions or creating their own questions on a grid. This activity serves to practice speaking and listening skills, while also integrating reading and writing to review vocabulary or grammar, and/or to encourage students to get to know one another.

- Write a list of open-ended questions or problems based on a unit of study. Cut the paper into strips, with one question per strip, so that you have at least one question per student.
- Display the list of questions to explain the activity. Before passing out a question to each student, model the way students will mingle with volunteers.
- Hand a strip of paper to each student, and ask all students to stand up and find a partner.
- Working in their pairs, Student A asks Student B his/her question. After answering, Student B asks Student A his/her question. Next, they exchange strips of paper, and each one finds another member of the class who is also looking for a new partner. The process is repeated.
- Ask students to take a seat after the time allotted. Lead an open discussion about the questions and answers.

VARIATIONS:

Adaptation for Beginners

An adaptation for beginning students may be to focus on simple yes/no questions, or one-word answers.

Practice pronunciation with adult English learners prior to activity. Model questioning and responding prior to completing activity.

Citation: The Teacher Toolkit (n.d.). *Classroom mingle*.

LANGUAGE DOMAIN FOCUS

Reading

- Read Words
- Read for Information

Writing

- Start Writing
- Use Grammar and Conventions
- Write in Detail

Speaking

- Make Conversation
- Tell a Story

Listening

- Listen for Information

Intermediate and Advanced Language Learners

More advanced learners should be encouraged to use full and complex sentences, practice reported speech, and/or write their own questions.

STRATEGY: PARAPHRASE PASSPORT

Paraphrase Passport provides a structure for reading, processing, and restating written text.

- A student contributes an idea.
- Another student must correctly restate that idea before contributing his/her idea.
- Have students interact with sentence stems such as:

I heard _____ state _____.

Citation:

Literacy Squared (n.d.). *Lotta Lara lesson plans*.

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STRATEGY: ALL WRITE ROUND ROBIN

This is a collaborative strategy to enhance oral and written communication.

- In teams, students take turns responding orally to a topic announced by the teacher.
- While each teammate says his/her short answer, the other teammate writes the answers on their own paper.
- Sharing continues in clockwise rotation until the teacher says stop.

Citation:

Kagan, S., et al. (2015). *59 Kagan structures: Proven engagement strategies*.

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STRATEGY: THE SEVEN STEPS TO BUILD AN INTERACTIVE CLASSROOM

This strategy will encourage students to ask for assistance when they do not understand a question, a command, or a task. This strategy also holds students accountable for their own learning by providing them with questions they can ask to seek understanding and clarification as opposed to stating, “I don’t know.”

- Teach students what to say when they don’t know what to say.
- Have students speak in complete sentences.
- Randomize and rotate when calling on students.
- Use total response symbols.
- Use visuals and vocabulary strategies that support your objectives.
- Have students participate in structured conversations.
- Have students participate in structured reading and writing activities.

Citation:

Seidlitz, J. & Perryman, B. (2008). *Seven steps to building an interactive classroom: Engaging all students in academic conversation*. San Antonio, TX: Canter Press.

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STRATEGY: ADVANCED ORGANIZERS

This strategy is designed to help students organize information and visualize a concept. Advanced Organizers such as graphic organizers, thinking maps, KWL, anticipation guides, concept definition maps, etc. can help students organize information and visualize a concept prior to sharing the information orally and/or in written form. Students can also utilize Advanced Organizers to help them organize their thinking when communicating with others.

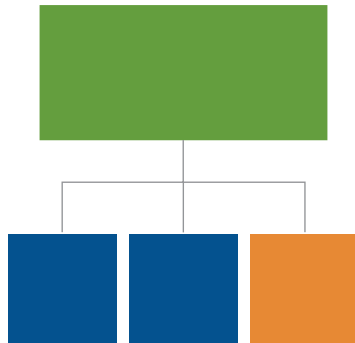
BASIC OUTLINE

- I. Topic sentence/main idea
 - A. Supporting detail
 - 1. Example
 - a. Detail
 - b. Detail
 - 2. Example
 - B. Supporting detail
- II. More on main idea
- III. Summary/conclusion

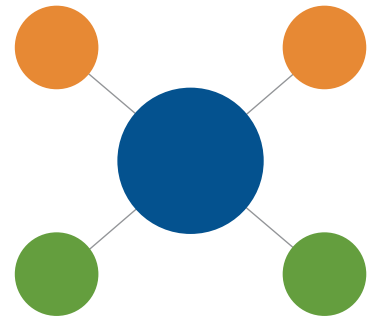
VENN DIAGRAM



HIERARCHICAL TOPICAL ORGANIZER



BUBBLE TOPICAL ORGANIZER



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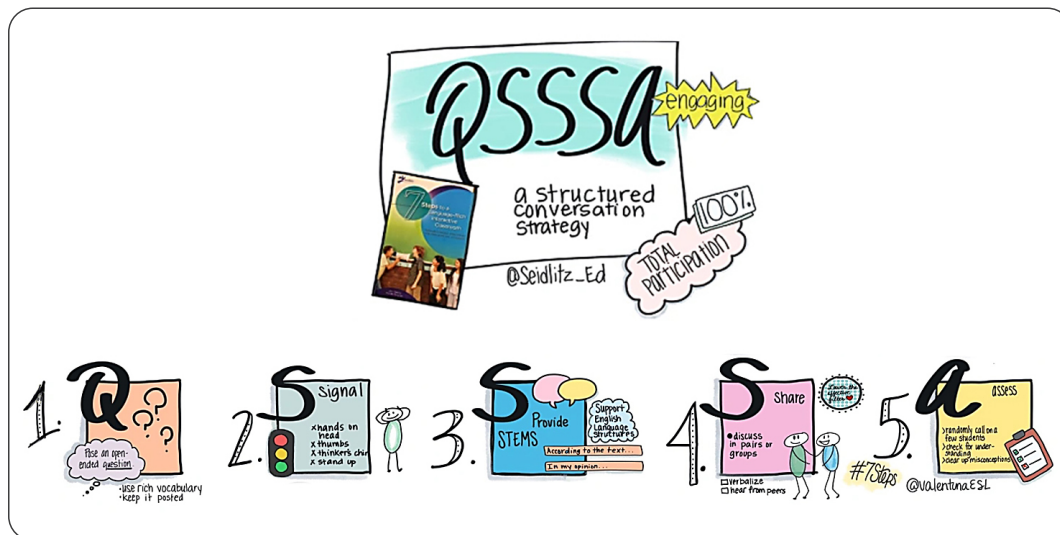
Listening

- Listen for Information

STRATEGY: QSSSA (QUESTION, SIGNAL, STEM, SHARE, ASSESS)

QSSSA is a method for structuring conversations that can be used in any grade level or content area. Any teacher can use QSSSA to engage students in academic conversations.

- Pose open-ended Question.
- Teacher has the student give a Signal when ready to answer.
- Teacher provides a sentence Stem.
- Share: partner, small group, etc.
- Assess: call on random students for responses.



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- Listen for Information

Citation:

Gonzalez, V. (2019, March 27). QSSSA: More than Turn & Talk. Seidlitz Education.

STRATEGY: SIMULTANEOUS ROUND TABLE

This cooperative learning strategy promotes brainstorming and team building. It also encourages students to build upon prior knowledge and develop academic language.

- The teacher provides a question for each student in the group.
- Students each respond on their own piece of paper.
- Students then pass their papers clockwise so each group member can add to the prior responses.
- Discuss questions and responses with group members.

Citation:

Kagan, S., et al. (2015). *59 Kagan structures: Proven engagement strategies*.

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STRATEGY: TALKING CHIPS

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Listening

- Write in Detail
- Listen for Information

This is a strategy to ensure equitable participation within groups by regulating how often each group member is allowed to speak.

- During discussion, group members place their chip in the center each time they talk. They cannot talk again until all group members have placed a chip.
- Give students sentence stems and vocabulary to support them linguistically.

Citation:

Kagan, S., et al. (2015). *59 Kagan structures: Proven engagement strategies*.

STRATEGY: MARZANO'S SIX STEPS

This is a strategy consisting of six steps to introduce a new academic term.

1. The teacher provides a description, explanation, or example of the term.
2. Linguistic definition: students restate the description, explanation, or example in their own words.
3. Nonlinguistic definition: students construct a picture, pictograph, symbolic representation, or act out the term.
4. The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms in their vocabulary notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students in games that enable them to play with the terms and reinforce word knowledge.

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- Tell a Story

Listening

- Listen for Information

Citation:

Marzano, R. J. (2004). *Building background knowledge for academic achievement*. ASCD.

STRATEGY: SENTENCE STEMS AND SENTENCE FRAMES

This strategy of utilizing sentence stems and sentence frames scaffolds language patterns for students. They provide support when structuring grammatically correct sentences both orally and in written form. Depending on the students' levels of English proficiency, adjust the support provided.

- Create sentence stems by providing the opening words or phrases while leaving the rest to be completed by the student. For example:

During winter, I enjoy_____.

- Create sentence frames by leaving one or more portions of the sentence blank. For example:

Summer is_____ than_____ because_____.

Citation:

Staehr Fenner, D. (2014). *Advocating English language learners: A guide for educators*. Corwin.

Echevarria, J. (2016, March 30). *Are language frames good for English learners?* <https://drc.tiny.us/mr23ekjp>

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STRATEGY: SELF-ASSESSMENT OF WORD KNOWLEDGE

This strategy helps teachers assess students' knowledge of vocabulary terms. Additionally, it helps students self-assess their knowledge of words. Teachers' knowledge of how much students know about a word will help them decide how much time or focus to place on a word, thereby accelerating the teaching of vocabulary.

- Have students use the self-assessment model when working with new terms.

There are four self-assessment levels:

Level 1 - I've never seen the word.

Level 2 - I've seen or heard the word but don't know what it means.

Level 3 - I somewhat know the word.

Level 4 - I know the word well.

- Have students use their fingers to show their level of knowledge of a word.
- Have students set their own goals to achieve Level 4 of word knowledge by the end of the lesson.

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Citation:

Adapted from Diamond, L. & Gutlohn, L. (2006). *Vocabulary handbook*. Berkeley, CA: Core Literacy Library.

STRATEGY: REPETITION STRATEGIES

These strategies increase the rate of learning and retention. Students need repeated exposures to the words, concepts, and skills being learned.

- Find different engaging ways to expose and motivate students to their new learning repeatedly throughout the lesson.
- Create repetition opportunities for the same concept by using different strategies, such as:
 - creating pictorial input charts
 - displaying different books that represent the new concept
 - using sentence strips
 - posting word walls
 - highlighting labels
 - using technology and other forms of multimedia

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- Tell a Story

Listening

- Listen for Information

Citation:

Echevarria, J; Vogt, M; & Short, D. J. (2010). *Making content comprehensible for secondary learners: The SIOP model*. NY: Allyn & Bacon.

STRATEGY: MNEMONICS

(A DEVICE SUCH AS A PATTERN OF LETTERS, IDEAS, OR ASSOCIATIONS TO ASSIST IN REMEMBERING SOMETHING)

This strategy can be used to help students make a connection between something they already know and new learning. It involves ways to help remember certain words, phrases, or facts. Sometimes they are referred to as memory tricks. Mnemonics can come in the form of a song, rhyme, image, words with the same beginning, chunking information, a phrase, etc.—anything to help them remember.

- Have students scan the text to identify words, phrases, or facts they think might be difficult to remember
- Make a list of the words, phrases, or facts identified by students.
- Teacher starts by modeling. For example: To help students remember North, East, South, and West, have students think about something that will help them remember these cardinal directions, such as “**N**elly **E**ats **S**our **W**atermelons” or “**N**ever **E**at **S**hredded **W**heat.”

Citation:

Echevarria, J; Vogt, M; & Short, D. J. (2010). *Making content comprehensible for secondary learners: The SIOP model*. NY: Allyn & Bacon.

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- Engage students in guided discussion about ways they can remember the challenging word, phrase, or fact.
- Have students discuss in pairs/groups the ways (mnemonics) can help them remember the challenging word, phrase, or fact.
- Extend the strategy by having students create visuals of their mnemonics.
- Have students use this skill to help them remember difficult information.



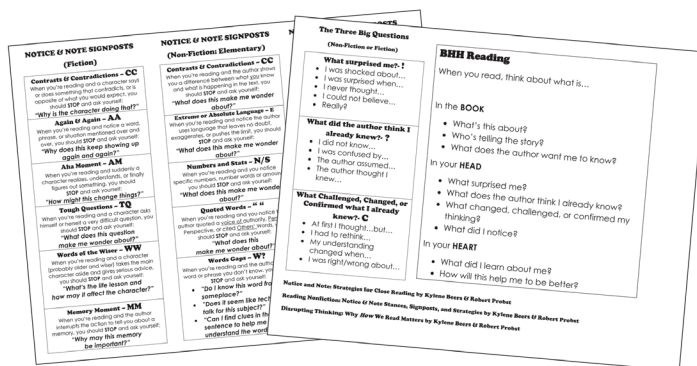
Cognitive Academic Language Proficiency: Humanities

Academic language used in this strand is related to the context of Language Arts, Social Studies, and History. Tasks used within this stand will reflect the vocabulary and textual features common to these subjects and inherent in the academic register and discourse.

STRATEGY: NOTICE AND NOTE

Notice and Note introduces six “signposts” that alert readers to significant moments in a work of literature and encourages them to read closely. This helps create attentive readers who look closely at a text, interpret it responsibly and rigorously, and reflect on what it means to them.

Use the following document while reading, writing, and reflecting on texts. <https://drc.tiny.us/47jxrcfb>



LANGUAGE DOMAIN FOCUS

Reading

- Read Academic Texts
- Understand Classroom Task

Writing

- Use Grammar and Conventions
- Write Academic Sentences

Speaking

- Use Academic Words
- Present and Explain Information

Listening

- Listen for Academic Information
- Listen to Discussion

Citation:

Beers, G. K. & Probst, R. E. (2016). *Reading nonfiction: Notice & note stances, signposts, and strategies*. Heinemann.

Beers, G. K. & Probst, R. E. (2013). *Notice and note strategies for close reading*. Heinemann.

STRATEGY: VISUAL THINKING STRATEGY (VTS)

Visual Thinking Strategy helps create understanding by building on students’ background knowledge and developing students’ thinking skills.

- Select a visual related to the content being taught. The visual can be a picture, a photograph, a short video, etc. Use the internet for access to visuals.
- Post the visual for all students to see and ask students to study the visual.
- Prompt students to think about what is going on in the picture.
- Engage students in whole-class discussion over what they saw and what they think is happening. Ask students to justify their responses by asking “Why?”
- All students are expected to engage in the discussion. Students can do so by pointing to the details in the visual. Provide students with sentence starters to encourage them to produce the language (I see..., I think..., etc.).
- Teachers can extend the activity by having students make journal entries or go on to read the story.

Citation:

Housen, A. (2000). *VTS basic manual: Learning to think and communicate through art*. NY: Visual Understanding in Education.

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STRATEGY: HIGHER ORDER THINKING QUESTIONS

Higher Order Thinking Questions refer to questions that require students to think at the higher end of the knowledge taxonomy, whether using Bloom’s, Revised Bloom’s, or the Depth of Knowledge (DOK) taxonomy.

It is tempting to think that because students are learning a second language that questions need to be simple. Quite the contrary, students can think critically if presented with the opportunity, even if they don’t have mastery of the language to orally express their thinking.


- Partner students with more fluent English speakers.
- Encourage students to use a visual representation of their thinking.
- Introduce students to the key words for each thinking level and ensure their understanding of those words.
- Accept visual or written responses and if possible, provide opportunities for students to share in their native language.
- Plan for higher order thinking questions. Move away from recall type questions and plan for questions that ask students to summarize, analyze, evaluate, organize, predict, etc.
- Make use of question stems and sentence starters to scaffold students’ responses.

TIP: There is a relationship between the level of questions being asked and the level of answers being received. Ask higher-order level thinking questions to get higher-level thinking responses.


Citation:
Cardellichio, T. & Field, W. (1997). *Seven strategies that encourage neural branching*. ASCD.

Daggett, B. (2012). *The Daggett system for effective instruction*. New York, Rexford: The International Center for Leadership in Education.


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STRATEGY: ACTIVATING BACKGROUND KNOWLEDGE

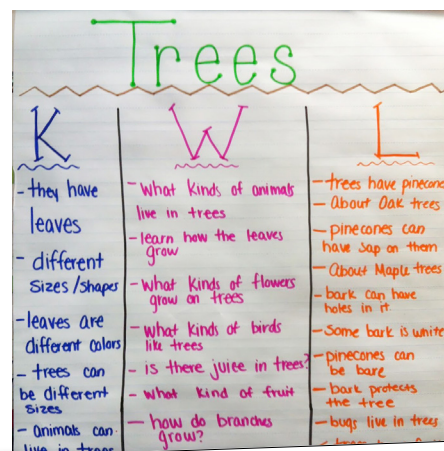
Activating background knowledge is critical to students' understanding of the lesson. Background knowledge is the bridge between what students know about a particular topic and what they will be learning (new knowledge). Graphic organizers are excellent tools to activate background knowledge.

- KWL Charts (What **I Know**, What **I Want to Know**, What **I Have Learned**) is a three-column chart the teacher can use to assess students' current knowledge of the topic they are about to learn (K).

- The teacher has the students identify their existing knowledge of the topic in the first column.
- The teacher uses the middle column to capture students' interests about the topic so that he/she can integrate their interests during the lesson as much as possible.
- At the end of the lesson, the teacher can utilize the KWL to assess what students learned.

- Visuals such as photographs, pictures, video clips, and graphic organizers are all ways to build background knowledge.
- Use an Idea Web graphic organizer. The teacher writes the concept or idea in a center circle and asks students to offer anything they might know about a topic.
- Taking the time to activate any background knowledge students already have is a way of being culturally responsive to students' backgrounds, cultures, languages, and life experiences.

Activating background knowledge is a key component of the SIOP Model.



K-W-L Chart

Topic: _____

What I Know	What I Want to Know	What I Learned

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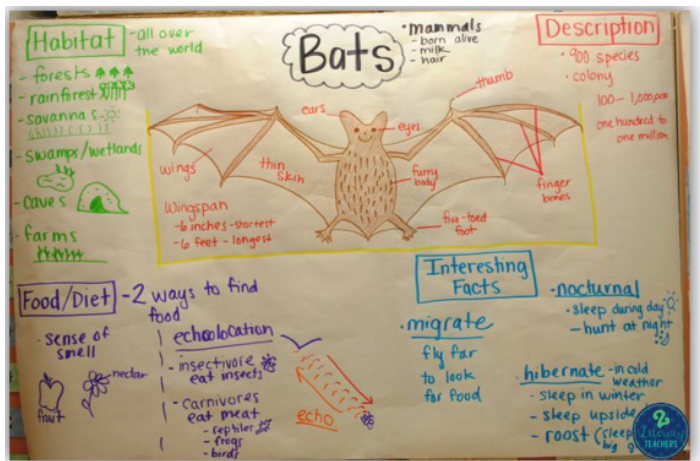
Hammond, Z (2014). *Culturally responsive teaching and the brain*. Thousand Oaks, CA: Corwin.

STRATEGY: PICTORIAL INPUT CHART

The goal of the Pictorial Input Chart is to provide visual and auditory support for students as the teacher delivers academic concepts and content-specific vocabulary.

- Use the chart to develop unit vocabulary and concepts through illustrations. The picture becomes “alive” in front of students as the teacher shares information through drawings, labels, and words written on the chart.
- Draw and label the concepts in front of the students.
- The teacher describes and explains the emerging visual.
- Through questioning, engage students by activating their background knowledge.

The chart remains posted in the classroom during the duration of the lesson/unit as a reference for the students.



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Citation:

NGS, GLAD Strategies (2019, January 14). *Pictorial input chart*. Be Glad.

STRATEGY: CAPTURE THE COMIC

Capture the Comic is a strategy that allows an educator to enhance language development opportunities for students. Academic language is supported by allowing students to express themselves using appropriate academic language in a fun setting.

- Present students with a set of images in a comic strip.
- Have students write captions.
- Have students share their stories.
- Students write captions in a narrative language that describes each image and connects the images together in a story. Provide an academic word bank for students to include in their stories. Sentence stems can help to focus student responses on sequential and/or cause-and-effect text structures.

Citation:

Fleenor, S. & Beene, T. (2019). *Teaching science to ELs*. Seidlitz Education, LLC.

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- Listen to Discussion

STRATEGY: SKETCH TO STRETCH

This strategy encourages students to process information in different ways. Students listen to text, visualize meaning, interpret meaning through drawing, and discuss with peers.

- Students listen as a story, article, or poem is read to them.
- Students draw a picture that expresses:
 - a. how the story, article, or poem makes them feel
 - b. what they think the story, article, or poem means
 - c. what they think the author looks like
 - d. anything that comes to mind during the reading
- Students explain their drawing to a partner/small group.
- Extension: Students can reflect on their interpretations and peer discussion in their journals.

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- Listen to Discussion

Citation:

Literacy Today (n.d.). *Sketch to stretch*.

STRATEGY: LIST-GROUP-CLUSTER

List-Group-Cluster is a strategy that stresses the relationships between words and requires critical thinking to recognize these relationships. This strategy requires students to share their own knowledge of a specific word and expand their knowledge by sharing with their peers. Through this strategy, students will have an opportunity to expand their vocabulary and engage in conversations about words.

Instructions:

- Each student will need 3 sticky notes (Post-its).
- The teacher shares an important term from the lesson or concept being taught.
- Individually, each student thinks about what they know about the term and writes 3 words or phrases related to the term (one word or phrase per sticky note).
- When prompted, students will join a partner, and each will share and discuss their own 3 words. By joining a partner, students' knowledge of the term will grow from 3 to 6 words and will deepen their understanding of the concept.
- When prompted, the partnerships will join another partnership, creating teams of four. In this step, teams of four are now discussing 12 words/phrases related to the term.
- In their teams of 4, students discuss and create categories with their words.
- Students will name their categories and will be expected to justify them.
- All contributions will need to be accepted even if terms are repeated.

Citation:

Adapted from Allen, J. (1999). *Words, words, words: Teaching vocabulary in grades 4-12*. Portland, ME: Stenhouse Publishers.

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STRATEGY: WORD FORMS

This strategy helps students increase their vocabulary by charting key words and their related forms on a table. Through Word Forms, students can see the connection between words as opposed to thinking that every word is a new word. This will accelerate their language acquisition.

- Keep a chart posted in the classroom and as students learn new words and their related forms, post them for whole-class reference.
- Students can create their own chart in their own notebooks.

Noun	Verb	Adjective	Adverb
action	act	active	actively
disruption	disrupt	disruptive	disruptively

LANGUAGE DOMAIN FOCUS

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Listening

- Listen for Academic Information
- Listen to Discussion

Citation:

Feldman, K. & Kinsella, K. (2008). *Narrowing the language gap: The case for explicit vocabulary instruction in secondary classrooms*. NY: Routledge.

STRATEGY: ILLUSTRATED WORD BANK

Illustrated Word Banks assist students in comprehending vocabulary and in presenting the words within context by incorporating visuals next to the words being taught. Visuals help students remember new words. They also help students in connecting the unknown word to any background knowledge they have about the word or the context of the word.

- Post the Illustrated Word Bank to support instruction during ELD and content area lessons.
- Develop Word Banks known as “word walls.”
- Design interactive word walls where students contribute to support current learning.
- Extension: Foldable word walls can be created for thematic units.

Citation:

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2000). *Words their way: Word study for phonics, vocabulary, and spelling*. Upper Saddle River, NJ: Prentice-Hall.

LANGUAGE DOMAIN FOCUS

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STRATEGY: THINK-WRITE-PAIR-SHARE

This is a collaborative learning strategy that promotes independent thinking, writing, and sharing information in partnerships to increase student interaction and promote language development in a small-group setting.

- Strategically partner students to maximize the use of this strategy.
- Independently, students write a response to a question or a task.
- Students share their ideas and/or clarify misconceptions and make necessary revisions.
- Finally, students present their ideas to the whole group or another pair.

Citation:

Lyman, F. (1981). College Park, MD: University of Maryland.

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STRATEGY: GIST (GETTING INTERACTIONS BETWEEN SCHEMATA AND TEXTS)

This is a summarization strategy that helps students with “getting the gist” from longer texts. The goal is for students to use this strategy on their own when encountering longer texts. The frequency of repeated words or terms can support the understanding of a passage or text.

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- Use longer texts, and divide the text into shorter chunks, 150-300 words per chunk.
- Work along with the students in identifying 10 or more terms, phrases, or concepts that are critical to understanding the portion of the text.
- Create a word bank using the identified list of words, phrases, or concepts.
- Engage students in academic discussions and predictions about the section based on the terms.
- Use the word bank to write a summary sentence predicting the text.
- Repeat the process with the rest of the text.
- Finally, assist students to develop a topic sentence to create the GIST of the text resulting in a paragraph.
- Adjust the length of the text depending on the students' levels of English proficiency.

Cunningham, P. M. (2004). *Phonics they use: Words for reading and writing* (4th ed.). New York: Harper-Collins College Press.



Cognitive Academic Language Proficiency: STEM

Academic language used in this strand is related to the context of Math, Science, and Technical Subjects. Tasks used within this strand will reflect the vocabulary and textual features common to these subjects and inherent in the academic register and discourse. Students may be asked to communicate using information, ideas or abstract concepts necessary in the math, science, and technical topics.

STRATEGY: CONSTRUCTIVE CONVERSATION SKILLS POSTER (MATH VERSION)

This strategy is used to enhance and engage in extended discourse and interaction by incorporating the five important conversation skills, their icons, and sentence starters to help students engage in purposeful and extended interactions.

The five conversation skills include: Clarify Problem and Ideas for Solving It; Discuss Representations and Models; Explain & Support Reasoning; Use Multiple Methods for Solving; and Build Math Ideas, Understandings, and Problem-Solving Methods.

- Have students use the following resource to discuss mathematical concepts by expounding on discourse through prompt and response starters.

<https://drc.tiny.us/y8573r64>

Clarify Problem and Ideas for Solving It

Prompt starters:

What are we trying to do?
What is the problem asking?
How does the problem begin?
What happens in the problem?
What do we need to know?
How can we break this down?
What type of problem is this?
What patterns do we notice?
What's a possible plan for solving it?
What is your estimate for the answer?
Why are you doing that?
Where did that number come from?

Response starters:

In order to ____, we need to ...
In other words,
More specifically, it is ... because...
Let's see, it is similar to the problem about ... that we did because...
It is important to ____ because
Let's stay focused on ...
Let's get back to the idea of...
In future problems like this one we need to remember to...

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Citation:

Zwiers, J., O'Hara, S., & Pritchard, R. (2014). *Common Core Standards in diverse classrooms: Essential practices for developing academic language and disciplinary literacy*. Stenhouse.

STRATEGY: CONNECT 3

Connect 3 is a strategy that encourages students to articulate their understanding and use of academic vocabulary.

- Distribute copies of the [Connect 3 template](#) and a reading passage. As a class, read the passage together and discuss it.
- Write 3 academic vocabulary words from the passage on the board for the students to see.
- Lead a class discussion to brainstorm what each word means.
- Explain to students that they will write each word listed on the board as a category on the bottom of each of their Connect 3 cards. On the top of their cards, they will write three examples that correlate with the category.
- Allow students to use any available resources to help them come up with appropriate words for each card.
- Divide students into pairs. Have them use words from the passage to come up with two more sets of words and have each complete two more cards.
- Have pairs take turns quizzing one another on their words. Have them show their partner the three words or read them aloud, and let the partner try to guess what the words have in common or how they relate to one another.
- Collect and keep the cards to use as an ongoing game throughout the year. You can continue to use them to ensure students are revisiting and being exposed to the terms frequently to improve retention of the word meaning.

Citation:

Adapted from: Mora-Flores, E. & Machado, A. (2014). *Strategies for connecting content and language for English language learners in science*. Shell Education.

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STRATEGY: TAP AND TALK

This strategy permits students to participate in discussions where they are able to interpret information, process learning, and engage in meaningful conversations with their peers.

- Teacher gives a printed-out page to students with several different pictures and a word bank.
- In partners or groups, the students are instructed to take turns pointing (tapping) different pictures and identifying the vocabulary word they think each picture represents and why, using the sentence stem:
- Students continue going in turns until all the words in the word bank have been used. Once this happens, students are encouraged to identify which picture might represent multiple words.

I think this picture represents _____ because _____.

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Citation: Fleenor, S. & Beene, T. (2019). *Teaching science to ELs*. Seidlitz Education, LLC.

STRATEGY: UNCOVER THE PICTURE

During this strategy, students use background knowledge, a word bank (optional), and open-ended questions to identify a content-related photo.

- Teacher provides a content-related image and word bank (optional).
- Using sentence stems, students discuss responses to open-ended questions.
- Teacher uncovers the image, asking meaningful/thoughtful open-ended questions as portions of the image are uncovered.

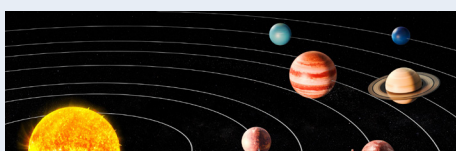


What do you notice?

I notice...

Where/how was this image taken?

This image was taken from....



What else do you see in the image now?

I also see...

What do you think you'll see in the final section of the image?

In the final section of the image, I think I will see....



What surprised you about the second and third sections of the image?

I was surprised by...

What questions do you have now that you've seen the entire image?

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STRATEGY: MATCH MINE

This is a cooperative learning strategy designed to encourage students to communicate, listen, and follow directions.

- Partners are on opposite sides of a barrier.
- The sender attempts to orally direct the receiver through solving the problem.
- At the end, the receiver either agrees or disagrees.
- If the receiver disagrees, then he/she becomes the sender and directs the new receiver through solving the problem.
- A new problem is given, and the roles are switched.

Problem Example:

What is the difference between 42 and 27?

Citation: Kagan, M. & Kant, E. (2008). *Match mine*. Kagan Cooperative Learning.

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STRATEGY: GIVE ONE, GET ONE

During this strategy, students are able to formulate an initial response to an open-ended question and discuss, in a structured manner, their response with their peers in an effort to test, refine, and strengthen their ideas. Additionally, students will practice their active listening and reading skills.

- Present topic and associated vocabulary. Discuss what students already know about the topic.
- After the students brainstorm, have students mingle with one another to exchange ideas, writing new ideas on the “Get One” column.
- Distribute article and Give One, Get One organizer; read the text as a class or with a partner; allow students to write their ideas in the “Give One” column.
- When students have shared and gathered their ideas, have them take a seat.
- As a class, have students share any ideas they discussed during the activity.

Give One, Get One Graphic Organizer

Use: For students to share information with one another.
For example: After reading the text, write down 3 details that support the idea that the king is a good king. When you finish, share the idea with a friend. Don't forget to get an idea from a friend too!

Give One (Idea to Give)

1.	_____
2.	_____
3.	_____

Get One (Idea from Friend)

1.	_____
2.	_____
3.	_____

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Citation:

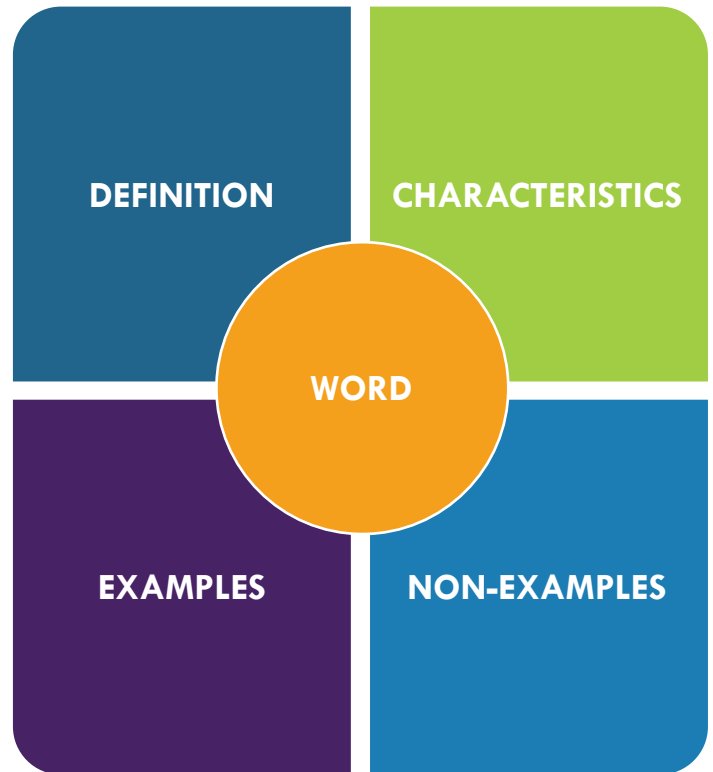
Mora-Flores, E. & Machado, A. (2014). *Strategies for connecting content and language for English language learners in science*. Shell Education.

STRATEGY: FRAYER MODEL

The Frayer Model is a graphic organizer that can be used to visually build vocabulary and assist students with word analysis. It helps students define a term, describe the essential characteristics for the term, and annotate examples and non-examples of the term as part of their analysis. This is an excellent strategy to use for mathematics, science, and technical terms.

- Familiarize students with the Frayer Model to ensure their understanding of each component.
- Implement the “I Do, We Do, You Do” Gradual Release of Responsibility when asking students to complete a Frayer Model.
- First, the teacher models how to complete the Frayer Model (“I Do”).
- Next, provide opportunities for students to complete a Frayer Model in a whole group with teacher-guided instruction (“We Do”).
- Finally, release the responsibility by asking students to complete the Frayer Model on their own. Depending on students’ level of English proficiency, additional accommodations may be needed such as accepting drawings instead of words, inventive spelling, etc.
- As an extension, have students build their own dictionary of important words/terms by creating a Frayer Model for each word and pasting it in their interactive notebooks.

Example of a Frayer Model:



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Citation:

Rosenbaum, C. (2001). A word map for middle school: A tool for effective vocabulary instruction. *Journal of Adolescent & Adult Literacy*, 45, 44-49.

Winters, R. (2009). Interactive frames for vocabulary growth and word consciousness. *The Reading Teacher*, 62, 685-690.

STRATEGY: LANGUAGE OBJECTIVES

Language Objectives bridge instructional content with strategies to make information comprehensible. Language Objectives can accelerate the acquisition of language by prioritizing the language needed to gain a better understanding of the concept being taught and narrowing down the critical language demands of the lesson.

The SIOP model recommends considering six different categories when creating language objectives:

1. Key vocabulary to include technical terms, concept words, and other words essential to the lesson and needed to discuss, read, or write about the concept being taught
2. Language functions, which refer to the way the language is being used in the lesson such as summarize, describe, etc.
3. Language skills in listening, speaking, reading, and writing needed to learn the content
4. Grammar or language structures, which include questioning patterns, sentence formation, etc.
5. Lesson tasks, which include strategic tasks students are expected to do to succeed in the lesson such as explaining a procedure, summarizing a text, etc.
6. Language learning strategies such as self-monitoring strategies, use of cognates, etc.

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Citation:

Echevarria, J; Vogt, M; & Short, D. J. (2010). *Making content comprehensible for secondary learners: The SIOP model*. NY: Allyn & Bacon.

STRATEGY: THINK-ALOUD

Think-Aloud is a metacognitive strategy that has been widely researched and proven as one of the most effective strategies to help English learners monitor their comprehension of concepts being taught.

- Bereiter and Bird (1985) stress the importance of following an instructional sequence that includes teacher modeling, direct instruction, explanation, and individual practice.
- Teach students to make their thinking visible by using titles, photographs, captions, headings, etc., and self-talk about what they already know about the topic or what the textual evidence is communicating to them.
- Provide sentence frames or sentence starters to help students verbalize their Think-Aloud. For example:

- I think _____ because _____.
- This is what I know about _____.
- What I am understanding is _____.
- What I need to find out _____.

Citation:

Baumann, J., Jones, L., & Seifert-Kessell, N. (1993). Using think-alouds to enhance children's comprehension monitoring abilities. *The Reading Teacher*, 47(3), 184-193.

Bereiter, C., & Bird, M. (1985). Use of thinking aloud in identification and teaching of reading comprehension strategies. *Cognition & Instruction*, 2, 131-156.

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STRATEGY: SCAFFOLDING FOR LANGUAGE ACQUISITION

Scaffolding strategies provide students time to think and the opportunity to process information. Ways to scaffold for language acquisition include:

- slowing speech
- increasing pauses
- chunking information
- speaking in phrases
- using body language (TPR) and hand signals
- presenting visuals

Citation:

Echevarria, J; Vogt, M; & Short, D. J. (2010). *Making content comprehensible for secondary learners: The SIOP model*. NY: Allyn & Bacon.

Nagel, G. (2001). *Effective grouping for literacy instruction*. Boston: Allyn & Bacon.

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STRATEGY: OUTCOME SENTENCES

Outcome Sentences is a strategy that can be used for a comprehensive review of a lesson. This strategy also serves as a formative assessment to provide the teacher with next steps in the learning cycle. Additionally, this strategy will help students gain confidence in self-assessing and expressing where they are in the learning process.

- Teacher posts sentence starters that lead students to respond as to how they feel about having met or not met the lesson outcomes.
- Some sample sentence starters proposed by the SIOP Model:
 - I wonder...
 - I discovered...
 - I still want to know...
 - I learned...
 - I still don't understand...
 - I still have a question about...
 - I will ask a friend about...
- Model the use of these sentence starters so that students gain a deep understanding of what the sentences communicate.

Citation:

Echevarria, J; Vogt, M; & Short, D. J. (2010). *Making content comprehensible for secondary learners: The SIOP model*. NY: Allyn & Bacon.

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STRATEGY: INFORMAL ASSESSMENT AND PROGRESS MONITORING

This strategy uses several on-the-spot, informal assessment opportunities to monitor the progress of students and determine the extent to which they are learning the content.

Some ways to do on-the-spot checks:

- Thumbs up/thumbs down
- Response boards (chalk or dry-erase boards) for group responses
- Number 1-3 for self-assessment
- Exit tickets at the end of a lesson
- Turning in a sentence or two
- Kahoot! (technology)
- Mentimeter (technology)
- Poll Everywhere (technology)

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