Tier 1 Interventions

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INTRODUCTION TO TIER 1 INSTRUCTIONAL FOCUS

For all response to intervention (RTI) and response to instruction and intervention (RTII) problem-solving models, the first tier consists of general education instruction in the core curriculum and content interventions, including some implemented in differentiated instructional settings administered classwide or to struggling students who are identified through universal screening and/or benchmark assessments. Instructional strategies at this level are intended to build on student strengths and create a foundation for further learning and achievement. Instruction at Tier 1 is also a time during which, as described by Esparza Brown & Doolittle (2008), baseline data through universal screening are gathered for all students and achievement is monitored regularly. Problem-solving RTI/RTII systems rely on the use of evidence-based curricula that is taught in a consistent manner (treatment integrity). It is assumed that effective and research-based instruction already occurs in the general education classroom for all students. For instruction to be effective and appropriate for culturally and linguistically diverse (CLD) and English language learner (ELL) students, as discussed earlier, assessment as well as instruction must be both linguistically and culturally appropriate and effective. That is, the teacher who wants to teach ELL/CLD students appropriately and effectively must know their levels of language proficiency in their first language (L1) and second language (L2) when planning assessment and instruction and provide culturally relevant curricula that reflect the background and experiences of the students (Delpit, 1995; Gay, 1985; Macedo & Bartolomé, 1999). Appropriate instruction for ELL/CLD at Tier 1 requires that teachers embrace pedagogy that is "rooted in the cultural capital of [their students] and have as its point of departure the native language and culture" (Freire & Macedo, 1987, p. 151). In other words, a child's language and culture are never viewed as liabilities but rather as strengths on which to build an education. Tier 1 instruction should always be based on the strengths that students bring with them to school and instructional strategies selected that promote learning while creating a learning environment that is designed to minimize or prevent the development of counterproductive learning behaviors and practices.

When ELL/CLD students enter the school program, the comprehensive benchmarked curriculum in which they are instructed, including heritage language development and support and ESL instruction, become part of their Tier 1 instruction. During Tier 1 instruction, if concerns arise about ELL/CLD students' progress, the instructional program itself must be examined to determine the match between the demands of the curriculum and the child's current level of proficiency in the language of instruction. It is important to examine the achievement of the

student's peers (similar language proficiencies, culture, and experiential background) to see if they are excelling or not. If similar culture and language peers are struggling, this is an indication that the instruction is less than optimal for that group of students. A typical instructional strategy at Tier 1 for ELL/CLD students is primary language instruction to strengthen their literacy readiness (e.g., Spanish phonics, reading readiness, primers in Spanish).

Esparza Brown and Doolittle (2008) recommend that once instruction is adjusted to meet each student's individual or personalized needs at Tier 1, progress should be closely monitored and decisions made as to whether students are meeting predetermined targets or benchmarks. They further suggest that instruction in the child's home language or more proficient non-English language be part of the ELL/CLD student's instruction at Tier 1. Only if the ELL/CLD student does not make targeted gains after this and other instructional modifications should a move into Tier 2 more intensive instruction and intervention be considered.

PROGRESS MONITORING AT TIER 1

Although there are varying levels of intensity in intervention required during the RTI and RTII process, according to Berkeley, Bender, Peaster, and Saunders (2009), all programs require progress monitoring. Progress monitoring increases in intensity and frequency throughout the tiers in the RTI/RTII models. At Tier 1, the expectations are regular classroom monitoring with annual achievement testing. At Tier 2, the expectations are approximately monthly measuring of the student's performance in the small group activities plus the regular assessments in the classroom. At Tier 3, the monitoring is individualized with daily/weekly measures of the individual interventions, depending on what concepts and behaviors the teacher is focusing on during this period. At Tier 4, the monitoring is continuous measurement for the objectives outlined in an individualized education plan (IEP). Specific minimum requirements include universal screening at least three times a year with progress monitoring occurring in the range of two to four times per month at Tiers 2 and 3.

Generally at Tier 1 and frequently at Tier 2, teachers with ELL/CLD students in their classroom will be addressing more than one issue at a time with specific instructional strategies and interventions. For example, at Tier 1, the classroom teacher will be working with the whole classroom on the core curriculum in reading, writing, mathematics, science, social studies, and with academic language development in these content areas, supporting English acquisition, facilitating the adaptation of ELL/CLD students to their new learning environment, as well as juggling a wide range of behavior and learning abilities and prior learning experiences.

For example, suppose a student of concern has been identified as having an unusually high level of distractibility and failure with task completion, enough so that attention deficit disorder is suspected by some of the teachers working with him. By addressing attention issues at Tier 1 of the RTI/RTII process, the teacher is working to accommodate normal ranges of ability and experience by facilitating better attending and listening by all students in the general education classroom as well as addressing specific difficulties with attending and completing tasks by particular students. Modifications in the instructional setting, teaching strategies, and the presentation of specific content are selected to address general issues as well as specific ones, such as presenting lessons in such a way as to facilitate better attention to task and core content task completion for all students including the particular student they are concerned with. First, the teachers identify the normal expectation for level of attention and task completion and establish criteria for measuring student performance. They then select one of the intervention strategies that will best facilitate students responding appropriately while learning core content lessons.

The targeted intervention strategy is previewed with all of the students and the teacher working with the class begins the intervention as part of the daily or weekly instructional practice. At the beginning, the strategy used for intervention is usually conducted daily. If the intervention selected is effective and students improve their responses by showing measurable increase in attention to task and in task completion, the teacher would then gradually broaden the application to monitoring specific students of concern. They would monitor the application in all instructional settings including specific core content lessons. If the intervention was a success (i.e., the target students improve their attention and task completion to the target goal), then the teacher can add that strategy to the regular teaching repertoire as a successful tool. Table 1.1, Progress Monitoring at Tier 1, illustrates what the monitoring chart might look like for the attention intervention described while at the same time monitoring the target student's success in learning to spell 100 English words. Pictures, stories, putting words onto charts, tracing words in sentences, and other language development strategies are used to teach the vocabulary words.

If the intervention was not a success (i.e., the student only achieved staying on task when the aide touched the student's shoulder and immediately reverted to off-task behavior when the aide moved away), then the teacher might need to consider more drastic measures. This could include intensifying the intervention by moving the student into a Tier 2 small group or individual work setting.

Table 1.1 Progress Monitoring at Tier 1

Setting: Whole class	Week 2	Week 4	Week 6	Week 8	Week 10
(Strategy 1) Stepped proxemics	Aide walking around	Aide standing by desk	Aide touching shoulder	Aide standing by desk	Aide walking around
Response to strategy	On task 30% of the time	On task 60% of the time	On task 90% of the time	On task 100% of the time	On task 100% of the time
Content goal: Correctly use and spell 100 new English words	Student listens and reads 10 new words each week	Student correctly uses, copies, and reads 40–50 words	Student uses, reads, and spells 50–70 words; adds 10 new words each week	Student uses, reads, and spells 70–90 words; adds 10 new words each week	Student uses, reads, and spells 90–100 words

SO WHAT DO I DO WITH AN ELL STUDENT AT TIER 1?

Example From Classroom Practice

One year my primary classroom had 30 students in it. These students were all diverse learners but their language proficiency in their home languages and in English varied considerably. Although all of my students were from homes where someone spoke a language other than English, not all were proficient in the home language; some were English proficient, and most were proficient in their home language and not proficient in English. We used an integrated bilingual instructional approach in the classroom (i.e., ESL in the content areas with guided assistance in the home language every day with home-language literacy activities twice a week). Five students were particularly a challenge

for me: Tommy, Justin, Clarence, Irving, and Mary. One of the common issues they presented to me was that it was extremely difficult to get them to stay on task, to pay attention during instruction, and to get them to hand in their work on time. As this is something all learners need to be able to do in our classrooms, I began by having the whole class practice the steps needed to pay attention, including having everyone *role-play* (described in Strategy 14 under Communication Issues at Tier 1) paying attention and discussing why it was important to pay attention and to get their assignments done for each lesson. As part of this preview, I walked around the room in an exaggerated manner, stopping and *modeling* (Strategy 4, Tier 1) touching students on the shoulder and asking them to show me what they were doing. After this initial introduction of the strategy, I proceeded with our usual lessons in the content areas. Referred to next as *proximity,* periodically, I would move next to various students, including my target students, and see if they were working on their assignments. I charted my target students' responses as I moved closer and stayed longer in their vicinity. All target students responded to this strategy by increasing their attention to task, but only Mary and Tommy seemed to be able to sustain their focus without my near presence.

The following are strategies and instructional practices that facilitate learning and building cognitive academic proficiency for ELL/CLD students in mixed language and ability classrooms. I have organized these strategies by the issue they primarily address, giving their purpose, a brief description of how to implement the strategy, the research base for the strategy, and a brief discussion of considerations that must be made for CLD issues when using these with ELL/CLD students. Teachers using these strategies can enter this information into their intervention log, RTI/RTII form, or other required format for progress monitoring and as part of their documentation regarding intervention and assistance the student may qualify for after the intervention is complete.

READINESS AND RESILIENCY ISSUES AT TIER 1

1. PROXIMITY (PROXEMICS)

Purpose of the Strategy

1. Increase students' time spent on task

2. Redirect attention for distracted learners

3. Reassure frustrated students

How to Do It

1. At Tier 1, this strategy is done in the whole classroom group. The teacher and/or other students are strategically positioned to provide support and to prevent or minimize misbehaviors.

2. For example, the teacher circulates throughout the classroom during group or independent activities, spending more time next to particular students.

3. This can also be done with an assistant who moves closer to distracted students to redirect attention back to task. The assistant may gradually end up sitting next to the target students and sometimes gently touching them on the shoulder to redirect them to their assignment.

Research Base

Etscheidt, Stainback, S. B., & Stainback, W. C., 1984

Evertson & Weinstein, 2006

Gunter & Shores, 1995

Marable & Raimondi, 1995

What to Watch for With ELL/CLD Students

1. All cultures have guidelines about how close or how far away to stand or sit next to another person. These are mostly unspoken and learned through being raised in the culture and community where the proximity to another person is seen and remarked on by those around you.

2. These space relations are also affected by whether someone is standing over or sitting under another person. These relative positions convey power and control relationships, which vary from culture to culture.

3. Teachers must familiarize themselves with the proximity rules of the various cultures represented in their classrooms before expecting to use proxemics strategically to promote learning.

2. REDUCED STIMULI

Purpose of the Strategy

1. Enhance ability of students to focus on learning

2. Encourage questioning and exploration of new learning

3. Reduce response fatigue

4. Reduce culture shock

5. Develop personal control of situations

How to Do It

At Tier 1, this strategy can be done with the whole classroom or large groups. Teachers start rooms with relatively blank walls and empty spaces, also monitoring the use of music and other auditory materials. Teachers do not display or use visual/auditory materials until students have been introduced to the content or have produced the materials themselves. Visual, tactile, and auditory experiences are introduced gradually and with demonstration.

Research Base

P. Nelson, Kohnert, Sabur, & Shaw, 2005

Wortham, 1996

What to Watch for With ELL/CLD Students

1. Newcomers may become overly stimulated by lots of bright, new, unfamiliar, and strange objects, signs, sounds, and miscellany in their new classroom. They do not know what is important to attend to and what is not important. It is all new and exciting.

2. This is also going to impact students with undiagnosed neurological conditions that they have not yet learned to accommodate.

3. It is better to start out with less and add as students become comfortable and familiar with what is in the classroom.

3. REST AND RELAXATION TECHNIQUES

Purpose of the Strategy

1. Enhance ability of students to learn new things

2. Develop self-monitoring skills

3. Reduce anxiety and stress responses

4. Reduce culture shock side effects

How to Do It

At Tier 1, this strategy is done with the whole classroom. Relaxation techniques are shown in video or demonstration form with an explanation in home and community language when possible. Students discuss when they might need to use these techniques.

Research Base

Allen & Klein, 1997

Page & Page, 2003

Thomas, 2006

What to Watch for With ELL/CLD Students

1. Heightened anxiety, distractibility, and response fatigue are all common side effects of the acculturation process and attributes of culture shock.

2. ELL and CLD students need more time to process classroom activities and tasks. Building in rest periods will provide thinking and processing breaks in their day.

4. MODELING

Purpose of the Strategy

1. Reduce code-switching

2. Develop cognitive academic language

3. Build transfer skills

4. Develop content knowledge foundation

How to Do It

At Tier 1, this strategy can be done with the whole classroom. Teachers act out what is to be done. This can include behavior as well as academic responses and expectations. The situation is explained in home and community language when possible, and each response and expectation is modeled. Students then practice each response and interaction until comfortable and successful.

Research Base

Cole, 1995

Tovani, 2000

What to Watch for With ELL/CLD Students

1. Remember that some ELL and CLD students have had very little experience with school or with being with people outside of their family or culture. They may not know what action you are modeling if it is something they have never experienced or seen.

2. The desired action and response need to be explained in the students' most proficient language.

5. CONCURRENT LANGUAGE DEVELOPMENT/ ACQUISITION SESSIONS FOR STUDENTS AND PARENTS

Purpose of the Strategy

1. Build awareness of appropriate communication behaviors for school language and rules

2. Improve confidence in home, community, school culture interactions

3. Build on the diverse language foundations of students and parents

4. Strengthen school/parent partnerships

How to Do It

At Tier 1, this strategy is an effective way to improve readiness among students while building communication with their parents. Classes for both parents and their children are provided at a time selected by the parents. Parents participate in English as a second language instruction in one room with a bilingual instructor while their children receive home and community language instruction (when possible) and academic content support in another room. After the formal class period, the groups reunite and parents practice bilingual educational games that they can play at home with their children.

Research Base

Brownlie & King, 2000

Cole, 1995

Law & Eckes, 2000

What to Watch for With ELL/CLD Students

1. This is most effective with large communities of one language and more difficult to implement where there are separate families or small groups speaking various and diverse languages.

2. In multilanguage family communities, focus can remain on English as a second language with first-language support offered for as many languages as you have access to bilingual personnel.

6. FAMILY-CENTERED LEARNING ACTIVITY

Purpose of the Strategy

1. Build awareness of academic expectations

2. Build awareness of appropriate school language and rules for academic and social behaviors

3. Build on family language and culture

4. Strengthen school-parent partnerships

How to Do It

1. At Tier 1, this strategy is useful in building family involvement in school as well as strengthening the support at home for student learning. Evening learning activities are offered to families centered on specific content areas.

2. For example, family math, family computer, and family literacy nights, offering several interactive activities, provide an educational and fun setting for all. Parents benefit from home and community language explanations, when possible, about education outcomes and how they can help students at home.

3. These activities can be done bilingually or in the family language. If the family speaks Spanish, you can tie into the existing Spanish language computer, math, science, and language materials available online from National Council for Lifelong Learning and Work Skills (Consejo Nacional de Educacion para la Vida y el Trabajo [CONEVyT]).

Research Base

D. C. Garcia, Hasson, Hoffman, Paneque, & Pelaez, 1996

Sink, Parkhill, Marshall, Norwood, & Parkhill, 2005

What to Watch for With ELL/CLD Students

1. It is important to tie these extracurricular activities into general classroom content areas. These can be a point of academic content support by offering the activities in the home language of participants as well as having bilingual personnel available.

2. The Mexican government offers free materials and textbooks that can supplement these activities for Spanish-speaking families. Contact the Mexican embassy or consulate closest to you to find out more. An example of what the Mexican government offers is CONEVyT. CONEVyT was created in 2002 in Mexico to provide primary and secondary education and training to adults (15 and older) with low educational levels in that country as well as migrant populations living in the United States. Through an online portal and a network of Plazas Comunitarias where direct instruction, assessment, and varied materials can be found, both the U.S. and Mexican governments make educational support available for anyone willing to learn or to teach. For more information go to www.conevyt.org.mx.

7. GUIDED MEMORIES

Purpose of the Strategy

1. Build transfer skills

2. Facilitate discussion about new learning

3. Strengthen school-parent partnerships

How to Do It

At Tier 1, this strategy is done in general education and integrated classrooms where all students participate in the activity. The teacher selects the events or length of time to cover (e.g., two years, five years, or such as appropriate to the age and developmental level of the students). The teacher gives the students an event in time or a length of time as a framework. The students research and then tell about their personal or family history during this event or length of time. Students may create booklets about their memories, their families, and the like.

Research Base

Carrigan, 2001

What to Watch for With ELL/CLD Students

1. Students may be reluctant to describe or discuss what happened to their family during a specific time or specific event. Very difficult or painful things may have occurred for this student or family.

2. The teacher must be prepared to deal with sensitive information, should it arise, and know when not to push further for information. Only elicit information that the student is comfortable sharing at that particular point in time.

3. Students may share more as they become more comfortable in the classroom or more trusting that the information will not be used against them or their family.

8. PEER/SCHOOL ADAPTATION PROCESS SUPPORT

Purpose of the Strategy

1. Build awareness of adaptation process

2. Strengthen ability to discuss what is happening

3. Reduce anxiety and stress

How to Do It

1. At Tier 1, primary grade level, this strategy is most effective where there are more than a few diverse learners at each grade level and where some of these students have been in the school for more than a year or two. Successful older students in the upper grades assist younger students around the school building and during lunch and play times. This can be used in conjunction with and as a supplement to a peer buddy system in individual classrooms.

2. At Tier 1, intermediate level, this strategy works well with facilitating adaptation and communication. A peer support group is established and given time to meet regularly. The support group discusses their experiences with school adaptation and how they are dealing with culture shock. Successful students from the secondary level may assist as peer support models.

3. At Tier 1, secondary level, this strategy works well with facilitating adaptation and communication and may assist as students prepare to transition out of school into the work environment. A peer support group is established and given time to meet regularly. The peer support group discusses their experiences with school adaptation, how they are dealing with culture shock, and specific language and learning transition issues. This may be paired with a college mentor program.

Research Base

Carrigan, 2001

What to Watch for With ELL/CLD Students

1. Students may wish to discuss their struggles only in the home language and with peers from similar backgrounds. With first-generation refugee and immigrant groups, the teacher must be careful about pairing students of similar language background without also considering cultural and class differences that may exist.

2. Teachers must be prepared to deal with prejudice between populations where language is the same but culture, class, or racial issues may impede comfort and communication. American all togetherness may come in time, but teachers must proceed slowly and not push.

3. Students may interact more as they become more comfortable in the classroom or more trusting that they are accepted and valued.

COMMUNICATION ISSUES AT TIER 1

9. BILINGUAL AIDE/ASSISTANT

Purpose of the Strategy

1. Build on existing language strengths of student

2. Develop cognitive academic language

3. Build transfer skills

4. Build awareness of appropriate academic behavior

5. Strengthen knowledge of academic content

How to Do It

At Tier 1, this strategy is done in the *general education classroom* with a bilingual adult working in coordination with the classroom teacher. An instructional assistant or aide fluent in both English and the native or home language of ELL students is available in the classroom to assist ELL and limited English proficient (LEP) students when possible, regarding content instruction, academic behavior, and communication. The bilingual instructional assistant coordinates with the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and must plan lessons with the teacher.

Research Base

Cole, 1995

E. E. Garcia, 2005

Kovelman, Baker, & Petitto, 2008

What to Watch for With ELL/CLD Students

1.   When this strategy is used for sequential translation (i.e., the teacher speaks and then the aide speaks), ELL/LEP students may become dependent on the bilingual aide and remain unengaged while the teacher speaks in English, waiting for the interpretation and explanation by the bilingual aide.

2.   Better use would be for the aide to prepare the ELL/LEP students for the English lesson by reviewing key vocabulary words, explaining what will be occurring, and discussing what the teacher's expectations will be for the students' performance. This would then be followed by the teacher presenting the lesson in English. Students would be given the opportunity to ask for specific clarification only during the lesson.

3.   Students could work on their projects subsequent to the English lesson with the assistance of the bilingual aide, as needed. Content discussion and clarification should be in the students' most proficient language while they are preparing their task or project for presentation in English with the rest of the class.

10. BILINGUAL PEERS

Purpose of the Strategy

1.   Build on existing language strengths of student

2.   Develop cognitive academic language

3.   Develop basic interpersonal communication

4.   Build transfer skills

5.   Develop content knowledge foundation

How to Do It

1.   At Tier 1, this strategy is done by pairing students in an integrated classroom. Home and community language peers who are more proficient in English assist home and community language students in specific content area lessons and activities. The peer assistants are given training in being tutors, with guidelines about how to facilitate learning without doing another's work, how to translate appropriately, and how to monitor for understanding.

2.   This can be part of a general classroom buddy system where students are matched up with partners of differing skills for specific activities.

Research Base

Cole, 1995

E. E. Garcia, 2005

Kovelman et al., 2008

What to Watch for With ELL/CLD Students

1. With specific first-generation refugee, indigenous, migrant, and immigrant groups, teachers must be careful about pairing students based on their perceptions of them coming from similar language backgrounds. There can be cultural and class differences that will make the partners uncomfortable with one another.

2. Teacher must be prepared to deal with prejudice between populations where language is the same but culture, class, or racial issues may impede comfort and communication. American all togetherness may come in time, but teachers must proceed slowly and not push.

3. Students may interact more as they become more comfortable in the classroom or more trusting that they are accepted and valued.

11. BILINGUAL TEXTS

Purpose of the Strategy

1. Build on existing language skills of students

2. Develop cognitive academic language

3. Build home- and community-language-to-English transfer skills

4. Strengthen knowledge of academic content

5. Develop confidence in academic interactions

How to Do It

1. At Tier 1, this strategy is facilitates understanding content area instruction in the integrated general education classroom. Duplicate or parallel texts are available in English and the home or community language of students for all content areas.

2. Reference texts are available in English, bilingual, or home and community language format. Students are shown how and when to access the texts.

3. One source for bilingual materials in Spanish is the Colorín Colorado Web site and organization, http://www.colorincolorado.org.

4. Another source is the CONEVyT. CONEVyT was created in 2002 in Mexico to provide primary and secondary education and training to adults (15 and older) left behind in education in that country as well as migrant populations living in the United States. Through an online portal and a network of Plazas Comunitarias where direct instruction, assessment, and varied materials can be found, both U.S. and Mexican governments make educational support available for anyone willing to learn or to teach. For more information go to www.conevyt.org.mx.

Research Base

Cole, 1995

E. E. Garcia, 2005

Hu & Commeyras, 2008

Kovelman et al., 2008

Ma, 2008

What to Watch for With ELL/CLD Students

1. Not all ELL/CLD students are literate in their home or community language.

2. Picture dictionaries with bilingual words and definitions are usually the most practical reference to use with younger, less educated students.

12. BILINGUAL VIDEOTAPES ABOUT NORTH AMERICAN SPEECH

Purpose of the Strategy

1. Build on existing language strengths of student

2. Build awareness of appropriate social and academic language

3. Build transfer skills

4. Develop confidence in school language and rules for academic and social interactions

How to Do It

1. At Tier 1, this strategy is used in the general education and ELL classroom.

2. This can also be done during parent nights or outside of the school day when it would be possible to include ELL parents and families.

3. Groups of students and/or their families view videos developed locally or available from Intercultural Press and other publishers about North American idioms, communication structures, and expectations. Best shown when an experienced bilingual facilitator is available.

Research Base

Cole, 1995

C. Collier, 2003

What to Watch for With ELL/CLD Students

1. There are many dialects of spoken English and differences of opinion about what is the proper dialect to use as the model for ELL/CLD students.

2. The teacher should be aware of the diversity of reaction to specific dialects of spoken English in North America and be prepared to address expressions of prejudice or value judgments about certain speakers shown on the videotapes.

3. The most practical way to deal with this is to prescreen the videos and select segments that most closely represent the dialects common in your local communities, plus a few as examples of the diversity that exists in our country.

13. CROSS-CULTURAL COMMUNICATION STRATEGIES

Purpose of the Strategy

1. Build transfer skills

2. Build awareness of appropriate communication behaviors for school language and rules

3. Develop confidence in school language and rules for academic and social interactions

How to Do It

1. At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.

2. The teacher models cross-cultural communication strategies such as reflection, proxemics, latency, and active listening. Reflection is positioning yourself in an almost mirror image to the posture of the other person, using similar rate of speech. Proxemics is paying attention to how close you are to the other speaker and latency is the culturally learned length of time between one speaker's turn and the next speaker's turn to speak. Active listening is showing that you are paying attention and responding in culturally appropriate ways to indicate your attention. This may include repeating some portion of what was said.

3. The teacher has the students practice using these strategies in a variety of interactions.

Research Base

Croom & Davis, 2006

Gibbons, 2002

Trudeau & Harle, 2006

What to Watch for With ELL/CLD Students

1. All cultures have different mores about how close you can stand or sit next to another person (proxemics), who or what you may touch, how much time should elapse before you speak after another person (latency), and the like. The teacher should become familiar with these differences regarding the students in this classroom.

2. The strategy of reflection can look like mockery and mimicry if not done with sensitivity. The goal is to reflect—not imitate—the mode of the speaker.

14. GUIDED PRACTICE AND PLANNED INTERACTIONS WITH DIFFERENT SPEAKERS

Purpose of the Strategy

1. Build transfer skills

2. Build awareness of appropriate school language and rules for communication behaviors

3. Develop confidence in school language and rules for academic and social interactions

4. Develop cognitive academic language

5. Develop personal control of situations

6. Reduce anxiety in social/academic interactions

7. Reduce response fatigue

How to Do It

1. At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.

2. A peer or a specialist demonstrates how to act or speak in a given school culture situation. The situation is explained in the home and community language when possible, and each part of the situation is modeled.

3.   Representatives of the mainstream school language and rules who are familiar to the learners come into the classroom and act out the situation with the instructor. Students then practice each part of the interaction with these familiar participants until comfortable with the interaction.

Expansion: Students select new interactions they wish to learn.

Research Base

Cole, 1995

Haneda, 2008

Reggy-Mamo, 2008

Ross, 1971

What to Watch for With ELL/CLD Students

1.   It is important to have the example speakers be people with whom the students are familiar and comfortable.

2.   This can be paired with role-play of school interactions.

LITERACY ISSUES AT TIER 1

15. BILINGUAL TEXTS

Purpose of the Strategy

1.   Build on existing language skills of students

2.   Develop cognitive academic language

3.   Build language transfer skills

4.   Strengthen knowledge of academic content

5.   Develop confidence in academic interactions

How to Do It

1.   At Tier 1, this strategy is facilitates understanding content area instruction within the integrated general education classroom. Duplicate or parallel texts are available in English and the home or community language of students for all content areas.

2.   Reference texts are available in English, bilingual, or home and community language format. Students are shown how and when to access the texts.

Research Base

Cole, 1995

E. E. Garcia, 2005

Hu & Commeyras, 2008

Kovelman et al., 2008

Ma, 2008

What to Watch for With ELL/CLD Students

1. Not all ELL/CLD students are literate in their home or community language.

2. Picture dictionaries with bilingual words and definitions are usually the most practical reference to use with younger, less educated students.

16. GUIDED READING AND WRITING IN HOME AND COMMUNITY LANGUAGE

Purpose of the Strategy

1. Improve motivation

2. Minimize behavior problems

3. Build transfer skills

4. Develop confidence in school language and rules for academic and social interactions

5. Reduce code-switching

6. Develop cognitive academic language

How to Do It

1. At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.

2. Teachers direct advanced-fluency students to lead a guided reading or writing activity in the home and community language. Students can reread parts of a story in pairs after the directed reading activity. Students then write summaries of what they have read. Writing can be in either the home and community language or English. During this time, the students have a chance to help one another. Advanced-fluency students can dramatize and create dialogue to illustrate the action.

Research Base

Cole, 1995

Haneda, 2008

Reggy-Mamo, 2008

Ross, 1971

Strickland, Ganske, & Monroe, 2002

What to Watch for With ELL/CLD Students

1. Not all ELL/CLD students are literate in their home or community language.

2. Picture dictionaries with bilingual words and definitions are usually the most practical reference to use with younger, less educated students.

17. WRITING STRATEGIES—TOWER

Purpose of the Strategy

1. Build awareness of learning

2. Develop personal control of situations

3. Develop thinking and planning skills

4. Improve access to prior knowledge

5. Reduce off-task behaviors

6. Strengthen language development

How to Do It

1. At Tier 1, this strategy is done in the general education classroom with mixed groups of students. The TOWER writing strategy framework provides a structure for completing initial and final drafts of written reports.

2. It may be used effectively with the COPS proofreading strategy structure.

3. The steps in COPS are

Capitalization
Overall appearance
Punctuation
Spelling

4. To help the students remember the steps in TOWER, the teacher can provide the students with a printed form with the letters T, O, W, E, R down the left side and their meaning next to each letter.

5. The steps students follow in TOWER are

Think
Order ideas
Write
Edit
Rewrite

Research Base

Cole, 1995

Ellis & Colvert, 1996

Ellis & Lenz, 1987

Goldsworthy, 2003

What to Watch for With ELL/CLD Students

1. Newcomers will need to have the TOWER steps modeled and explained in their most proficient language before they can proceed independently.

2. Students can be paired with partners who are slightly more bilingual than they are to facilitate their learning this process.

18. READING STRATEGY—FIST

Purpose of the Strategy

1. Assist students to actively pursue responses to questions related directly to materials being read

2. Improve reading comprehension

How to Do It

1. At Tier 1, this strategy is done in the general education classroom with mixed groups of students. The FIST analysis strategy framework provides a structure for understanding reading and building reading comprehension.

2. Students follow the steps in the FIST strategy while reading paragraphs in assigned readings. To help the students remember the steps, the teacher can provide a checklist of the steps with the letters F, I, S, T down the side and their meaning next to each letter.

3. The steps in FIST are

First sentence is read
Indicate a question based on first sentence
Search for the answer to the question
Tie question and answer together through paraphrasing

Research Base

Allington & Cunningham, 2002

Cole, 1995

Moore, Alvermann, & Hinchman, 2000

Tovani, 2000

What to Watch for With ELL/CLD Students

1. Newcomers will need to have the FIST steps modeled and explained in their most proficient language before they can proceed independently.

2. Students can be paired with partners who are slightly more bilingual than they are to facilitate their learning this process.

19. RETENTION STRATEGY—PARS

Purpose of the Strategy

1. Build retention of information and learning

2. Reduce distraction

3. Strengthen focus on task

How to Do It

1. At Tier 1, this strategy is done in the general education classroom with mixed groups of students. This strategy is for retention of content.

2. The PARS retention strategy framework provides a structure for understanding what is being learned and retaining the information for later application.

3. PARS is recommended for use with younger students and with those who have limited experiences with study strategies. Students can create cue cards or use posters to remind themselves of the steps.

4. The steps in PARS are

Preview
Ask questions

Read

Summarize

Research Base

Cole, 1995

Law & Eckes, 2000

What to Watch for With ELL/CLD Students

1.   Newcomers will need to have the PARS steps modeled and explained in their most proficient language before they can proceed independently.

2.   Students can be paired with partners who are slightly more bilingual than they are to facilitate their learning this process.

20. ADVANCED ORGANIZERS

Purpose of the Strategy

1.   Build language transfer skills

2.   Build awareness of the appropriate content language in English culture/language

3.   Develop confidence in academic interactions

How to Do It

1.   The teacher or assistant previews the lesson content in students' first language when possible, outlining key issues, rehearsing vocabulary, and reviewing related prior knowledge.

2.   May use analogy strategy described next to teach one or more of the advanced organizer tools (e.g., KWL+, W-star, graphic organizer, mind map, and the like). Students implement strategy with a specific task or lesson.

3.   KWL+ is done by asking the students to discuss the following questions before beginning the lesson: What do you already *know* about this content? What do you *want* to know about this content? What will we *learn* about this? Why should we learn this? And how will we learn this content? This may be done on a chart.

4.   W-star is done by asking the students to brainstorm before beginning a reading: Who do you think this story/event is about? Where do you think the story/event is located? When do you think the story/event occurs? How do you think the story/event turns out? The answers are written onto the points of a star diagram, each point of which represents one of the W questions.

5.   Mind mapping has various forms, but the basic idea is to put the central concept or vocabulary word related to what will be in the lesson in a circle on the board or on a piece of paper. Students then generate other words or concepts related to that main idea and connect them to the center like spokes on a wheel. For each of these ideas or words, another set of connections may be made outward from the center concept.

6.   When applying the advanced organizer strategy, students work through problems or tasks using a sequence of ordering, sequencing, and connecting techniques. Suppose you want your students to write a short personal reflection about the story *Everybody Cooks Rice* by Norah Dooley (1991), which the class has just finished reading together. You would start by having your students work in small groups of similar ability level. You would show a copy of a graphic organizer form outline (Strategy 163) on the overhead projector or drawn on the whiteboard. Each group would be assigned two or three of the boxes in the graphic organizer. For example, you might assign the most challenged group to fill in the box about title, author, location, and country. Another group would be responsible for the main and supporting characters. Another

group would be responsible for identifying the sequence of events in the story and a summary statement about these. Another group could be assigned to identify the main problem faced by the main character. After reading the story through the first time, the groups complete their tasks and you or they write down their answers on the large or projected graphic organizer. Now as a group, you ask about how this main problem (finding Anthony) was resolved, the barriers to resolution that Carrie faced, and things in the story that helped Carrie solve her problem. The class can now discuss the final resolution (everyone is home for dinner) and what the moral of the story might be, in their perspective. You can expand this activity by comparing and contrasting the story with others like it or with happenings in the students' lives.

7. You might now step back from the lesson and discuss the metacognitive learning that you have provided students, the learning to learn lesson that is represented by the strategy you had them use.

Research Base

Harwell, 2001

Heacox, 2002

Moore et al., 2000

Opitz, 1998

What to Watch for With ELL/CLD Students

1. There are cultural differences in cognitive/learning style and some ELL/CLD students may not respond to the "brainstorming" construct behind most advanced organizers.

2. By keeping the graphic design of the advanced organizer as close as possible to the illustrations in the text or some aspect of the lesson, the teacher can more tightly connect the concepts being studied with the what/who/where questioning that precedes the lesson.

3. This is another activity that works best with preparation in the students' most proficient language and relevance to their culture before proceeding.

21. ANALOGY

Purpose of the Strategy

1. Develop higher tolerance

2. Facilitate access to prior knowledge

3. Build transfer skills

4. Develop categorization skills

How to Do It

1. At Tier 1, this strategy can be done in the general education classroom with all students participating. Students may be paired with culture and language peers at first and then mixed pairs of diverse students as they become comfortable with the strategy.

2. Students each share something they already know about the lesson topic, something that is meaningful to them. They go through the steps of analogy in pairs, as they share their items/ideas with one another. Steps for students to follow in implementing this analogy strategy

    a. What do I already know about this item or concept?

    b. How does what I already know about this idea or item compare with the new idea or item?

   c. Can the known idea or item be substituted for the new item or idea and still make sense?

   d. How can I elaborate on these comparisons through analogies?

3. For example, students are shown an object that looks familiar, such as a metal rod used to connect two wheels on a toy car. They generate words describing the rod such as "long," "shiny," "manufactured," "connects," and "an axle." They then are shown another metal rod that is unfamiliar to them. They generate more words describing the new object. Some of the words will be similar, some different. Example words might be "long," "shiny," "threaded ends," "connects something," "pointy," "heavy," and "metallic." They may actually try to substitute the new rod for the toy axle, or they may make guesses about substitution and conclude that it could be done but would not work exactly. They generate sentences such as "The axle is smaller than the new rod;" "The new rod is larger than the axle of the toy car;" "The new rod has threaded ends while the axle does not;" "The axle is to a car as the new rod is to something else;" and "The axle is as shiny as the new rod."

Research Base

Cole, 1995

Tovani, 2000

What to Watch for With ELL/CLD Students

1. Be sure students are matched with peers with whom they can communicate comfortably while they are all learning the strategy and steps in the process.

2. After students learn the process and steps, posters or cards with reminder illustrations and the words of the steps can be put up around the room.

3. Once students can use analogy without prompting, they can be paired up with nonbilingual peers for more applications.

22. EXPERIENCE-BASED WRITING/READING

Purpose of the Strategy

1. Build transfer skills

2. Develop cognitive academic language

3. Develop content knowledge foundation

4. Facilitate analogy strategies

How to Do It

1. At Tier 1, this strategy can be done in the general education classroom with all students participating. Students may be paired with culture and language peers at first and then mixed pairs of diverse students as they become comfortable with the strategy.

2. At the primary grades, the teacher guides students to illustrate specific experiences in which students have participated. Activity may be paired with field trips or other shared experiences, or it may be in reference to prior life experiences of ELL/LEP students. Community members may make presentations about events significant to students' families. The teacher then has students tell what their illustrations depict and write down verbatim what the students say. Students then read back to the teacher what has been written.

3. For intermediate and secondary grades, the teacher guides students to illustrate and write stories about their experiences. These stories can be put into collections and bound for use by other students. Stories can be kept in the classroom, library, or media center.

Research Base

Cole, 1995

What to Watch for With ELL/CLD Students

1. Some shared experiences will be very novel for particular cultural members of a group, more than for other members. Be sure to give those who have never seen something before extra preparation time and explanations of what they are going to see or do during the field trip or experience.

2. Be sure students are matched with peers with whom they can communicate comfortably while they are all learning the strategy and steps in the process.

3. Be sensitive to cultural mores about certain experiences and businesses. You may need to spend extra time discussing what is going to be seen and heard or, in some cases, be prepared to have some students participate in a related but separate activity.

23. GUIDED READING AND WRITING IN HOME AND COMMUNITY LANGUAGE

Purpose of the Strategy

1. Improve motivation

2. Minimize behavior problems

3. Build transfer skills

4. Develop confidence in school language and rules for academic and social interactions

5. Reduce code-switching

6. Develop cognitive academic language

How to Do It

1. At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.

2. The teacher directs advanced-fluency student to lead a guided reading or writing activity in the home and community language. Students can reread parts of a story in pairs after the directed reading activity rather than have one student read while the others all listen. Students then write summaries of what they have read. Writing can be in either home and community language or English. During this time, the students have a chance to help one another. Advanced-fluency students can dramatize and create dialogue to illustrate the action.

Research Base

Cole, 1995; see pages 150–152

Haneda, 2008

Reggy-Mamo, 2008

Ross, 1971

Strickland et al., 2002; see page 217

What to Watch for With ELL/CLD Students

1. Not all ELL/CLD students are literate in their home or community language.

2. Picture dictionaries with bilingual words and definitions are usually the most practical reference to use with younger, less educated students.

24. LANGUAGE GAMES

Purpose of the Strategy

1. Develop cognitive academic language

2. Develop basic interpersonal communication

3. Build transfer skills

4. Develop content knowledge foundation

How to Do It

1. At Tier 1, this strategy can be done in the general education classroom with all students participating. Students may play in groups with culture and language peers at first and then mixed groups of diverse students as they become comfortable with the games activities.

2. Students play language games that reinforce specific content. The games are structured to reinforce and elaborate on content knowledge while developing home and community language and English language skills including turn taking; asking questions; giving appropriate responses; giving directions; and other game, communication, and interaction skills.

3. Examples of game structures are memory games like Concentration, rummy games such as Go Fish, and matching games such as Old Maid.

4. The content topics of the games can be chosen and developed to match a specific topic or lesson in the classroom and to reinforce the vocabulary words of that lesson. Some examples might be terms from the rainforest, historical events, types of animals, mathematical equations, visits to community locations, and workers in the community.

5. These are also useful in illustrating second-language learning strategies. All of the three basic games, sets, pairs, and memory, can be played to reinforce receptive and expressive language, visual and auditory memory, or content literacy.

6. The games can be played periodically during the school year to provide a review of foundation concepts when making a transition to a new topic or subject matter. The cards may also be used individually as flashcards to review the vocabulary words and language content.

7. The games may be used as an alternate assessment process. By watching the students play the card games, especially when a lot of expressive and receptive language is required, the teacher will be able to observe the extent to which individual students have acquired the learning concepts and content or how well they have retained previously presented information.

8. All of the games can be played to reinforce receptive and expressive language, visual and auditory memory, or content literacy. If students are nonverbal, the games can be played through cognitive visual matching. If students do not speak English or are LEP, the games can be played in their native language or bilingually. They can play using as much English as they have acquired, and eventually be able to play completely in English.

9. For example, the weather game may be used in versatile ways to supplement content lessons at any grade level. It is best used as a review, reinforcement, or assessment tool. Three basic games can be played with these cards: (1) sets, (2) pairs, and (3) memory. Each of the three basic games can be varied according to specific lesson objectives. The cards in the weather game consist of nine sets of four cards per set illustrating common weather conditions in English. These are the weather words most often used in calendar activities in the classroom.

   a. **Players:** Two to six in each group playing.

   b. **Object:** Collect the most sets of four of a kind.

   c. **Deal:** Cards are dealt one at a time. Each player receives five cards. The rest of the pack is placed face down in the center of the table to form the draw pile.

d. **Play:** Have the students choose the first player by names alphabetically, ages, or other devices. Starting with the first player, each player calls another by name and requests cards of a specific type, such as, "David, do you have any sunny days?" The player asking must hold at least one of the type of card requested (sunny day). The player asked must give up the card requested, saying, "Yes, Kala, I have a sunny day." Another variation of this is to have the player ask for a category first. If Kala successfully identifies the picture, cloudy day, then she gets the card. The player asked does not have to say if she has more than one of the set of cards. The player requesting has to ask for each individual card (e.g., "David, do you have another cloudy day?").

If the player asked does not have any cards of the type requested, then she says, "Draw!" and the asker draws the top card from the draw pile. A player's turn to ask continues as long as she is successful in getting the cards requested. If she is told to draw and happens to draw a card of the type requested, the player may show this card, name it, and continue the turn. As soon as any player gets a set of all four cards of one type, he must show them and give the names of the cards aloud, placing them on the table in front of him. If played competitively, the player who collects the most sets by the end of the game wins.

Research Base

Ajibade & Ndububa, 2008

Law & Eckes, 2000; *see pages 204–206*

Padak & Rasinski, 2008

Wright, Betteridge, & Buckby, 2006

What to Watch for With ELL/CLD Students

1. Be sure to establish consistent game-playing rules and phrases that all students are to use when playing the game. At first, these can be as simple as "Do you have a _____?" "Is this a _____?" "Here are _____."

2. The phrases can become more complex and more natural as students become more comfortable playing the games.

BEHAVIOR ISSUES AT TIER 1

25. ACCOUNTABILITY

Purpose of the Strategy

1. Ensure that students are aware of and responsible for their actions

2. Develop awareness of the connection between their actions and the consequences of these actions

How to Do It

1. At Tier 1, this strategy is done in the general education classroom with mixed groups of students.

2. Establish rewards and consequences for completion of work and appropriate behavior, ensuring that these rewards and consequences are consistently implemented. For example, the teacher assists the student in setting up an agenda or plan of a personalized list of tasks that the student must complete in a specified time.

Research Base

C. A. Tomlinson, 1999

What to Watch for With ELL/CLD Students

1. Particular social groups and cultures have different expectations of adults and children when it comes to being accountable for task completion. This is a learned difference between cultures. The teacher needs to be aware that the expectations in an American school may need to be taught directly to CLD students and should not assume that they are understood.

2. One way to introduce the idea of your classroom rules is to ask students about any rules their parents have for them at home or rules they have learned about crossing the street or playing games. This can then be expanded to the idea of rules for completing tasks and acting appropriately in a classroom.

26. CHOICES

Purpose of the Strategy

1. Facilitate learning

2. Accommodate diverse learning styles

3. Develop task completion

4. Alleviate power struggles between teacher and student

5. Reduce fears associated with assignments

How to Do It

1. At Tier 1, this strategy can be done with all students in a mixed general education classroom. Provide students the opportunity to select one or more activities developed by the teacher.

2. The teacher provides two or more different reading selections of interest to the student, both of which address the same desired objective. Allow the student to choose one of the selections for the assignment. If student does not choose either of the selections, introduce a third selection or ask student to choose a content-appropriate reading selection.

3. The readings can be leveled as well as different takes on the same subject. National Geographic and Hampton Brown have excellent leveled reading materials on a wide variety of topics.

Research Base

Ainley, 2006

Cordova & Lepper, 1996

Flowerday & Schraw, 2003

Flowerday, Schraw, & Stevens, 2004

Kragler & Nolley, 1996

What to Watch for With ELL/CLD Students

1. Some CLD students have had previous schooling in situations where students have no choice and teachers are authority figures who direct every action in the classroom.

2. When the teacher wishes to make choice and student empowerment an instructional goal, this strategy is an excellent direction to take.

3. Demonstrate how the choices as to be made, including color coding or otherwise graphically illustrating the different choices.

4. Some role-play in the process from initial choice to final task completion may be helpful.

27. EXPECTATIONS AWARENESS/REVIEW

Purpose of the Strategy

1. Ensure that each student is familiar with specific academic and behavioral expectations

2. Reduce frustration in students because of unclear expectations

3. Minimize ambiguity in classroom

How to Do It

1. At Tier 1, this strategy is done with the entire general education classroom population.

2. The teacher modifies or breaks down general classroom rules into specific behavioral expectations to ensure that each student knows exactly what is meant by acceptable behaviors.

3. Illustrations and demonstrations of the desired behaviors and rules should be posted around the room.

Research Base

Davis, 2005

J. R. Nelson, Martella, & Galand, 1998

Rubenstein, 2006

What to Watch for With ELL/CLD Students

1. Particular social groups and cultures have different expectations of adults and children when it comes to being accountable for task completion. This is a learned difference between cultures. The teacher needs to be aware that the expectations in an American school may need to be taught directly to CLD students and should not assume that they are understood.

2. One way to introduce the idea of your classroom rules is to ask students about any rules their parents have for them at home or rules they have learned about crossing the street or playing games. This can then be expanded to the idea of rules for completing tasks and acting appropriately in a classroom.

3. Demonstrate all of the desired behaviors and rules. Some role-play may be helpful. Examples of inappropriate behaviors may be used with caution.

28. PARTNERS

Purpose of the Strategy

1. Improve motivation

2. Minimize behavior problems

How to Do It

1. At Tier 1, this strategy is done by pairing up all the students in the general education classroom.

2. With paired oral reading, each student participates either as an interested listener or as reader while the teacher moves from pair to pair listening. Reading can be varied by changing partners. Children can reread parts of a story in pairs after the directed reading activity rather than have one student read while the others all listen. During this time, the students have a chance to help one another.

3. With science and math lessons, different partners may be used matching a successful learner with one just slightly less successful and so on down the line. Problem solutions can be revisited by changing partners and redoing the problem and solution.

Research Base

Kamps et al., 2007

Koskinen & Blum, 1984

Wood & Algozzine, 1994

Wood & Harmon, 2001; see pages 211–217

What to Watch for With ELL/CLD Students

1. Partners must be selected carefully with specific objectives in mind. If competence and understanding of the content is the goal, then similar language skills are necessary.

2. If expansion and transition of learning is the goal, then paring a less proficient with a more proficient bilingual partner will help.

3. If challenging application is the goal, then pairing very differently skilled parties may work.

29. PLANNED MOVEMENT

Purpose of the Strategy

1. Prevent inappropriate moving around the room

2. Minimize behavior problems in the classroom

How to Do It

1. At Tier 1, this strategy is done with the entire classroom.

2. Periodically, provide students opportunities to move about the classroom for appropriate reasons.

3. For example, the teacher allows students to move to a learning center or study booth for part of their independent-work time instead of remaining seated at their desks for the entire period.

Research Base

Evertson & Neal, 2006

Evertson & Weinstein, 2006

Kaufman, 2001

Williams, 2008

What to Watch for With ELL/CLD Students

1. Differences in mobility and movement by children are learned differences among cultures and social groups. In some families children are expected to get up and move around whenever they want to; in others, children are expected to remain seated or in one place unless and until they are given permission to move elsewhere.

2. Some children may have undiagnosed conditions that inhibit their sitting or standing in one place without moving occasionally. Using planned movement and making accommodations for opportunities for students to move facilitates learning for all students.

30. POSITIVE REINFORCEMENT

Purpose of the Strategy

1. Increase the frequency of appropriate responses or behaviors

2. Facilitate students' comfort with learning environment

How to Do It

1. At Tier 1, this strategy is used by the teacher at all times with all students in the classroom.

2. The teacher provides feedback or rewards for completing appropriate tasks or behaving in appropriate ways.

3. For example, teacher provides a student extra free time when the math or reading assignment has been completed.

Research Base

Cole, 1995

Harwell, 2001

Opitz, 1998

What to Watch for With ELL/CLD Students

1. What is rewarding to one person is not necessarily rewarding to another. This is a learned preference.

2. The teacher should use a variety of affirmatives, words, and phrases to denote reinforcement.

3. When using physical rewards, always do some research to identify cultural, developmental, and gender appropriate items.

4. When using extra time or a special activity as a reward, vary these depending on the students' interests.

31. REDUCED STIMULI

Purpose of the Strategy

1. Enhance ability of students to focus on learning

2. Encourage questioning and exploration of new learning

3. Reduce response fatigue

4. Reduce culture shock

5. Develop personal control of situations

How to Do It

1. At Tier 1, this strategy is done at the beginning of the school year and, possibly, at the beginning of each semester depending on the time of year new students seem to enroll.

2. The teacher starts the classroom with relatively blank walls and empty spaces and monitors the use of music and other auditory materials.

3. The teacher does not display or use visual/auditory materials until students have been introduced to the content or have produced the materials themselves.

4. Visual, tactile, and auditory experiences are introduced gradually and with demonstration.

Research Base

P. Nelson et al., 2005

Wortham, 1996

What to Watch for With ELL/CLD Students

1. Newcomers may become overly stimulated by lots of bright, new, unfamiliar, and strange objects, signs, sounds, and miscellany in their new classroom. They do not know what is important to attend to and what is not important. It is all new and exciting.

2. This is also going to impact students with undiagnosed neurological conditions that they have not yet learned to accommodate.

3. It is better to start out with less and add as students become comfortable and familiar with what is in the classroom

32. SELF-REINFORCEMENT

Purpose of the Strategy

1. Build awareness of learning

2. Develop personal control of situations

3. Develop thinking and planning skills

4. Facilitate access to prior knowledge

5. Facilitate language development

6. Improve motivation and response

7. Reduce off-task behaviors

How to Do It

1. At Tier 1, this strategy is done with all of the students in the integrated classroom. The teacher assists students in developing checklists for task completion and appropriate classroom behavior.

2. At first, the teacher stops the class occasionally and points out appropriate learning or behavior taking place, rewarding with points or praise.

3. As students become familiar with what is desired, they can check off points on their checklists.

4. Individual students reward themselves for appropriate behavior and performance at specific check-in points during the lesson. Eventually, each student uses a self-developed checklist and gives reward to self upon completion of tasks.

5. Facilitates language development related to cognitive academic language.

Research Base

C. A. Tomlinson, 1999; see pages 66–68

What to Watch for With ELL/CLD Students

1. ELL students who are LEP may need the process explained in their most proficient language.

2. Points are not intrinsically reinforcing. What is rewarding to one person is not necessarily rewarding to another. This is a learned preference.

3. The points may initially be paired with some more directly rewarding action, and then gradually progress to use of only points.

33. GUIDED PRACTICE AND PLANNED INTERACTIONS WITH DIFFERENT STUDENTS

Purpose of the Strategy

1. Build transfer skills

2. Build awareness of appropriate school language and rules for communication behaviors

3. Develop confidence in school language and rules for academic and social interactions

4. Develop cognitive academic language

5. Develop personal control of situations

6. Reduce anxiety in social/academic interactions

7. Reduce response fatigue

How to Do It

1. At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.

2. A peer or a specialist demonstrates how to act or speak in a given school culture situation. The situation is explained in the home and community language when possible, and each part of the situation is modeled.

3. Representatives of the mainstream school language and rules who are familiar to the learners come into the classroom and act out the situation with the instructor. Students then practice each part of the interaction with these familiar participants until comfortable with the interaction.

Expansion: Students select new interactions they wish to learn.

Research Base

Cole, 1995

Haneda, 2008

Reggy-Mamo, 2008

Ross, 1971

What to Watch for With ELL/CLD Students

1. It is important to have the example speakers be people with whom the students are familiar and comfortable.

2. This can be paired with role-play of school interactions.

34. GUIDED PRACTICE IN CLASSROOM BEHAVIOR EXPECTATIONS AND SURVIVAL STRATEGIES

Purpose of the Strategy

1. Develop personal control of situations

2. Improve confidence in school interactions

3. Reduce distractibility

4. Reduce acting out behaviors

How to Do It

1. At Tier 1, this strategy is done with the entire general education classroom population.

2. In primary grades, an intermediate student, a peer, or a specialist demonstrates how to act in a given school or school culture situation. The situation is explained, in home and community language when possible, and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.

3. In intermediate grades, a secondary student, a peer, or a specialist demonstrates how to act in a given school or school culture situation. The situation is explained, in home and community language when possible, and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.

4. In secondary grades, an older peer or a specialist demonstrates how to act in a given school or school culture situation. The situation is explained, in home and community language when possible, and each stage is modeled. Students then practice each stage of the interaction with familiar participants until comfortable and successful in appropriate behaviors.

Research Base

Davis, 2005

J. R. Nelson et al., 1998

Rubenstein, 2006

What to Watch for With ELL/CLD Students

1. Particular social groups and cultures have different expectations of adults and children when it comes to being accountable for task completion. This is a learned difference between cultures. The teacher needs to be aware that the expectations in an American school may need to be taught directly to CLD students and should not assume that they are understood.

2. One way to introduce the idea of behavior and strategies specific to your classroom is to ask students about how their parents have them behave at home or learned playing games. This can then be expanded to the idea of acting appropriately in a classroom.

3. Demonstrate all of the desired behaviors and strategies. Some role-play may be helpful. Examples of inappropriate behaviors may be used with caution.

35. CLASS BUDDIES/PEERS/HELPERS/PEER TUTORS

Purpose of the Strategy

1. Build transfer skills

2. Develop basic interpersonal communication

3. Develop cognitive academic language

4. Develop content knowledge foundation

5. Develop higher tolerance

6. Develop positive peer relationships

7. Develop thinking and planning skills

8. Ensure learning gains are experienced by both of the students

9. Improve retention

10. Utilize prior knowledge

How to Do It

1. At Tier 1, this strategy is done with all of the students in the general education classroom.

2. Students assist in the classroom by working with other students. Tutors may receive training about objectives, reinforcement, and the like. A student who has mastered a list of sight words or math facts presents these items on flash cards to another student needing assistance in this area. Students help other learners of similar or different ages in the classroom to complete assignments or other responsibilities. This strategy has been shown to provide learning gains for both the tutor and the tutee, and it allows the teacher to work closely with more students. The teacher should always be clear about the objectives of the tutoring session and hold the students accountable for their work.

3. For example, the tutoring student shares his or her report with the tutee. In preparation, the tutor identifies key concepts and vocabulary used in the report and presents these on tag board cards to the tutee. The tutee tells the tutor in his or her own words, what he or she understood from the report.

4. Home and community language peers who are more proficient in English assist home and community language students in specific content area lessons and activities. The peers are given training in being a tutor, with guidelines about how to facilitate learning without doing another's work, how to translate appropriately, and how to monitor for understanding.

Expansion: Peer helpers develop code of ethics and their own guidelines for tutoring.

5. As students become more comfortable, they may be paired with more diverse peers and tutors.

Research Base

Carrigan, 2001

Cole, 1995

What to Watch for With ELL/CLD Students

1. With specific first-generation refugee, indigenous, migrant, and immigrant groups, teachers must be careful about pairing students based on their perceptions of them coming from similar language backgrounds. There can be cultural and class differences that will make the partners uncomfortable with one another.

2. The teacher must be prepared to deal with prejudice between populations where language is the same but culture, class, or racial issues may impede comfort and communication. American all togetherness may come in time, but the teacher must proceed slowly and not push.

3. Students may interact more as they become more comfortable in the classroom or more trusting that they are accepted and valued.

36. PERSONAL TIMELINES

Purpose of the Strategy

1. Develop self-esteem

2. Encourage pride in students' personal history

3. Build transfer skills

4. Facilitate discussion about new learning

5. Strengthen school-parent partnerships

How to Do It

1. At Tier 1, this strategy is done in general education and integrated classrooms where all students participate in the activity.

2. The teacher selects the events or length of time to cover (e.g., two years, five years, or such as appropriate to the age and developmental level of the students). The teacher gives the students an event in time or a length of time as a framework. The students research and then tell about their personal or family history during this event or length of time. Students may create booklets about their memories, their families, and the like.

3. Students make their life timeline and illustrate their life's history to the present. They should be encouraged to see their lives as stories that can be told to others.

Research Base

Carrigan, 2001

What to Watch for With ELL/CLD Students

1. Students may be reluctant to describe or discuss what happened to their family during a specific time or specific event. Very difficult or painful things may have occurred for this student or family.

2. The teacher must be prepared to deal with sensitive information, should it arise, and know when not to push further for information. Only elicit information that the student is comfortable sharing at that particular point in time.

3. Students may share more as they become more comfortable in the classroom or more trusting that the information will not be used against them or their family.

37. USE OF FIRST LANGUAGE

Purpose of the Strategy

1. Build transfer skills

2. Develop confidence in school language and rules for academic and social interactions

3. Develop cognitive academic language

4. Improve motivation

5. Minimize behavior problems

6. Reduce code-switching

7. Build on existing language strengths of student

8. Develop cognitive academic language

9. Build awareness of appropriate academic behavior

10. Strengthen knowledge of academic content

How to Do It

1. At Tier 1, this strategy is done in the general education classroom with a bilingual student, an assistant, or another volunteer working in coordination with the classroom teacher, if the teacher is not bilingual.

2. The teacher directs an advanced-fluency student or a volunteer to lead a guided activity in the home and/or community language.

3. Students can retell parts of a story in pairs after the directed activity rather than have one student speak while the others all listen. Students then write summaries of what they have heard.

4. Writing can be in either home or community language or English. During this time, the students have a chance to help one another. Advanced-fluency students can dramatize and create dialogue to illustrate the action.

Research Base

Carrigan, 2001; *see page 191*

What to Watch for With ELL/CLD Students

1. The language helper can prepare the ELL/LEP students for an English lesson by reviewing key vocabulary words, explaining what will be occurring, and discussing what the teacher's expectations will be for the students' performance. This would then be followed by the teacher presenting the lesson in English. Students would be given the opportunity to ask for specific clarification in their first language.

2. Students could work on their projects subsequent to the English lesson with the assistance of the bilingual helper as needed. Content discussion and clarification should be in the students' most proficient language while they are preparing their task or project for presentation in English with the rest of the class.

38. CONSISTENT SEQUENCE

Purpose of the Strategy

1. Build academic transfer skills

2. Build awareness of appropriate academic behaviors

3. Improve confidence in academic interactions

4. Reduce distractibility

How to Do It

1. At Tier 1, this strategy is done in the general education classroom with all students.

2. The teacher presents all content lessons with the same instructional language and direction sequence to the extent possible.

3. Posters can be put up around the room with the lesson process and teachers may point to each step as they go through the lesson.

Expansion: Students can role-play giving the directions themselves.

Research Base

Mathes, Pollard-Durodola, Cárdenas-Hagan, Linan-Thompson, & Vaughn, 2007

Vaughn & Linan-Thompson, 2007

What to Watch for With ELL/CLD Students

1. This strategy is consistent with the Sheltered Instruction Observation Protocol (SIOP) model used in many ELL programs.

2. Newcomers who have never attended school may become confused if every lesson and activity occurs in seemingly random patterns. They do not know what is expected of them at various stages of the lesson. They do not know what to attend to and what is less important.

3. This is also going to impact students with undiagnosed attention deficit disorders that they have not yet learned to accommodate.

4. It is better to start out with simple consistent steps and add as students become comfortable and familiar with what is going to happen in the classroom

39. DEMONSTRATION

Purpose of the Strategy

1. Improve confidence in academic interactions

2. Reduce distractibility

3. Build academic transfer skills

4. Develop content knowledge foundation

How to Do It

1. At Tier 1, this strategy can be used in any lesson and in any classroom by teachers, peer tutors, instructional assistants, and volunteers.

2. The teacher, assistant, or peer demonstrates the content of the lesson. The content is explained in the home and community language when possible, and each aspect of the lesson is demonstrated.

3. Students demonstrate their understanding of the lesson and content.

4. Activities and assessment are designed to facilitate demonstration of understanding.

Research Base

Echevarria, Vogt, & Short, 2007

Gibbons, 2006

What to Watch for With ELL/CLD Students

1. This strategy is consistent with both Sheltered Instruction Observation Protocol (SIOP) and the Guided Language Acquisition Design (GLAD) process used in many ELL programs.

2. Students who have never been schooled before will not know what is expected, and they will benefit from concrete direct demonstrations of content elements and activity expectations.

COGNITIVE ISSUES AT TIER 1

40. ADVANCED ORGANIZERS

Purpose of the Strategy

1. Build language transfer skills

2. Build awareness of the appropriate content language in English culture/language

3. Develop confidence in academic interactions

How to Do It

1. The teacher or assistant previews the lesson content in first language when possible, outlining key issues, rehearsing vocabulary, and reviewing related prior knowledge.

2. Teachers may use the analogy strategy described next to teach one or more of the advanced organizer tools (e.g., KWL+, W-star, graphic organizer, mind map, and the like). Students implement strategy with a specific task or lesson.

3. KWL+ is done by asking the students to discuss the following questions before beginning the lesson: What do you already know about this content? What do you want to know about this content? What will we learn about this? Why should we learn this? And how will we learn this content? This may be done on a chart and student answers posted on the chart.

4. W-star is done by asking the students to brainstorm before beginning a reading: Who so you think this story/event is about? Where do you think the story/event is located? When do you think the story/event occurs? How do you think the story/event turns out? The answers are written onto the points of a star diagram, each point of which represents one of the *W* questions.

5. Mind mapping has various forms, but the basic idea is to put the central concept or vocabulary word related to what will be in the lesson in a circle on the board or on a piece of paper. Students then generate other words or concepts related to that main idea and connect them to the center like spokes on a wheel. For each of these ideas or words, another set of connections may be made outward from the center concept.

6. When applying the advanced organizer strategy students work through problems or tasks using a sequence of ordering, sequencing, and connecting techniques. Suppose you want your students to write a short personal reflection about the story *Everybody Cooks Rice* by Norah Dooley (1991), which the class has just finished reading together. You would start by having your students work in small groups of similar ability level. You would show a copy of a graphic organizer form outline (Strategy 163) on the overhead projector or drawn on the whiteboard. Each group would be assigned two or three of the boxes in the graphic organizer. For example, you might assign the most challenged group to fill in the box about title, author, location, and country. Another group would be responsible for the main and supporting characters. Another group would be responsible for identifying the sequence of events in the story and a summary statement about these. Another group could be assigned to identify the main problem faced by the main character. After reading the story through the first time, the groups complete their tasks, and you or they write down their answers on the large or projected graphic organizer. Now as a group, you ask about how this main problem (finding Anthony) was resolved, the barriers to resolution that Carrie faced, and things in the story that helped Carrie solve her problem. The class can now discuss the final resolution (everyone is home for dinner) and what the moral of the story might be in their perspective. You can expand this activity by comparing and contrasting the story with others like it or with happenings in students' lives.

7. You might now step back from the lesson and discuss the metacognitive learning that you have provided students, the learning to learn lesson that is represented by the strategy you had them use.

8. Steps for teaching advanced organizers

   a. *Inform* the students what advanced organizers are, how they operate, when to use them, and why they are useful. Begin by saying that advanced organizers are a way to help them (the students) plan and remember. They work by previewing or putting information concerning the lesson or assignment they are working on into graphic form. Once they learn how to use advanced organizers, they can use them anytime and with any content or lesson you give them to do.

   b. *Use cues,* metaphors, analogies, or other means of elaborating on a description of advanced organizers combined with visual cues. One way to do this is to have the group look at a blueprint of a house or other building they are familiar with. Have them see how the architect had to plan for everything ahead of time and create a preview or

graphic image of what everyone was going to have to do to complete the construction. Explain that almost any-one could help construct the house or building by reading the blueprint and the ability to read and understand these is a special and critical skill that will be useful to them later in life.

c. *Lead group discussions* about the use of advanced organizers. Have students start with talking about a lesson they have just successfully completed. They can go back through the lesson or book using different advanced organizer tools to see how they work and what is required. Encourage them to ask you anything about the learning process they want clarified.

d. *Provide guided practice* in applying advanced organizers to particular tasks. Work directly with student groups demonstrating and modeling how to identify elements. Have students who are more skilled demonstrate for the class.

e. *Provide feedback* on monitoring use and success of advanced organizers. While students use advanced orga-nizers in small groups, you should move around the room listening and supplying encouragement for con-sistent use of the tools. As students get more comfortable using these tools, you can have them monitor one another in the use of the strategy.

Research Base

Harwell, 2001

Heacox, 2002

Moore et al., 2000

Opitz, 1998

What to Watch for With ELL/CLD Students

1. There are cultural differences in cognitive/learning style and some ELL/CLD students may not respond to the brainstorming construct behind most advanced organizers.

2. By keeping the graphic design of the advanced organizer as close as possible to the illustrations in the text or some aspect of the lesson, the teacher can more tightly connect the concepts being studied with the what/who/where question-ing that precedes the lesson.

3. This is another activity that works best with preparation in the students' most proficient language and relevance to their culture before proceeding.

41. EVALUATION

Purpose of the Strategy

1. Build awareness of learning process

2. Develop categorization skills

3. Develop extended time spent on task

4. Develop personal control of situations

5. Strengthen awareness of learning process

6. Develop guidelines for strategy choice

7. Develop field sensitive skills

8. Develop categorization skills

9. Develop higher persistence

10. Lower anxiety levels

11. Reduce confusion in locus of control

How to Do It

1. At Tier 1, this strategy is used in the general education classrooms with all students.

2. The teacher introduces the students to the strategy by explaining that a strategy is a tool to help them learn and evaluation is one of these tools or strategies.

3. The teacher's goals in developing the students' evaluation strategy skills include increasing the students' awareness of what they need to do to complete a given task, providing the students with concrete guidelines for selecting and using appropriate specific strategies for achievement and guiding the students in comprehensive monitoring of the application of the strategy. These goals are accomplished through modeling, demonstrating, and describing the purpose or rationale for using the strategy. This, in turn, assists students to become aware of the types of tasks or situations where the strategy is most appropriate, the range of applications and transferability of the anticipated benefits from consistent use, and the amount of effort needed to successfully deploy the strategy (Pressley, Borkowski, & O'Sullivan 1984).

4. The teacher takes the students through the steps, pointing at a poster or diagram of the four steps. The first step is to think about how to identify what a problem consists of and how it can be measured and completed. The second step is to identify all the components of the problem and all the elements needed to solve it or to complete the task. The third step is to plan ahead for difficulties and to identify where and how to get feedback and assistance. The fourth and final step is to think about ways to generalize the lesson learned and how to apply the information in other settings and contexts.

5. Students use index cards with the steps for the evaluation strategy on them to cue themselves for each step. They select a specific problem or task and use the cards as mnemonics as they proceed through the assignment.

6. Steps for students to follow in implementing the strategy

   a. How will I analyze the problem?

   b. What are the important elements of this problem?

   c. How will I get feedback?

   d. How can I generalize the information?

7. Inform the students what evaluation is, how it operates, when to use it, and why it is useful. Begin by saying that evaluation is a way to help them analyze and monitor their learning. It works by asking and answering a series of five questions concerning a lesson they are working on. Once they learn how to use evaluation, they can use it anytime and with any content or lesson you give them to do.

8. Use cues, metaphors, analogies, or other means of elaborating on a description of evaluation combined with visual cues. One way to do this is to have the group watch a panel discussion or other presentation on television where a group is analyzing a problem or evaluating a proposal to do something. Another is to show a video of scientists working in a laboratory to evaluate whether a substance works effectively. Show how everyone can analyze, monitor, and control learning when going step by step.

9. Lead group discussions about the use of evaluation. Have students start with talking about a science or math lesson they have just successfully solved. They can go back through the lesson or interaction stopping to show how each step

of the lesson can be analyzed and monitored using the evaluation steps to see how they work and what is required. Encourage students to ask you anything about the learning process they want clarified.

10. Provide guided practice in applying evaluation to particular tasks. Here is an example of guided practice as the teacher leads the students through the use of evaluation. Examples of both teacher and student comments are shown.

Teacher: "First, you must analyze the task to determine what it requires. This includes items such as materials, time, space, or types of actions. What is the expected outcome of the task? What steps must you follow to complete the task? Review other completed assignments to determine possible steps you might take to complete this task."

Student: "What do I need to do to complete this task, and do I have all necessary materials and resources? What should the expected outcome look like? What steps must I follow to effectively achieve the expected outcome?"

Teacher: "Second, after you have analyzed the task, you must identify possible strategies that might be used to accomplish the task. Think about strategies you have used in the past to complete similar tasks. One or more of these may be necessary to complete this task."

Student: "What strategies do I know that might be appropriate for this particular task? Why might these be useful in this particular situation?"

Strategy Implementation

Teacher: "Third, prior to using a selected strategy, review the steps in that strategy. Remember that one strategy may be used in several different situations and different situations may require the use of more than one strategy."

Student: "I've selected these strategies for this task. I'll review the process associated with each strategy prior to implementation. I'll use these strategies while I complete this task."

Teacher: "Fourth, you must become aware of how useful it is to use the strategies you have selected. They assist you to complete the task accurately and efficiently. Periodically, reflect on how you are doing and how effective the strategy is for completing the task at hand."

Student: "How useful is this strategy for this particular task? Is this strategy helping me to accurately and efficiently confront the assigned task? Do I need to use a different strategy?"

Teacher: "Finally, think of other previously completed tasks where use of one or more of these strategies would have been beneficial to confronting the tasks. Could you have completed those tasks more efficiently had you used these strategies? Think of other types of tasks or future tasks where you might appropriately use one or more of these strategies."

Student: "Why were these strategies useful to this particular task? In what other types of situations would the use of these strategies be beneficial?"

11. Provide feedback on monitoring use and success of evaluation. While students use evaluation in small groups, the teacher should move around the room listening and supplying encouragement for consistent use of the question and answer steps. As students get more comfortable using this strategy, you can have them monitor one another in the use of the strategy, encouraging one another to ask and/or answer the questions.

12. Provide generalization activities. Have your students use evaluation for a variety of lessons and tasks. You should be sure to identify the strategy by name and point to the poster or visual cues about the strategy whenever you have students use it. Hold enhanced cognitive discussions about the use of evaluation in these different lesson settings, and encourage discussion of how useful or not useful students found this strategy in particular tasks.

Research Base

Brown & Palincsar (1989)

Cole, 1995; *see pages 115–116*

Opitz, 1998; *see page 61*

Pressley et al., 1984

What to Watch for With ELL/CLD Students

1. Since these students may have LEP, the monolingual, English-speaking teacher must increase the amount of demonstration and visual cues and rely less on verbal descriptions and cues. If available, bilingual assistance from peers or other education personnel may be useful in translating what is discussed in the classroom. This is especially important to provide explicit information to students concerning the rationale and value of the strategy. In addition, analogy elaboration of the evaluation strategy may be drawn from students' cultural and linguistic backgrounds. This reinforces the validity of students' previous successful learning and increases the ability of the students to make associations that will strengthen their cognitive development.

2. Students who have never been in school before will not know what is expected of them and what measuring, analyzing, and evaluating look like.

3. Some translation and discussion in the ELL students' more proficient language may be necessary to clarify what is to be done and why.

42. REALITY-BASED LEARNING APPROACHES

Purpose of the Strategy

1. Build awareness of learning

2. Reduce confusion in locus of control

3. Reduce off-task behaviors

4. Improve motivation

How to Do It

1. At Tier 1, this strategy is done in general education and integrated classrooms where all students participate in the activities.

2. Teachers provide students with real purposes and real audiences for reading, writing, and speaking.

3. Teachers provide students with real audiences and real application situations for presenting mathematical and scientific hypotheses or calculations.

4. When students write and speak to intended purposes and audiences, they are more likely to be motivated and to obtain valuable feedback on their efforts.

Research Base

Cole, 1995; *see pages 25–26*

What to Watch for With ELL/CLD Students

1. In some societies and cultures, children are actively discouraged from speculation and make-believe and are encouraged to stay focused on real-life, real objects, and real interactions.

2. It is not always apparent when your students come from homes where make-believe and fantasy are not supported. Always introducing new content by giving real examples and real applications will assist students in accessing and comprehending the content of the lesson.

3. The teacher can begin introducing make-believe examples and applications as students become comfortable with the general learning process. Teachers should always make it clear when something is nonfiction and when something is fiction.

43. INTERDISCIPLINARY UNIT

Purpose of the Strategy

1. Build transfer skills

2. Develop thinking and planning skills

3. Facilitate connections between known and new

4. Improve access to prior knowledge

5. Strengthen language development

How to Do It

1. At Tier 1, this strategy is a way of organizing curricular elements that cuts across subject-matter lines to focus upon comprehensive life problems or broad areas of study that bring together the various segments of the curriculum into meaningful association.

2. Teachers use thematic, interdisciplinary teaching to help students connect what they learn from one subject to another, to discover relationships.

3. In primary grades, students plan a trip to the grocery store. They set up schedule, timing, measuring, counting, reading, identifying, describing, comparing, assessing, and budgeting activities in relation to their trip.

4. In intermediate grades, students plan the same trip to the grocery store, but they add spatial orientation, nutrition, and considerations of the quality of life.

5. In secondary grades, students study the social impact of a given scientific or technological development at the same time that they are becoming acquainted with the science or technology itself.

6. Bondi (1988) recommends the following steps in designing interdisciplinary units.

    a. *Select a theme together.* Brainstorm together possible themes. Look for themes that relate to district/school goals and that interest students. Expand or narrow your theme as appropriate to reflect the teaching situation in which you are involved. Appoint a team leader for the duration of the development of the unit.

    b. *Work independently.* Identify topics, objectives, and skills from within your subject area that could be developed in this unit.

    c. *Meet together to define objectives for the unit.* Share all topics, objectives, and skills and combine them into a manageable package.

    d. *Meet together or select activities.* Match these activities to your goals in individual subjects. Stretch a little, if need be. Look for activities that provide student options and exploratory activities.

    e. *Brainstorm resources.* Consider both material resources and people resources.

    f. *Develop your activities* (individually and collectively). Divide the responsibility among the team to order, collect, and contact.

    g. *Schedule your unit.* This includes not only setting the dates for when to teach it but also scheduling the use of rooms, speakers, and so on.

    h. *Advertise your unit.* Do whatever you can to excite student and parent interest in the unit. Advertise in the school newsletter. Put up a "Coming Attraction" bulletin board. Wear slogans on your lapel.

    i. *Implement your unit.* Have fun and do not expect everything to be perfect.

Research Base

Bondi, 1988

Cole, 1995

What to Watch for With ELL/CLD Students

1.   This is an excellent strategy for making content relevant to the lives of diverse learners. Be sure to include real activities related to the specific communities that your students come from.

2.   For newcomers and beginning-level ELL students, the teacher should assign a bilingual peer helper or partner as the unit is explained.

44. LEARNING CENTERS OR STATIONS

Purpose of the Strategy

1.   Build confidence in independent work

2.   Reinforce content lessons

3.   Improve access to prior knowledge

4.   Expand comprehension

How to Do It

1.   At Tier 1, this strategy is part of the general education classroom and worked into the layout of the classroom with use of furniture and other means of demarking specific learning areas.

2.   The teacher creates areas or locations in the classroom where students work on various tasks simultaneously.

3.   These areas can be formal or informal and can be distinguished by signs, symbols, or colors. Centers differ from stations in that centers are distinct content locations while stations work in concert with one another. For example, there may be a science center, math center, writing center, and reading center in the classroom, each with its special furniture, equipment, and materials. Assignments or tasks specific to each center or station activity are either handed out before the activity begins or available at each location.

Research Base

Ashworth & Wakefield, 2004

Movitz & Holmes, 2007

C. A. Tomlinson, 1999

What to Watch for With ELL/CLD Students

1.   ELL/CLD students should not go to separate learning centers for primary instruction in a content lesson or task. They need direct instruction in the content or task including key vocabulary and guided practice in what is expected of them at each learning center.

2.   After the ELL/CLD students have been prepared for the learning centers and shown how to use the materials or equipment at each center, they can join in the activities at each center just as the rest of the class does.

3.   Learning centers are a good way to reinforce content knowledge and allow students to become engaged in applications of this new knowledge.

45. THEMATIC INSTRUCTION (INTERDISCIPLINARY UNITS)

Purpose of the Strategy

1. Build transfer skills

2. Develop thinking and planning skills

3. Facilitate connections between known and new

4. Improve access to prior knowledge

5. Strengthen language development

How to Do It

1. At Tier 1, this strategy is a way of organizing curricular elements that cut across subject-matter lines to focus on comprehensive life problems or broad areas of study that bring together the various segments of the curriculum into meaningful association.

2. The teacher uses thematic, interdisciplinary teaching to help students connect what they learn from one subject to another, to discover relationships.

3. In primary grades, students plan a trip to the grocery store. They set up scheduling, timing, measuring, counting, reading, identifying, describing, comparing, assessing, and budgeting activities in relation to their trip.

4. In intermediate grades, Students plan the same trip to the grocery store, but they add spatial orientation, nutrition, and considerations of the quality of life.

5. In secondary grades, students study the social impact of a given scientific or technological development at the same time that they are becoming acquainted with the science or technology itself.

6. Bondi (1988) recommends the following steps in designing interdisciplinary units.

   a. *Select a theme together.* Brainstorm together possible themes. Look for themes that relate to district/school goals and that interest students. Expand or narrow your theme as appropriate to reflect the teaching situation in which you are involved. Appoint a team leader for the duration of the development of the unit.

   b. *Work independently.* Identify topics, objectives, and skills from within your subject area that could be developed in this unit.

   c. *Meet together to define objectives for the unit.* Share all topics, objectives, and skills and combine them into a manageable package.

   d. *Meet together or select activities.* Match these activities to your goals in individual subjects. Stretch a little, if need be. Look for activities that provide student options and exploratory activities.

   e. *Brainstorm resources.* Consider both material resources and people resources.

   f. *Develop your activities* (individually and collectively). Divide the responsibility among the team to order, collect, and contact.

   g. *Schedule your unit.* This includes setting the dates for not only when to teach it but also scheduling the use of rooms, speakers, and so on.

   h. *Advertise your unit.* Do whatever you can to excite student and parent interest in the unit. Advertise in the school newsletter. Put up a "Coming Attraction" bulletin board. Wear slogans on your lapel.

   i. *Implement your unit.* Have fun and don't expect everything to be perfect.

Research Base

Bondi, 1988

Cole, 1995; *see pages 26–27*

What to Watch for With ELL/CLD Students

1. This is an excellent strategy for making content relevant to the lives of diverse learners. Be sure to include real activities related to the specific communities that your students come from.

2. For newcomers and beginning-level ELL students, the teacher should assign a bilingual peer helper or partner as the unit is explained.

46. ACTIVE PROCESSING

Purpose of the Strategy

1. Build awareness of learning

2. Develop academic language

3. Develop personal control of situations

4. Facilitate access to prior knowledge

5. Reduce off-task behaviors

6. Reduce impulsivity

How to Do It

1. At Tier 1, this strategy is done with all students in the general education setting. *Caution*: It can become quite noisy in a large classroom, so be prepared.

2. When applying the active processing strategy, students work through problems or tasks using the sequence of self-monitoring questions given here. For example, your students must prepare for the state-administered achievement tests required at this grade level, but several of your diverse learners have never taken such tests before and they are unfamiliar with this type of evaluation. They have heard stories of something scary that happens to schoolchildren every year and are bracing themselves to endure this external event. You could modify your preparation for this event by integrating the active processing strategy into the lessons before the testing period. Start by having the students in your class speak aloud with one another in small groups about the content and process of lessons they are learning following the steps in active processing. Do this in every content area until the students are familiar with the process itself. Then a few weeks before the state assessments, introduce the concept of standardized achievement tests to your class. Have your students discuss how group and norm measures differ from individual and curriculum based assessments and the implications of this for each participant (Step 1 of active processing, "What is my task?"). Have the groups discuss what they will need to have with them and what the setting is like. Have those students who have taken tests like this describe the process and what it was like for them. Talk about the expectations of test administrators regarding notes, whispering, looking at others, pencils, calculators, and so on (Step 2 of active processing, "What do I need to do to complete my task?"). Discuss what an acceptable performance might be for various levels of completion and knowledge. Explain some of the test strategies that help successful test takers even when they are unsure of the answer. Clarify the expectations of parents, teachers, and others about the test activity (Step 3 of active processing, "How will I know my task is done correctly?"). Provide suggestions for relieving stress during the test and ideas for self-monitoring their progress through the different sections of the test (Step 4 of active processing, "How will

I monitor the implementation?"). Discuss how timekeepers work and what the timelines will be on this test. Discuss ways to identify when it is time to move to another section and what to do when they are finished with the test (Step 5 of active processing, "How do I know the task is completed?").

3.   Students work through a task aloud, naming each step and asking themselves the appropriate questions for the task. Steps for students to follow in implementing this strategy

    a.   What is my task?

    b.   What do I need to do to complete my task?

    c.   How will I know my task is done correctly?

    d.   How will I monitor the implementation?

    e.   How do I know the task is correctly completed?

4.   For example, suppose you want your students to complete a new unit in language arts about bears in fact and fiction. Some of your diverse learners are not familiar with the concept of fact versus fiction as used on our society and have no words in their native language for this distinction; also, several of them have little or incomplete prior schooling. You could modify your preparation for this unit by integrating the active processing strategy into the lessons. Begin having the students in your class speak aloud about what they know about bears and other animals with one another in small groups using the active processing steps. Do this within the context of reinforcement and review of prior content the students have successfully accomplished until the students are familiar with the active processing process itself. Then introduce the concept of fact versus fiction to your class. Have them discuss how these differ using real-life experiences from their homes or communities. Use visual and physical examples of the concept, such as a photograph of a car and a sketch or drawing of a car, a realistic portrait of a child and an abstract painting of a child, a picture of astronauts on the moon and a picture of children playing on the moon, and the like to ensure that students are aware of what is involved. Have students discuss examples from their communities or lives. Discuss how to tell the difference and what is involved in the process (Step 1 of active processing, "What is my task?"). Have the groups discuss what they will need to compare and contrast fact from fiction and what actions are involved. Have those that are more successful describe the process and what it was like for them to learn it. Talk about the importance of learning this skill and discuss the steps involved. Have your students work in groups to develop a set of rules outlining the steps to follow (Step 2 of active processing, "What do I need to do to complete my task?"). Discuss what an acceptable performance might be for various levels of skill and knowledge. Explain some of the strategies that help students be successful at separating fact from fiction. Discuss how to check for the accuracy and the steps involved (Step 3 of active processing, "How will I know my task is done correctly?"). Provide suggestions for relieving stress during the lesson and ideas for self-monitoring their progress through the different steps of the process (Step 4 of active processing, "How will I monitor the implementation?"). Discuss ways to identify when it is time to move to another question or example and what to do when they have finished each set of comparisons (Step 5 of active processing, "How do I know the task is completed?").

5.   The strategy preparation can be done in the native language or dialect of the students to assure their understanding of your expectations and their task prior to carrying the assignment out in English or other communication mode.

6.   Using active processing reduces impulsive tendencies and naturally illustrates how a student can use reflection in answering questions and completing tasks.

Research Base

Cole, 1995

Tovani, 2000; see pages 26–29

What to Watch for With ELL/CLD Students

1. The strategy preparation can be done in the native language or dialect of the students to assure their understanding of your expectations and their task prior to carrying out the assignment in English or other communication mode.

2. Students who are less proficient in English will need guidance in using the steps of active processing; the process can be explained and practiced in the students' most proficient language before going on in English.

3. Active processing can be used in any language of instruction and in any content area or age level.

47. ANALOGY

Purpose of the Strategy

1. Develop higher tolerance

2. Facilitate access to prior knowledge

3. Build transfer skills

4. Develop categorization skills

How to Do It

1. At Tier 1, this strategy can be done in the general education classroom with all students participating. Students may be paired with culture and language peers at first and then mixed pairs of diverse students as they become comfortable with the strategy.

2. Students each share something they already know about the lesson topic, something that is meaningful to them. They go through the steps of analogy in pairs as they share their items/ideas with one another. Steps for students to follow in implementing this analogy strategy.

    a. What do I already know about this item or concept?

    b. How does what I already know about this idea or item compare with the new idea or item?

    c. Can the known idea or item be substituted for the new item or idea and still make sense?

    d. How can I elaborate on these comparisons through analogies?

3. When applying the analogy strategy, students work through problems or tasks using the previous sequence of self-monitoring questions. Let us suppose that you are about to have your students begin a new unit in social studies about immigration nationally, in your state, and your local community. You have several students who are newcomers to your community, from different parts of the world and from CLD backgrounds. You could modify your usual instructional approach by building in an opportunity for your students to compare and contrast their personal experiences with current immigration and refugee policies and procedures with those in their past experience. You would have them first discuss the difference between immigrant, colonist, settler, emigrant, and refugee using examples from current news stories on television. You could also have them see videotapes or actually visit an INS office or a center where particular groups of newcomers to America receive services. You then have them share what they know about these terms and services from their personal, current experience (Step 1 of analogy, "What do I know about things like this?"). They could then share how these experiences are similar to others they are familiar with or others in the classroom (Step 2 of analogy, "How is what I know similar to this new thing?"). Then they would discuss the differences between their personal or familiar experiences and what is new to them about the policies, procedures, services, and experiences (Step 3 of analogy, "How is this new thing different from what I know?"). The students could explore how different people's experiences might change if certain elements of their circumstances were substituted for another (Step 4 of analogy, "Can I substitute

what I know for this new thing?"). Now the students would be ready to expand this knowledge to identifying ways to improve current models of service and how they might help other newcomers to the community (Step 5 of analogy, "How can I elaborate on this?"). Discussions will naturally rise out of these lessons about comparing and contrasting based on high- versus low-tolerance characteristics.

4. For example, students are shown an object that looks familiar, such as a metal rod used to connect two wheels on a toy car. They generate words describing the rod such as "long," "shiny," "manufactured," "connects," and "an axle." They then are shown another metal rod that is unfamiliar to them. They generate more words describing the new object. Some of the words will be similar, some different. Example words might be "long," "shiny," "threaded ends," "connects something," "pointy," "heavy," and "metallic." They may actually try to substitute the new rod for the toy axle or they may make guesses about substitution and conclude that it could be done but won't work exactly. They generate sentences such as "The axle is smaller than the new rod;" "The new rod is larger than the axle of the toy car;" "The new rod has threaded ends and the axle does not;" "The axle is to a car as the new rod is to something else;" and "The axle is as shiny as the new rod is."

Research Base

Cole, 1995

Tovani, 2000

What to Watch for With ELL/CLD Students

1. Be sure students are matched with peers with whom they can communicate comfortably while they are all learning the strategy and steps in the process.

2. After students learn the process and steps, posters or cards with reminder illustrations and the words of the steps can be put up around the room.

3. Once students can use analogy without prompting, they can be paired up with nonbilingual peers for more applications.

48. PROBLEM-SOLVING COPING

Purpose of the Strategy

1. Build awareness of learning process

2. Develop extended time spent on task

3. Develop higher tolerance

4. Develop personal control of situations

5. Develop problem-solving skills

6. Lower anxiety levels

How to Do It

1. At Tier 1, this strategy is taught to an entire classroom of integrated mixed learners in the benchmarked general education program.

2. The teacher has students identify specific problem(s) they want to solve as a group. Each group follows the coping steps as they address their problem, writing down their answers and ideas for each stage of the problem solving.

3. Steps for students to follow in implementing this strategy

    a. What is the problem?

    b. What are possible solutions?

    c. What is my action plan?

    d. Where can I go for help?

    e. When should I start?

    f. How will I deal with setbacks?

    g. What is my outcome?

4. When applying the coping strategy, students work through problems or tasks using the sequence of self-monitoring questions. Let us suppose that you are about to have your students begin a new unit in language arts about the difference between verbs and nouns. You have several students who are new to your community, of limited prior schooling, from a linguistic community that does not use the same tense and plural forms as English, and many of whom are LEP. You could modify your usual instructional approach by building in an opportunity for your students to examine the lesson ahead of time, to identify any problems they may expect to have in successfully completing the lesson, and to understand exactly what they are expected to do in the lesson (Step 1 of coping, "What is the problem?"). The student groups then would identify what they will need to know as a foundation to the lesson and then what they will need to do to successfully complete the lesson (Step 2 of coping, "What are my action steps?"), discussing ahead of time what kind of words they might see and how they might be used. This might include some practice ahead of time in hearing and speaking the words you want them to use later on their own. They identify ahead of time where sources of information and assistance are available to them (Step 3 of coping, "Where can I go for help?") including materials, dictionaries, peers, and adults available to them in the school. During this planning time, students also discuss what might happen to prevent them getting information or achieving parts of your outcomes. They come up with a supportive, group plan for dealing with barriers in accomplishing their tasks (Step 4 of coping, "How will I deal with setbacks?"). Finally, the students create a clear idea in their minds of what exactly an acceptable outcome of this activity will be (Step 5 of coping, "What will my outcome be?"). By following these steps and keeping all of this in mind while working on the lesson you have for them, they will be able to increase their persistence in accomplishing the task and will increase their likelihood of completing the task successfully.

Research Base

McCain, 2005

Reid, Webster-Stratton, & Hammond, 2007

What to Watch for With ELL/CLD Students

1. The strategy preparation can be done in the native language or dialect of the students to assure their understanding of your expectations and their task prior to carrying the assignment out in English or other communication mode.

49. INFORMATION ORGANIZATION STRATEGY—EASY

Purpose of the Strategy

1. Build awareness of learning process

2. Develop extended time spent on task

3. Develop personal control of situations

4. Facilitate organization and prioritization of information

5. Develop focus

How to Do It

1. At Tier 1, this strategy facilitates all students in learning to organize information and identify what is most important to focus on in a lesson.

2. The teacher can create posters with the EASY steps on them and hang them around the room.

3. Students can create cue cards to remember each step. Students follow steps while reading passages or thematic elements. The steps in EASY are

> **E**licit questions (who, what, where, when, why)
> **A**sk self which information is least difficult
> **S**tudy easy content initially, followed by difficult
> **Y**es! Provide self-reinforcement through rewards or points

Research Base

Lapp, Flood, Brock, & Fisher, 2007

Moore et al., 2000

What to Watch for With ELL/CLD Students

1. Much like the other mnemonics provided in these strategy lists, ELL/CLD students need bilingual explanations of the teacher's expectations and guided practice in implementing the steps in the strategy.

2. Newcomers will need to have the EASY steps modeled and explained in their most proficient language before they can proceed independently.

3. Students can be paired with partners who are slightly more bilingual than they are to facilitate their learning this process.

50. ORGANIZATION STRATEGY—SORTING

Purpose of the Strategy

1. Develop analytical skills

2. Develop association skills

3. Develop categorization skills

4. Develop field independent skills

5. Improve mnemonic retrieval

How to Do It

1. At Tier 1, this strategy is done in the general education classroom with all students participating. Teachers may assign students of similar language and ability to either heterogeneous or homogeneous groups depending on their specific goals.

2. The teacher directs work in small groups. The student groups are given bags or boxes of mixed items. Each small group goes through the steps, sorting all the items in the piles into clusters as defined by the teacher. It is best to start with

an open sort (i.e., do not give the categories or attributes to sort but allow students to generate them). After the open sort, students can be given specific attributes or characteristics to use to sort the items into categories. They make lists of their groups of items to share with the class. Steps for students to follow in implementing this strategy

    a. What elements go together and why?

    b. What do I call these groups?

    c. Can I remember the elements by the group?

    d. How can I generalize this information?

3. When applying the organization strategy, students work through problems or tasks using the sequence of self-monitoring questions. For example, you are going to have a new unit about rocks and minerals (i.e., igneous, sedimentary, conglomerate, and so on). Many of your students are unfamiliar with these ways of grouping natural materials that they consider generically as rocks. One group of students comes from a culture where rocks are grouped by hard versus soft, another from a culture that groups rocks by whether they can be used to produce something in the home. You might introduce your class to the lesson by having actual examples of the rocks to be studied present to handle or take the class on a field trip to the museum or a local mine or industrial area to observe them. You could also show pictures or videos of chemists interacting with the materials. Have the students look for patterns in appearance, use, environment, chemical reactions, and so on. They could chart the attributes and characteristics of the rocks and minerals on a graph or in Venn diagrams (Step 1 of organization, "What elements go together?"). Now they should look for distinctive patterns of commonality between rocks and minerals that shows whether they go together (Step 2 of organization, "What attribute of these am I using to group them?"). Ask the students what they would name the group of rocks and minerals based on the major attributes. Now introduce them to the common English name of the group (Step 3 of organization, "What name do I give to each group?"). Discuss how the materials in each group share certain common characteristics, and then discuss the characteristics that all rocks and minerals share in common as rocks and minerals (Step 4 of organization, "How are the groups similar to one another?"). Discuss how the rocks in each group might differ from one another, how each group of rocks and minerals differ from the other groups, and how rocks differ from nonrocks (Step 5 of organization, "How are the groups different from one another?"). Finish the unit with a discussion of how to find patterns in anything you are studying (Step 6 of organization, "What organization patterns do I see?").

4. You might now step back from the lesson and discuss the enhanced cognitive learning that you have provided students, the learning to learn lesson that is represented by the strategy you had them use. At this point, you would discuss how everything in the world is composed of various elements that need to be identified to understand the whole thing being studied (field independence) and that when all the parts are put together the meaning of the whole thing results (field sensitive).

Research Base

Ferris & Hedgcock, 2005

Iachini, Borghi, & Senese, 2008

What to Watch for With ELL/CLD Students

1. The strategy preparation can be done in the native language or dialect of the students to assure their understanding of your expectations and their task prior to carrying the assignment out in English or other communication mode.

2. Understand that all cultures have different ways of thinking of common attributes of a group of similar objects. What constitutes the criteria to pay attention to will vary based on cultural values and learning practices. Although it seems obvious to one group that the predominant surface color of a set of objects is what links them together as a set of objects, to another group it might be that surface texture or size is more important as an attribute for sorting out similarity and difference.

51. RECIPROCAL QUESTIONING

Purpose of the Strategy

1. Improve reading comprehension

2. Use discourse techniques

3. Use an inquiry approach

4. Improve mnemonic retrieval

5. Improve retention

6. Develop thinking and planning skills

How to Do It

1. At Tier 1, this strategy is done in the integrated classroom in any content area.

2. The teacher and students ask one another questions about a selection. Students modeling of teacher questions and teacher feedback are emphasized as the learner explores the meaning of the reading material.

Research Base

Cole, 1995

Moore et al., 2000; see pages 141–142,

What to Watch for With ELL/CLD Students

1. Provide initial setup in the student's most proficient language.

2. Students can practice reciprocal questioning with one another in their native language and then proceed with English proficient students.

52. COGNITIVE STRATEGIES IN HOME AND COMMUNITY LANGUAGE

Purpose of the Strategy

1. Improve motivation

2. Minimize behavior problems

3. Build transfer skills

4. Develop cognitive academic language

5. Reduce code-switching

How to Do It

1. At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.

2. Teachers working with student peers or assistants discuss the academic language of learning and of the classroom in both English and in the home and community language, when possible. Bilingual posters and signs about cognitive academic language proficiency are posted and referred to regularly.

Expansion: Periodically, the teacher will stop a lesson in various content areas and ask students to discuss what is being presented and how, and what academic behaviors are expected.

Research Base

Collins Block & Mangieri, 2003

Roessingh, Kover, & Watt, 2005

Strickland et al., 2002

Walter, 2004

What to Watch for With ELL/CLD Students

1. Not all ELL/CLD students are academically fluent in their home or community language.

2. Graphics and illustrations representing the cognitive strategies may be used on posters or individual cue card sets for the students. These can be bilingual.

53. CONSISTENT SEQUENCE

Purpose of the Strategy

1. Build academic transfer skills

2. Build awareness of appropriate academic behaviors

3. Improve confidence in academic interactions

4. Reduce distractibility

How to Do It

1. At Tier 1, this strategy is done in the general education classroom with all students.

2. The teacher presents all content lessons with the same instructional language and direction sequence to the extent possible.

3. Posters can be put up around the room with the lesson process and teachers may point to each step as they go through the lesson.

Expansion: Students can role-play giving the directions themselves.

Research Base

Mathes et al., 2007

Vaughn & Linan-Thompson, 2007

What to Watch for With ELL/CLD Students

1. This strategy is consistent with the Sheltered Instruction Observation Protocol (SIOP) model used in many ELL programs.

2. Newcomers who have never attended school may become confused if every lesson and activity occurs in seemingly random patterns. They do not know what is expected of them at various stages of the lesson. They do not know what to attend to and what is less important.

3. This is also going to impact students with undiagnosed attention deficit disorders that they have not yet learned to accommodate.

4. It is better to start out with simple consistent steps and add as students become comfortable and familiar with what is going to happen in the classroom.

54. CONTEXT EMBEDDING

Purpose of the Strategy

1. Develop content knowledge foundation

2. Develop cognitive academic language proficiency

3. Develop content area skills

How to Do It

1. At Tier 1, this strategy is used with all students in the general education classroom in all content areas at the beginning of every lesson.

2. The teacher presents lessons with concrete, physical models and demonstrations of both content and expected performance. Language is simplified and content focused. Lessons address real-life situations and learning.

3. Students are encouraged to work in small groups on content-focused activities and to discuss lessons in home and community language.

Research Base

Cummins, 1984

Cummins, Baker, & Hornberger, 2001

Donaldson, 1978

Roessingh et al., 2005

What to Watch for With ELL/CLD Students

1. Vocabulary may be previewed with fluent speakers in the students' most proficient language.

2. Some cultures may have strictures against children handling or being too close to certain objects. Always screen items ahead of time with knowledgeable community members.

55. EXPERIENCE-BASED LEARNING

Purpose of the Strategy

1. Build transfer skills

2. Develop cognitive academic language

3. Develop content knowledge foundation

4. Facilitate analogy strategies

How to Do It

1. At Tier 1, this strategy can be done in the general education classroom with all students participating. Students may be paired with culture and language peers at first and then mixed pairs of diverse students as they become comfortable with the strategy.

2. In primary grades, teachers guide students to illustrate specific experiences in which students have participated. Activity may be paired with field trips or other shared experiences or may be in reference to prior life experiences of ELL/LEP students. Community members may make presentations about events significant to students' families. Teachers

then have students tell what their illustrations depict and write down verbatim what the students say. Students then read back to the teacher what has been written.

3. In intermediate and secondary grades, teachers guide students to illustrate and write stories about their experiences. These stories can be put into collections and bound for use by other students. Stories can be kept in the classroom, library, or media center.

Research Base

Beckett, 2002

Beckett & Miller, 2006

Beckett & Slater, 2005

Coelho & Rivers, 2003

Cole, 1995; see page 126

What to Watch for With ELL/CLD Students

1. Some shared experiences will be very novel for particular cultural members of a group, more than for other members. Be sure to give those who have never seen something before extra preparation time and explanations of what they are going to see or do during the field trip or experience.

2. Be sure students are matched with peers with whom they can communicate comfortably while they are all learning the strategy and steps in the process.

3. Be sensitive to cultural mores about certain experiences and businesses. You may need to spend extra time discussing what is going to be seen and heard or, in some cases, be prepared to have some students participate in a related but separate activity.

56. GUIDED READING AND WRITING IN HOME AND COMMUNITY LANGUAGE

Purpose of the Strategy

1. Improve motivation

2. Minimize behavior problems

3. Build transfer skills

4. Develop confidence in school language and rules for academic and social interactions

5. Reduce code-switching

6. Develop cognitive academic language

How to Do It

1. At Tier 1, this strategy facilitates the transition of ELL/CLD students from their primary language base to bilingualism and helps with their interaction with all students in the general education classroom.

2. The teacher directs advanced-fluency student to lead a guided reading or writing activity in the home and community language. Students can reread parts of a story in pairs after the directed reading activity rather than have one student read while the others all listen. Students then write summaries of what they have read. Writing can be in either home and community language or English. During this time, the students have a chance to help one another. Advanced-fluency students can dramatize and create dialogue to illustrate the action.

Research Base

Cole, 1995; *see pages 150–152*

Haneda, 2008

Reggy-Mamo, 2008

Ross, 1971

Strickland et al., 2002; *see page 217*

What to Watch For With ELL/CLD Students

1. Not all ELL/CLD students are literate in their home or community language.

2. Picture dictionaries with bilingual words and definitions are usually the most practical reference to use with younger, less educated students.

57. ALTERNATE RESPONSE METHODS

Purpose of the Strategy

1. Facilitate learning

2. Accommodate diverse learning styles

3. Develop task completion

How to Do It

1. At Tier 1, this strategy can be done with all students in a mixed general education classroom. This adapts the mode of response required of students.

2. Students respond to questions in a manner compatible with their needs. Allow students who have difficulty with writing activities to tape-record their answers. Students are allowed to express their understanding of a question or issue in varied ways to meet their individual needs. This practice ensures that students have the best possible chance to show that they have acquired and retained skills and knowledge.

3. For example, students may tape-record their oral responses to questions given in class. For the geography unit, provide the questions in writing for the student to take home and practice responding. Some names of American states are very difficult to pronounce. Provide time for students to work alone or with a peer to write the difficult state names on tag board cards that they can hold up during class discussion rather than say aloud.

4. Keep in mind Howard Gardner's (1993a; 1993b) work on multiple intelligences. What other forms might be available to students to express their understanding? If the topic is westward expansion, the student could find musical examples illustrating the various cultures that came into contact with each other and could make a mixed sound recording to demonstrate the culture clashes and consequences of expansion. The students could draw a map or other illustration supporting the musical representation and their understanding of the geographic concept of the movement of populations from one location to another.

Research Base

Bailey, 1993

Cole, 1995; *see pages 34–35*

Gardner, 1993a

Gardner, 1993b

Tannenbaum, 1996

What to Watch for With ELL/CLD Students

1. Some CLD students have had previous schooling in situations where students have no choice in their responses and teachers are authority figures who direct every action in the classroom.

2. When the teacher wishes to make student empowerment an instructional goal, this strategy is an excellent direction to take.

3. Demonstrate how the various responses can be made, including color, modeling, illustrating, and the like.

4. Some role-play in the process may be helpful.

58. SUCCESS

Purpose of the Strategy

1. Develop personal control of situations

2. Facilitate student self-concept as a successful person

3. Improve confidence and self-esteem

4. Improve retention

5. Utilize prior knowledge

How to Do It

1. At Tier, 1 this strategy is part of the modus operandi in the general classroom.

2. The teacher ensures that each student successfully completes assigned tasks by initially reducing the level of difficulty of materials and gradually increasing the level of difficulty as easier tasks are met with success. The teacher also reduces the complexity level of vocabulary or concepts in written material to help the student complete a reading task. Through this strategy, learners may read material similar to others in the class without requiring an excessive amount of individual attention from the teacher.

3. For example, the teacher places a transparency over a page of written material, (with a fine-point marker) crosses out the more difficult words, and writes simpler equivalents of those words above or in the margin next to the crossed-out words. As students read, they substitute the simpler words for those marked out.

Research Base

Gibbons, 2003

Krumenaker, Many, & Wang, 2008

Leki, 1995

 C. A. Tomlinson, 1999

What to Watch for With ELL/CLD Students

1. The teacher needs information or professional development about all of the diverse learning styles, cultures, and languages in the classroom to design accessible learning activities for all students.

2. There is as much diversity within the ELL and CLD population as there is between the non-ELL and ELL population as a whole.