STUDENTS WITH INTERRUPTED FORMAL SCHOOLING INSTITUTE
The New York City Regional Bilingual & Education Resource Network
Rose Hill Campus, Fordham University
8:30 AM - 3:00 PM

I. Distinguishing Among Two Types of SIFEs
II. Program Features SIFEs Need to Succeed
III. Scheduling of SIFE Programs
IV. Features of Comprehensive Language and Literacy Instruction for SIFE-ELLS
V. Exploring a Range of Literacy Strategies for SIFE ELLs
   a. Word Work/Decoding and Encoding Activities
   b. Academic Vocabulary Building
   c. Reading Comprehension Strategies that Make a Difference
   d. Early Writing Strategies for Limited Literacy SIFE Students
   e. Later Writing Strategies that Advance the Writing Skills of Below-Grade-Level SIFEs
### Who are our ELLs? Subgroups:

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newcomers</td>
<td>Students who have been in our schools for three years or less and are English Language Learners. ELLs in our schools one year or less are exempt from the ELA.</td>
<td>61.0%</td>
</tr>
<tr>
<td>Middle-year ELLs</td>
<td>Students who have completed between four and six years of ELL services in New York City schools and continue to require them.</td>
<td>24.3%</td>
</tr>
<tr>
<td>Long-term ELLs</td>
<td>Students who have completed at least six years of ELL services in New York City schools and continue to require them.</td>
<td>13.0%</td>
</tr>
<tr>
<td>Special Education ELLs</td>
<td>ELLs served by an Individualized Education Plan (IEP). An IEP team determines a student's eligibility for special education services and the language in which special education services are delivered.</td>
<td>21.0%</td>
</tr>
<tr>
<td>Students with Interrupted Formal Education (SIFE)</td>
<td>ELLs who have entered a US school after second grade; have had at least two years less schooling than their peers; function at least two years below expected grade level in reading and mathematics; and may be pre-literate in their first language.</td>
<td>9.8%</td>
</tr>
<tr>
<td>Former ELLs</td>
<td>Students that have reached proficiency on a test of English language skills and no longer require ELL services.</td>
<td>12.6%</td>
</tr>
</tbody>
</table>

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### What’s True For All ELLs? What’s Specific to SIFE/ELLs?

[Diagram showing overlap between ELL and SIFE]
As you watch, notice similarities in:
• the SIFE students you serve (student characteristics, needs)
• the instruction that is needed
• The program components that must be in place
• Organizational structures that support SIFEs

According to the NYSED CR Part 154 Definition, LEP/ELL SIFE are those Students who:

- Come from a home where a language other than English is spoken and enter a school in the U.S. after grade two;
- Upon enrollment, have had at least two years less schooling than their peers;
- Function at least two years below expected grade level in reading and in mathematics; and,
- May be pre-literate in their native language.
DISTINGUISHING BETWEEN TWO TYPES OF SIFES

TWO TYPES OF SIFE STUDENTS

NYS SIFE Definition Catches Two Groups of Kids:

A. Out of School for 2 Years; Below Grade Level Literacy; Need to Catch Up

B. Very Limited Schooling, Emergent/New Readers (Pre- or Early Literacy in L1 & L2); Need Systematic Initial Literacy and Numeracy Instruction
Who are the SIFE? In New York City

- The top twelve high incidence languages among new SIFE somewhat reflect the predominate languages of the current ELL population, with the addition of Fulani (1.0%), Uzbek (0.6%), and Wolof (0.5%).
- More than half of new SIFE speak Spanish (62.5%) at home, with more than half of those from the Dominican Republic.
- Other predominate languages among SIFE include Arabic (7.5%), Bengali (5.8%), Haitian Creole (5.3%), Chinese (5.2%), French (3.9%), Russian (1.8%), Urdu (1.2%), and Punjabi (0.5%).

SIFE, like other ELLs, need:

- Mastery of English
- Application of literacy skills and background knowledge to the study of academic subjects taught in English

But SIFE also need:

- Literacy skills in the L1 (or L2) for the study of all academic subjects
- Background knowledge to take them to grade level
Are Your LFS Students:

- STUDENTS WITH LIMITED FORMAL SCHOOLING IN THEIR HOME COUNTRY?
- REFUGEES OR CHILDREN AND YOUTH WHO HAVE EXPERIENCED POLITICAL UPHEAVAL THAT CURTAILED SCHOOLING OPPORTUNITIES?
- SEPARATED FROM THEIR NATURAL FAMILY?
- STUDENTS WITH INTERRUPTIONS AND DISCONTINUITIES IN TEACHING APPROACHES AND EVEN IN THE LANGUAGE USED FOR THEIR EDUCATION?
- FROM ISOLATED RURAL AND OFTEN IMPOVERISHED REGIONS OF THE WORLD?
- FROM ECONOMICALLY IMPOVERISHED FAMILIES WHERE ALL MEMBERS MUST WORK, INCLUDING THE CHILDREN?

Factors That May Impact SIFE Students:

- Trauma
  - Before coming to US
  - During journey
  - After arrival
- Lack of Formal Education/Academic Gaps
- Literacy Needs
- Experience with Classroom Culture
- Culture Shock/Cultural Conflicts
Collecting Information That Matters To Plan Instruction

What predicts individual learner needs?

1. Immigration status
2. Quality of education background
3. Native language
4. Cultural distance from U.S culture
5. Expectation of remaining in the US
6. Economic resources

Lucas, 1997
BASIC INFORMATION TO COLLECT

- Prior Literacy Skills and Training in L1
- Level of Proficiency in English Upon Entry to Your School
- Prior Schooling
- Last Grade Level Completed
- Family Background
- Similarity of the Home Language and Culture to that of the Mainstream

PROGRAM FEATURES SIFES NEED TO SUCCEED
FOUR-PRONGED APPROACH FOR LFS STUDENTS (LINSE, YEDLIN & STARK, 1993)

SUCCESSFUL PROGRAMS INCLUDE:

1. Literacy Instruction
   a. Reading
   b. Writing
   c. Spelling
   d. Handwriting
2. Counseling; Personal Support
3. Orientation to School
4. Study Habits
5. Academic Content Knowledge
BASIC PROGRAMMING NEEDS:

- Accelerate Learning and Plan for the Future
- Build Positive Relationships to Support Learning (Pedagogical Caring)
- Assess Where They Are
  - Languages Spoken
  - Literacy Levels
  - Amount and Nature of Prior Schooling
  - Health Issues/Mental Health Issues

Teaching Principles:

- Affirm SIFE students’ identities
- Engage them with Interesting content
- Extend language and literacy
- Create predictable classroom routines

WOULD YOU USE THESE VIDEOS? IF SO, HOW WOULD THEY BE USEFUL TO YOU?

Paula Markus, Toronto Ontario (1:35; 1:26)

- [http://www.youtube.com/watch?v=HmDai59TPx4&list=PLoU659hwTdT3dYBHqClmrr_bRyuRJOejef7](http://www.youtube.com/watch?v=HmDai59TPx4&list=PLoU659hwTdT3dYBHqClmrr_bRyuRJOejef7)
- [http://www.youtube.com/watch?v=kOVleqLIEcY&list=PLoU659hwTdT3dYBHqClmrr_bRyuRJOejef7](http://www.youtube.com/watch?v=kOVleqLIEcY&list=PLoU659hwTdT3dYBHqClmrr_bRyuRJOejef7)
STUDY SKILLS PROGRAMS: WHAT TO INCLUDE

- Note taking skills (including the use of voice recorders to “take notes”)
- Notebook organization
- How to use highlighters and color coding to identify essential information
- How to use a calendar to manage assignments
- Where to study and how to study
- How to memorize and remember important information
- How to ask for assistance

IN SUCCESSFUL PROGRAMS:

1. Students are placed on small teams who stay together for a period of years.
2. Counselors work closely with teachers.
3. There is a plan for primary language use and second language development.
4. Classes are taught by experienced teachers who know how to teach initial literacy skills.
5. Materials meet the literacy needs of students but are age appropriate.
IN SUCCESSFUL PROGRAMS
(CONTINUED):

6. There are sufficient bilingual personnel to interact with students and their families.

7. Schools interact with resettlement agencies so that all of the needs of students and their families are met.

8. Links are provided between health care and social services in the community. Often community liaisons are an integral part of the school.

Source: Deborah Short, Center for Applied Linguistics, ERIC Digest, 1998

PERSONALIZED LEARNING

- Small Learning Communities
- Positive Effects of Pedagogical Caring
- Relationships
- Working towards Personal Goals
- Collaboration Among Teachers (ESL/Bilingual, Reading, Content Area) and Counseling Personnel

Keep Class Size Low—10 or fewer per teacher
DECISIONS TO MAKE:

- Student Makeup
- Identification and Assessment Procedures
  - Oral English Language Proficiency and Comprehension
  - English Reading and Writing Proficiency
  - Native Language Proficiency (L,S,R,W), and
  - Mathematics Ability
- Placement Procedures
- Transition to Other Programs
- Curriculum for Literacy Development/Content Area Classes

Friedlander, 1991

SUPPORT SERVICES:

- Counseling
- Health Services
- Parent Outreach
- Liaison With Community Services
- Special Programs and Extracurricular Activities
- Career Education

Friedlander, 1991
What support services will you provide?
• Counseling
• Health Services
• Career Planning

What community agencies will you work with?

PLANNING FOR THE LONG TERM ACROSS K-12 AND ADULT SERVICE PROVIDERS

• Craft a Personalized Graduation Plan

• Grant a Certificate of Continuous Progress that would:
  • Delineate the student’s personal goals for education and employment.
  • Include a transcript of credits earned for high school courses
  • List the courses that are needed to complete graduation requirements.

• Develop the alternative pathways to the adult world of work

• Establish partnerships with postsecondary institutions, such as adult education programs, community colleges, technical or trade schools, programs operated by regional collaboratives, or well-regarded businesses.
SELECT FACULTY FOR THE PROGRAM

Provide Orientation and Professional Development

WHAT DOES YOUR FACULTY KNOW ABOUT WHY REFUGEES COME?
HOW TO DELIVER INSTRUCTION TO REFUGEES?
HOW TO RESPOND IN CROSS-CULTURALLY SENSITIVE AND SUPPORTIVE WAYS?

Honduras, Guatemala and El Salvador

https://www.youtube.com/watch?v=v_sa0-6uEIU (4 mins)
NEWCOMER RESOURCES

http://teachingrefugees.com/

http://www.brycs.org/clearinghouse/Newcomer-Programs-and-Students-with-Interrupted-Formal-Education.cfm

SCHEDULING OF SIFE PROGRAMS
### SCHEDULING OF SIFE PROGRAMS

<table>
<thead>
<tr>
<th>Half-Day</th>
<th>Full-Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. SIFE ELA Modules (NY Engage Units Being Developed)</td>
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</tr>
<tr>
<td>2. Foundational Language and Literacy Instruction (Readers/Writers Workshop Format—Center-Based)</td>
<td>2. Foundational Language and Literacy Instruction (Readers/Writers Workshop Format—Center-Based)</td>
</tr>
<tr>
<td>3. Content Instruction (Ramp-Up Mathematics: Science or Social Studies)</td>
<td>3. SIFE Science (ramp-up)</td>
</tr>
<tr>
<td></td>
<td>4. SIFE Social Studies (ramp-up)</td>
</tr>
<tr>
<td></td>
<td>5. SIFE Mathematics (ramp-up)</td>
</tr>
<tr>
<td></td>
<td>6. Study Skills/Advisory/Orientation to US Schools</td>
</tr>
</tbody>
</table>

**What Schedule Do You Have?**
**What Schedule Would You Like to Have?**
INITIAL LITERACY INSTRUCTION FOR SIFE ELLs: WHAT WE KNOW

USING RESEARCH TO DESIGN LITERACY PROGRAMS FOR ELLs
GIST: MEANING-CENTERED INSTRUCTION

• Tap or build background knowledge (“funds of knowledge”)

• Teach using broad themes (connected learning)

• Teach small skills in a story or book frame

• Show how English works (model/demonstrate)

PRINCIPLES OF L₂ LITERACY INSTRUCTION

1. Literacy activities should be meaningful, interesting and interactive to engage and motivate students.

2. Literacy instruction should build on and expand ELLs’ oral language skills in English and link to their background knowledge

3. Reading and writing skills should be taught directly and modeled for students—in a meaningful way.

4. The component skills of literacy should be taught systematically, but in an integrated and meaningful fashion. High frequency words can be taught as sight words.
Principles of L₂ Literacy Instruction

5. Reading instruction should be connected with writing instruction so that each can build on the other.
6. Give students **lots of opportunities to read and write.**
7. Literacy instruction must address all aspects of literacy—both reading and writing—for social and academic purposes.
8. Literacy at school must connect to and build on literacy experiences in the home and community.

Cloud, Genesee & Hamayan, 2009

FEATURES OF COMPREHENSIVE LANGUAGE AND LITERACY PROGRAMS FOR SIFE ELLS
**PRINCIPLES OF INSTRUCTION:**

1. **Keep Language Whole; Work from Whole Text to Smaller Parts of Text**
2. **Choose Interesting and Important Topics**
3. **Integrate the Teaching of Skills and Strategies Into Meaning-Centered Instruction**
4. **Integrate All Content Areas into the Theme (connected academic instruction)**
5. **Connect with Standards (CCSS, ELD) & Differentiate Expectations**

![Cross-Walk](http://www.engageny.org/resource/new-york-state-bilingual-common-core-initiative)
### NEW LANGUAGE ARTS PROGRESSIONS (ESL/New Language)

<table>
<thead>
<tr>
<th>Common Core Anchor Standard (RL4): Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</th>
<th>MAIN ACADEMIC DEMAND</th>
<th>Analyze the Meaning and Impact of Word Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core Grade 6 Standard (RL6-4): Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</td>
<td>GRADE LEVEL ACADEMIC DEMAND</td>
<td>Determine Figurative and Connotative Meanings of Words and Phrases; Analyze Meaning and Tone of a Specific Word Choice</td>
</tr>
</tbody>
</table>

#### 3 Levels of Language Development

<table>
<thead>
<tr>
<th>Entering</th>
<th>Emerging</th>
<th>Transitioning</th>
<th>Expanding</th>
<th>Commanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RECEPTIVE</strong></td>
<td><strong>PRODUCTIVE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Oracy and Literacy Links</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**When acquiring a new language, using grade level texts and appropriate supports, students are able to:**

1. **Oracy and Literacy Links**
   - Use pre-taught words to complete clause paragraphs in which specific words are selected to have an impact on meaning and tone.
   - Use pre-taught words and phrases to analyze the meaning of figurative and connotative words and phrases in a text, in partnership and/or teacher-led small group.
   - Organize pre-taught words on a T-chart to determine the meaning of figurative and connotative words and phrases, as teacher reads aloud in partnership and/or teacher-led small group.
   - Organize pre-taught words on a three-column-chart (Column 1: specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of text?) to determine the impact of a specific word choice on meaning and tone.
   - Organize pre-taught words on a partially completed three-column-chart (Column 1: specific sentence from the text; Column 2: Same sentence using different words; Column 3: How do your changes alter the meaning and tone of text?) to determine the impact of a specific word choice on meaning and tone.
   - Organize words independently on a self-created three-column-chart to determine the impact of a specific word choice on meaning and tone.

2. **Oracy and Literacy Links**
   - Use in the new and/or the home language.
   - In the new and/or the home language.
   - In the new and/or the home language.
   - In the new and/or the home language.
   - In the new language.
   - In the new language.

**DRAFT FOR REVIEW**
September 11, 2013

**NLAP Reading for Information (RL)**
RL 4: RI.4.6
INTEGRATED SKILLS DEVELOPMENT

- Find Highly visual texts
- Use Thematic instruction/Text Sets for Practice
- Provide Language/Literacy Practice Opportunities
- Use a Meaning-Centered Approach with:
  - Embedded vocabulary development
  - Embedded phonics
  - Embedded sight word recognition
  - Embedded spelling
  - Connected early writing

NANCY HADAWAY: A NARROW BRIDGE TO ACADEMIC READING

- Focus on one topic (increase background knowledge, recycle vocabulary)
- Use stair-step books (content, length, vocabulary, layout, amount of text)
- Branch out (build semantic webs as you go)
- Wide-angle to close-up (general to specific focusing in more and more)
- Concentrate on one author
- Channel reading into one subgenre (group books by genre or subgenre—e.g. biography)
Building Language and Literacy Skills While Teaching Content: A Sample Unit

Theme: US History
http://www.elcivics.com/
http://www.elcivics.com/constitution_civics_1.html
http://constitutioncenter.org/
constitution-day/constitution-day-resources

Explicit Lessons: 3 Critical Components:

Explanations: Explicit teaching of skills and strategies

Modeling: Teacher demonstrations

Scaffolding: Me---You & Me---You
Easier texts to more difficult; charts/cues to support the learner

Parker Fawson, Utah State University, Logan UT
Introduction

The United States has a government. The United States has a document called the Constitution.

Patricia Brinkman
2006
Lexile 150
SRL 0 F

What Is the Constitution?

The Constitution is a document. It is a plan.
USE GRAPHIC ORGANIZERS THAT MIRROR THE TEXT STRUCTURE AS A MEDIATOR TO HELP WITH READING COMPREHENSION AND WRITING

Name ___________________________ Date ___________________________
Class/Subject ___________________________ Teacher ___________________________

Concept Map

Plan/Document  Government

Constitution  Laws

Rights  Separation of Powers

Spider Map

Topic Concept Theme

Math Idea

Detail
Focus on Skills and Strategies

Practice Identifying:
- Background Knowledge
- Phonics
- Sight Words
- Reading Writing Strategies/Skills

Start with Initial Literacy Books: English Explorers

Also works on Academic Language

BACKGROUND KNOWLEDGE/FRONTLOADING

Academic Word List Words
- Document
- Enforce

Other Content-specific terms
- Government
- United States
- Constitution
- Plan
- Law(s)
- Leaders
- Rights
- Power (Separation of Powers)

Teach Vocabulary While Teaching Concepts
EXPAND VOCABULARY—FOCUS IN ON PARTICULAR LANGUAGE FORMS

NOUNS
- People
- Constitution
- Power
- Government
- Rights
- Document
- Plan
- Law(s)
- Meeting separation of powers
- Parts
- Leaders
- Money
- President
- Property

- Outline
- Freedom
- Ideas
- Strength

VERBS
- Have/has
- Is/are/be/was
- Can
- Enforce
- Make
- Meet(s)
- Decide*s)
- Do/Does
- Spend
- Vote

- Choose
- Own

ARTICLES/PREPOSITIONS
- a/an
- The
- About
- With

ADJ/ADVERBS
- Three
- Important
- Not
- first

DECODING/ENCODING SKILLS FOR OUR BOOK

- Schwa /a/
- Short a

- -an

- -an as in can, plan

Other -an words
Can, fan, man, pan, ran, tan, van, bran, plan, than
SIGHT WORDS/DOLCH LIST

The
has
a
is
About
of
an
three
can
make
with

Prepare LFS Students for Academic Contexts As You Teach Initial Literacy Skills

Academic Words from the AWL that could be taught with this book:

Document
Enforce
## TEACH WORD LEARNING SKILLS
### WORD WORK

- **Plurals (-s)**
  - Leaders
  - Rights
  - Laws

- **Content-Specific Words:** Government, United States, Constitution, Plan, Law(s). Leaders, Rights, Power (Separation of Powers)

- **Word parts** (suffixes, prefixes)
  - -ment (document, amendment, government)
  - -tion (constitution, separation)

- **Lexical Bundles**
  - Is about
  - Separation of powers

### Suffix “ment”

--the action or process of doing something
--the product or result of an action
--the state or condition caused by an action

https://www.learnthat.org/word_lists/view/1347
https://www.learnthat.org/word_lists/view/1373
TEACHING HANDWRITING

Practice letter sequences that are similar with respect to their formation, as suggested in methods like *Handwriting Without Tears* (i.e. the letters *p r n m h b; a d g*).

Practice writing the letters alone and then in words that appear in the text you are reading.

See http://www.hwtears.com/whyitworks/teachingorder

What are the writing skills you must teach?

Think
- Paper Handling
- Pencil Grip
- Spacing
- Slant

- parts
- plan
- power
- rights
- make
- a, about
- document
- government
The United States has __________________________.
The __________________ is a/an __________________.
The __________________ about ____________.
The __________________ can ________________.

SENTENCE FRAMES

TEACH TEXT STRUCTURE
DEFINITIONAL LANGUAGE (ENUMERATION)

- The constitution is a document/plan
- The constitution is about rights/government/power (separation of powers)
- The government can make laws/enforce laws/meet with leaders

Use Lots of Models
And Explicit Teaching of Text Structures
ENHANCE FLUENCY

- Rereading
- Choral reading
- Paired reading
- Recorded books/recording of reading
- Reader’s theater

RECYCLE & PRACTICE
“STAIR-STEP” TEXTS

Lexile 150; GRL = F

Lexile 250
GRL = I

Lexile 630
GRL = Q

Lexile 940
GRL = O

NEAR GRADE LEVEL TEXTS

Grade Level 5.2

Grade Level 7.4
How Do I Find “Stair-Step” Books?

Use Permabound.com
http://www.perma-bound.com/

Look at Capstone Books
Millmark Education
Benchmark Books (Benchmark Education)
Look at Scholastic.com
Look at National Geographic books

FIND INTERNET SITES FOR THE BOOKS:

www.facthound.com

Choose Your Grade Level
Type in the Book ID
ID 0736895949
Click on the Fetch It Button
Fact Hound Will Fetch the Best Sites for You

Give Students Access to Technology Early
SELECTING READING MATERIAL
IN ADDITION TO USING A READABILITY FORMULA OR LEVELING SYSTEM, CONSIDER:

- Book length
- Book size
- Illustrations/graphics
- Type size/spacing
- Print layout

A MODEL UNIT:
THE CONSTITUTION AND BILL OF RIGHTS

Integrates ELA (Informational Text, Biography), History, Geography
Builds Literacy Skills and Strategies
Educates Students About Their New Country
USE TEXT SETS

• Provide students with opportunities to learn the same high-frequency vocabulary across a number of books, words that they can use in their own early writing.

• Permit students to develop schema associated with a particular theme and build networks of related concepts to talk and write about.

• Help students build confidence and fluency in reading; they have encountered these words and phrases before!

• Develop comprehension skills so they can tackle new books

WHY TEXT SETS?

• CCSS explicitly call for reading sets of related texts

• Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period (NGA + CCSSO, 2010)

• Standard 9 asks children to identify similarities in and differences between two texts on the same topic

• This includes informational text on children’s websites; recorded books and so forth

(Nell Duke, Educational Leadership November, 2013)
ELLs in particular are at a disadvantage because of several factors:

- **Limited Background Knowledge of the U.S.** ELLs are at a disadvantage because the traditional way students learn social studies may be blocked by cultural obstacles and prior educational models. Concepts that a U.S.-born student knows through enculturation may be completely foreign to the ELL.
- **Cultural differences** preclude ELLs from asking questions of the teacher or even making eye contact in some societies. Also, in certain Asian cultures the primary method of learning is through rote memorization. Therefore, when these students are put into cooperative groups this is usually considered non-academic and a waste of time. In addition, in some prehistoric cultures sharing work and helping classmates is thought of as an important part of learning; yet when students from these cultures share their work during a test this is viewed as cheating.
- **Difficulty learning from textbooks.** In social studies texts, facts and details are often condensed and authors often omit the type of concrete or anecdotal detail that can help ELLs relate to unfamiliar concepts from their own experiences. Textbooks often contain a high concentration of new vocabulary or sophisticated sentence structure.
- **Difficulty learning from lecture.** Some ELLs find it difficult to comprehend lectures, their or other countries. Finally, the amount of information covered in social studies classes challenges the ELL. Learning is through rote memorization. Others may have lived in the U.S. too short a time to have developed sufficient listening skills. Words, like people, play various roles depending on the context. Having a word from the vernacular to the academic style is tricky.

**Examples of Language Difficulties**

<table>
<thead>
<tr>
<th>Vocabulary term that wear “two hats” (polysemous)</th>
<th>Meaning in everyday life</th>
<th>Meaning in social studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>party</td>
<td>a social gathering</td>
<td>group of persons with common political interests</td>
</tr>
<tr>
<td>obby</td>
<td>an entrance hall</td>
<td>political anti-pressure group</td>
</tr>
<tr>
<td>house</td>
<td>a building where people live</td>
<td>governmental legislative body</td>
</tr>
<tr>
<td>front</td>
<td>a portion or any anterior division of a body or area of field of influence</td>
<td></td>
</tr>
<tr>
<td>screen</td>
<td>not place or role suddenly at the end of a sentence (English)</td>
<td>a large section of division of time</td>
</tr>
</tbody>
</table>

In the English language some words function as different parts of speech and can be confusing to ELLs.

**Examples:**

- The Democratic party held a party for the winners.
- The western front saw more action than the eastern front during the onset of the war.
- It was a period of change, of revolution, of political and social unrest.

**Reading, Structure, and Concepts**

For the ELL student there are the additional problems of reading and understanding the language of primary sources such as historical documents, government procedures, and academic literature. Sources such as historical documents, government procedures, and academic literature contain complex sentences, use of the passive voice, and extensive use of synonyms. Many ELLs lack familiarity with historical terms, government processes, and vocabulary. Concepts not common to all cultures are difficult; this includes privacy, democratic procedures, rights of citizens, free will, and movement within the structure of a society. In U.S. schools we use a timeline teaching approach vs. learning history by “periodicity” or period. There are also issues of a nationalist and cultural focus concerning the study of maps. Furthermore, some ELL students may not be used to expressing their personal opinions in class or contributing an alternate view that reflects conditions in their or other countries. Finally, the amount of information covered in social studies classes challenges the ELL inability, at least initially, to discern what is important in the text and what is not.

**Sophisticated Sentence Structure/Vocabulary**

- **The two chamber design (Congress) is based on the central principle of American government that government must be divided into units that share power to provide a system of checks and balances against potential abuses of power.**

- **The difference between perfect competition and monopolistic competition arises because monopolistically competitive firms sell goods that are similar enough to be substitute for one another but are not identical.**

**Unfamiliar Concept**

- Colonists in favor of independence began using propaganda to gather support for their cause.

**Text Analysis**

The written language of content instruction in Social Studies is clearly very difficult for ELLs. The following website offers valuable and easy strategies on teacher preparation for:

- Building Background Knowledge
- Pre-teaching Vocabulary and concepts
- Pre-reading strategies to increase comprehension, introducing the text, reading the text
- Speaking: Production of Oral Academic English
- Writing: Production of Written Academic English

[http://www.doe.in.gov/lmmp/pdf/content_area_texts.pdf](http://www.doe.in.gov/lmmp/pdf/content_area_texts.pdf)
Stair-Step Books for Scaffolding Text Complexity

- Introducing background knowledge
- Immersing students in more complex language exposure and usage that makes a difference in their ability to access knowledge
- Engaging students with carefully selected or constructed graphic organizers that make the structure of the text visible
- Modeling how to interpret the meaning of texts that use more complex approaches, like satire or rhetorical argument
- Engaging pairs or teams of students with more challenging texts as “buddies” and giving them opportunities to reflect on those texts through discussions with each other or through “buddy” journals
- Making 20 percent of their class reading “stretch” texts that help them reach beyond their reading level

“STAIR-STEP” TEXTS

- The U.S. Constitution: Lexile 250, GRL = I
- We the People: Lexile 150, GRL = F
- The U.S. Constitution: Lexile 630, GRL = Q
- The United States Constitution and the Bill of Rights: Lexile 940, GRL = O
WHAT VOCABULARY GETS REPEATED ACROSS TEXTS?

Lexile 150

What Is the Constitution?

The Constitution is a document. It is the basic law of the United States.

Lexile 250
In 1787, the country’s leaders met. They worked all summer long to write the Constitution.

**A New Government**

The U.S. Constitution was finished on September 17, 1787. Thirty-nine leaders signed it.

**Think about it**

The Constitution set up the government. It gave the government three parts. Each part has an equal amount of power.

**Think about it**

The Bill of Rights was added to the Constitution in 1791. It lists the rights that the government cannot take away.
TAP SKILLS LOW READERS BRING TO TEXT

- Use of visuals to support understanding
- Reading bold text, titles, captions
- Reading charts/graphs/maps

TEACH STUDENTS HOW TO READ GRAPHICS
(“NOT JUST PRETTY PICTURES” NORMAN & ROBERTS, EDUCATIONAL LEADERSHIP, NOVEMBER 2013)

Types of Graphics:
- Photographs (labeled or not labeled)
- Captioned Graphics
- Alternate Route to Information (supplemental) or
- Visuals that Extend the Text

60% of graphics in Gr.2-3 Info texts convey information not given in the text (Fingeret, 2012)
In 1789, the American Revolution officially ended. The United States had won its independence from Great Britain. To remain free, however, the people needed a stronger government to keep them united. They did not want another king; instead, they created a new government, in which the people elected their leaders.

The U.S. Constitution, created in 1787, sets out how our government works. For the first time in history, it limited the powers of the federal or central government. The Bill of Rights was added to the Constitution in 1791. It protects personal rights, such as freedom of speech and religion.
TIMELINE

September 9, 1783
The Treaty of Paris is signed, ending the American Revolution.

September 17, 1787
After months of debate, 55 delegates sign the Constitution.

April 13, 1789
George Washington becomes the first president of the United States of America.

May 25, 1787
The Constitutional Convention starts in Philadelphia.

June 11, 1788
New Hampshire ratifies the Constitution, making it the first state to ratify the Constitution.

May 29, 1790
The Constitution is declared ratified by the necessary three-fifths and final state to ratify the Constitution.

INTEGRATED SKILLS DEVELOPMENT

- Find Highly visual texts
- Use Thematic instruction/Text Sets for Practice
- Provide Language/Literacy Practice Opportunities
- Use a Meaning-Centered Approach with:
  - Embedded vocabulary development
  - Embedded phonics
  - Embedded sight word recognition
  - Embedded spelling
  - Connected early writing
Let's Get In Partners For Text Analysis

WORD WORK

DECODING/ENCODING

ACADEMIC VOCABULARY BUILDING
New Decoding Skill: Reading dates & numbers in English:
(1787 = seventeen eighty-seven; 12, 39, 85)

READING NUMBERS/UNDERSTANDING QUANTITATIVE CONCEPTS

- 1787, 1788
- 12, 17, 29
- 1809
- Two, nine
- Smaller
- Larger
- Equal
- More (than)
- Most
- (How) many
### WHAT DECODING/ENCODING SKILLS MAKE SENSE

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<th>c-v-c-e Rule</th>
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<td>- wrote, vote</td>
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<td>- state, make, gave</td>
<td>- freedom, agree, speech, between</td>
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### ACADEMIC WORD LIST WORDS IN THE TEXT

- Create
- Enforce
- Convince
- Amend(ments)
### OTHER IMPORTANT CONTENT AREA

**TERMS: CHOOSE 8-10**

1. Country; State  
2. Government  
3. Experiment  
4. Last(ed)  
5. Decide(ed)  
6. Legislature  
7. Law(s)  
8. Equal  
9. Split  
10. Population  
11. Delegate  
12. Approve/Gain Approval  
13. Right(s)  
14. Protect  
15. Freedom

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**Lexical Bundles:**

- *was based on*
- *became known as*
- *Is known as*
- *Between x and y*

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**Nouns**
- Country (ies)  
- King/queen  
- Experiment  
- Government  
- Leader  
- Law  
- Colonist  
- Revolutionary War  
- Independence  
- Articles of Confederation  
- Rules  
- Nation  
- States  
- Command  
- War  
- Trade  
- Taxes

**Verbs**
- Control  
- Delegates  
- States  
- Legislature  
- Branch  
- Representatives  
- Number  
- Senate, etc.  
- Rule(d)  
- Wrote  
- Was/were  
- Created  
- Vote(d)  
- Could  
- Passed  
- Broke Out  
- Had  
- Had Declared  
- Formed  
- Won  
- Struggled  
- Met  
- Decided  
- To Form  
- To lead  
- Would  
- Wanted  
- Compromised  
- Split  
- Signed  
- Approved  
- Thought  
- etc.

**Prepositions**
- About  
- Under  
- Of  
- With  
- From  
- To

**Adj./Adverbs**
- Oldest  
- Shortest  
- Historic  
- American  
- Unfair  
- Many  
- Smaller  
- Equal  
- Two  
- Each  
- Now  
- At least  
- Not  
- Some
How Can You Decide Which List to Use?

All 220 Dolch words in alphabetical order

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FIRST 300 WORDS

Are there any of the first 100 in our book?

READING COMPREHENSION STRATEGIES THAT MAKE A DIFFERENCE

Including Close Reading Tactics
Let’s Read Our Excerpt to Detect the Main Ideas

3:41 mins.  Preamble – 7 Articles explained  
https://www.youtube.com/watch?v=UCJ2of4kx5E

We the People Song  
6 minutes—Nice speed and vocabulary—only 4 mins rest is credits  
Helps Memorize the Preamble  
HTTPS://WWW.YOUTUBE.COM/WATCH?V=PIF7UFAKKJC

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Schoolhouse Rock: Preamble of the Constitution  
3 minutes—Recites the preamble twice  
https://www.youtube.com/watch?v=2XMzlExVT5M

https://www.youtube.com/watch?v=EH_CuwvEL4w  
Protecting kids rights 1:37  
constitution day
MAIN IDEA; FACTS, DETAILS
What do you think is the main idea of our section?

What facts and details would you list?

Graphic Organizers = Mediator Between Reading Comprehension and Writing

http://www.eduplace.com/graphicorganizer/

http://www.palmbeachschools.org/multicultural/doumen
Explicit teaching of reading comprehension skills will help English Language Learners apply these strategies to all subject matter.

In this article:
- Why reading comprehension skills are particularly important for ELLs
- Classroom strategies: Steps for explicitly teaching comprehension skills
- Other ideas

Examples of comprehension skills that can be taught and applied to all reading situations include:
- Summarizing
- Sequencing
- Inference
- Comparing and contrasting
- Drawing conclusions
- Problem-solving
- Relating background knowledge
- Distinguishing between fact and opinion
- Finding the main idea, important facts, and supporting details

These skills are particularly important for comprehending what is generally known as information reading or expository reading.

Why reading comprehension skills are particularly important for ELLs

English language learners (ELLs) face unique challenges in learning academic content, whether or not they are native speakers. However, they can benefit from explicit instruction in these skills. ELLs at all levels of English proficiency will benefit from an understanding of comprehension skills along with other skills. Here is a way of thinking about the support your ELLs will need:

- ELL students will still need a lot of vocabulary development and teaching of comprehension strategies even if:
  - They have been mainstreamed after some bilingual instruction;
  - They are being pulled out for English as a Second Language or Sheltered English instruction; and/or
  - They have been assessed as English proficient but you know that they still need additional help with language, reading, and writing.

Classroom strategies: Steps for explicitly teaching comprehension skills

The following steps are useful for all students. However, these need to be complemented with the additional steps below to ensure comprehension for ELLs.

1. Introduce the comprehension strategy or skill (see above list) through examples. Discuss how, when, where, and why the strategy or skills are used. For example, contrast main idea with details, fact with opinion, good summaries with poor summaries.
2. Have students volunteer additional examples to contrast and discuss.
3. Label, define, model, and explain the strategy or skill. For example, after listing four facts about a healthy diet and four opinions about eating, label one list as facts and the other list as opinions.
4. Give students opportunities to practice using the strategy with a peer as they apply it to a short, simple paragraph from a text or any expository text.
5. Debrief with the whole class to ask students to share how they applied the strategy or skill.

Additional steps for ELLs

- Identify vocabulary words that you think might be difficult for students to understand when they read the text. Write ELL-friendly definitions for each — that is, simple, brief definitions ELLs can easily understand.
- Model think-alouds. For example: verbalize a confusing point or show how you use a strategy to comprehend something. “This sounds very confusing to me. I better read this sentence again.”

ELL students will still need a lot of vocabulary development and teaching of comprehension strategies even if:

- They have been mainstreamed after some bilingual instruction;
- They are being pulled out for English as a Second Language or Sheltered English instruction; and/or
- They have been assessed as English proficient but you know that they still need additional help with language, reading, and writing.
Articles One, Two, and Three: The Federal Government

There are seven articles in the Constitution. The first three articles describe how the federal government works. The founding fathers divided the federal government into three branches (parts). These are:

- The legislative branch (Article One)
- The executive branch (Article Two)
- The judicial branch (Article Three)

Federal Government

Executive Branch
Legislative Branch
Judicial Branch

The first three articles describe the job of each branch of the government. The legislative branch makes laws for the country. The executive branch makes sure the laws are followed. The judicial branch decides if a law has been broken.

Notice the graphical features of this text

Article Four: State Governments

Article Four describes how the state governments work with the federal government. It also describes how states work with each other. Article Four says that each state can make its own laws. States must also follow federal laws.

Notice the graphical features of this text
Notice the graphical features of this text

Other ideas
For building ELL comprehension
Teach students how to use these tools for informational or expository reading:
- Titles
- Headings
- Bold print
- Captions
- Side-bars
- Maps
- Graphs
- Pictures
- Bullets

Which of the features listed on page 4 could you model with this book?

What do you think of the Table of Contents?
Clear? Good Titles?
What do you like? Not Like?
About these Informational Text Tools?

Index
Amendments 1, 15, 21, 26  Hamilton, Alexander 13
Articles of Confederation 10, 13, 14  Madison, James 13
Bill of Rights 16  Prouty, B 10, 17
Citizen 7, 13  Washington, D.C. 5, 16, 29, 39
Franklin, Benjamin 13  Washington, George 13
Freedom 7, 10

Glossary
amendment change a part of a law. You can make the Constitution by adding a new law.
Articles of the United States federal government. This branch makes sure the laws in the United States are followed.
executive branch part of the United States federal government. This branch makes sure the laws are followed.
Congress is the legislative branch. Congress makes laws.
proclaim this part of a text. It is written to tell why the paper was written.
why agree with something
state government group of leaders who run the entire country. In a federal government, the country is made up of many states.

Find Out More
Researcher can help you with these books:

Websites
Visit http://www.usa.gov/ to play games and learn more about the U.S. government.

Viewing the US Constitution
The U.S. Constitution is on display at the National Archives in the National Museum. The exhibit is open daily from 9 a.m. to 5 p.m.
The National Archives address is:
National Archives and Records Administration
Washington, DC 20408
Simple Procedure for SIFE ELLs—With or Without Reading Aloud

- Use the Text To Answer Questions.
- Gather Evidence From the Text.

CLOSE READING anchor chart

CLOSE READERS
DO THESE THINGS

- Read the text slowly at least twice ✓ × 2
- Get the gist of what the text is about ★
- Circle words you aren’t sure of and try to figure them out
- Reread, annotate, and underline key vocabulary
- Use the text to answer questions
- Gather evidence from the text
- Talk with each other about what you think it means
- Read again to summarize or answer specific questions

LISTENING AND SPEAKING
COMMON CORE
STATE STANDARDS INITIATIVE

English Language Arts/Literacy Standards

Listening and Speaking Common Core Standard:

- Comprehension and Collaboration
- CCSS.ELA-Listening and Speaking.LS.7.1. Engage in a range of collaborative discussions (one-on-one, in groups and teacher lead) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
  - Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
QUESTIONS TO ANSWER

1. Which articles set out in detail how the U.S. Government is structured?
2. Which article tells how the US Constitution can be amended?
3. Which articles pertain to states and their relationship to the federal government?
4. How many amendments made up the bill of rights?
5. Which two amendments have to do with the same issue?
6. What do you think is the most important amendment and why?
Article IV

Article IV of the US Constitution deals with a variety of issues affecting states and their relationship to the US government. For instance, it declares that the citizens of all states enjoy the same rights. The Constitution enforces that all states must treat their citizens equally. Changes to the Constitution must be made by a constitutional amendment. Article IV also establishes how state laws can be made and how they can be amended by the United States.

Article V

Article V establishes the process for amending the Constitution, can be amended, or changed. The amendment process involves a constitutional amendment that requires a majority of the states to ratify it. The Constitution requires that only the states ratify the amendment. The majority of states, usually by a majority vote, must be approved by 38 of the 50 states.

The Bill of Rights

During the ratification process, several states insisted that the Constitution include a Bill of Rights. A list of rights to be included in the Constitution. The Bill of Rights was added to the Constitution on December 15, 1791. It consists of 10 amendments and has been ratified by three-fourths of the states.

The Bill of Rights ensures that Americans have many of the freedoms that people enjoy in other countries. For example, the first amendment guarantees freedom of religion, speech, and press. It also guarantees the right to bear arms, particularly in a state of emergency. When the Bill of Rights was added to the Constitution, they initially applied only to the federal government. Today, these rights are protected for all Americans.

Articles VI and VII

Article VI confirms that the US Constitution is the law of the land. It also requires that the Constitution is not allowed to be made in conflict with the Constitution. It also requires that the Constitution is not allowed to be made in conflict with the Constitution. It also requires that the Constitution is not allowed to be made in conflict with the Constitution.
EARLY WRITING STRATEGIES FOR LIMITED LITERACY SIFES

LATER WRITING STRATEGIES TO ADVANCE THE WRITING SKILLS OF BELOW-GRADE-LEVEL SIFES

Writing Common Core Standard:

Text Types and Purposes

CCSS.ELA-Literacy.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

b—Develop the topic with relevant facts definitions, concrete details, quotations or other information and examples

c—Use appropriate transitions to create cohesion and clarify their relationships among ideas and concepts

f—provide a concluding statement.....
### EARLY WRITERS

**What to Work On:**
- Use of paper/layout on a page
- Simple sentence patterns
- S-V agreement, singular-plural agreement
- Spacing
- Use of titles
- Forming paragraphs
- Mechanics (sentence level)
- Learning new words

**What Strategies to Use:**
- Lined paper with guides
- Frontloading of vocabulary
- Brainstorming in L1
- Models and demonstrations
- Scaffolds: sentence frames; word boxes
- LEA; Class Writing
- Guided writing
- Peer support
What kind of sentences can you model?

What sentence frame could you create?

In 1787, the country’s leaders met. They worked all summer to write the Constitution.

What do you notice about the verb structures? How could you use this to help your students?

The Constitution set up the government.
It gave the government three parts. Each part has an equal amount of power.

The Bill of Rights was added to the Constitution in 1791. It lists the rights that the government cannot take away.
### LATER WRITERS

<table>
<thead>
<tr>
<th>What to Work On:</th>
<th>What Strategies to Use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Organization (paragraphing; lead sentence, closure)</td>
<td>- 6 + 1 traits</td>
</tr>
<tr>
<td>- Expanding and refining student vocabulary (correct form of a word)</td>
<td>- Thesaurus</td>
</tr>
<tr>
<td>- Spelling of common words</td>
<td>- Spell check and other word document tools</td>
</tr>
<tr>
<td>- Grammatical difficulties</td>
<td>- Author’s chair</td>
</tr>
<tr>
<td>- Expanding complexity of sentence patterns</td>
<td>- Writer’s workshop; conferencing</td>
</tr>
<tr>
<td>- Transitions and intersentential connections</td>
<td>- Editing own work using checklists</td>
</tr>
<tr>
<td>- Use of pronouns</td>
<td></td>
</tr>
</tbody>
</table>

### Modeling Varied Sentence Structures

**What kind of sentences do you see**
- Compound?
- Complex?

**What transitions and leads are used?**

**What dependent clause structures do you notice?**

**WE THE PEOPLE**

In 1788, the American Revolution officially ended. The United States had won its independence from Great Britain. To remain free, however, the people needed a stronger government to keep them united. They did not want another king. Indeed, they created a new government, in which the people elected their leaders.
rebuked party spirit and warned against “permanent alliances” with foreign powers. His Farewell Address on Sept. 17, 1796 (published but never delivered) and abroad. Greatly distressed by the emergence of the Hamilton-Jefferson rivalry, Washington worked to maintain national capital. In office, he sought to unite the nation and establish the authority of the new government at home.

The chaotic years under the Articles of Confederation led Washington to return to public life in the hope of promoting better government. After three years, he fought in the wars against the French and Indians, serving as Gen. Edward Braddock’s aide in the Battle of the Monongahela. In the early years of the revolution, Washington was a delegate to the Continental Congress, a planter with British commercial restrictions increased his anti-British sentiment. He opposed the Stamp Act of 1765.

As a militiaman, Washington had been exposed to the arrogance of the British officers, and his experience as a graduate, he joined the struggle for independence on his return to Virginia in 1771. In the 1770s and 1780s he was active in state politics, and after 1770 became increasingly prominent in organizing resistance. A delegate to the Continental Congress, he signed bills to establish a United States Bank and a higher tariff. Madison’s domestic program capitulated to the Hamiltonian policies that he had resisted 20 years before and he now continued to be active in Virginia and drafted the Virginia Resolution protesting the Alien and Sedition Acts. His

George Washington

Birthplace:

Westmoreland County, Va.

Born:

2/22/1732

Return to U.S. Presidents’ Biographies Page.

President George Washington Biography

James Madison

Birthplace:

Richmond, Va.

Born:

3/16/1751

Return to U.S. Presidency - Index Page.

President James Madison Biography

Early Writing Projects With Support

TEN WAYS TO TEACH BIOGRAPHIES

Biography books. Who can doubt that biography is one of the most popular reading experiences available? If 11-year-olds are reading Agatha Christie and 16-year-olds are devouring Stephen King, to the 15-year-olds in between, the bottom line is that they love to read. A student’s first biography should be about the subject of the student’s choosing. In this way the student becomes the historian of his or her own life.

Building on Biographies: Bringing Real Life Stories Into Your Curriculum!

What people want. People in general want to know about other people who have done extraordinary things. They want to know what it was like being a soldier in a war, a dancer in a ballet, a carpenter who built the space shuttle. They want to know about anyone who has used their talents, their abilities, in a way that is exciting and rewarding. If students can identify with the person in the biography, they are more likely to be interested in reading about that person.

When people read biographies, they do not read about the person as a whole. They read about the parts that interest them. They read about the parts they can identify with. When people read biographies, they do not read about the person as a whole. They read about the parts that interest them. They read about the parts they can identify with.

Imagine a celebrity. Share your students’ imaginations with a biography study guide. With your students, create a list of famous people and ask them to choose one person who interests them. Then, have your students read about that person on the Internet and present their findings to the class. They should agree with the biography of the person they wrote about.

We’ve assembled 10 tips that will help you write an engaging biography study guide. With our tips, you’ll make it easy for students to learn about their heroes and you’ll make it fun for them to write about the people they admire.

1. Begin by identifying the person you want to write about. Make sure the person is someone who is well-known and has made a significant impact on the world.

2. Research the person you want to write about. Gather information about their life and accomplishments. Make sure to include information about their background, education, and career.

3. Create an outline of the biography. Start with an introduction that provides a brief overview of the person’s life. Then, divide the biography into sections that cover different periods of the person’s life. Include important events and accomplishments in each section. Finally, include a conclusion that summarizes the person’s life and accomplishments.

4. Write the biography. Use the outline you created to guide your writing. Be sure to include details about the person’s life and accomplishments. Use a clear and concise writing style.

5. Proofread the biography. Read through your writing and check for errors. Make sure your biography is well-written and free of errors.

6. Share your biography with others. Share your work with your classmates and teachers. Get feedback on your biography and make any necessary revisions.

7. Publish your biography. Print your biography and share it with others. Consider creating a book or website to share your work.

8. Display your biography. Display your biography in a public place. Consider creating a poster or display to highlight your work.

9. Teach others. Share your biography with others. Consider teaching others about your hero or your favorite person.

10. Reflect on your work. Reflect on your work and what you learned. Consider what you might do differently next time you write a biography.

You can also use our Writing a Biography study guide to help your students write biographies. Our guide includes tips for writing a biography, a template for creating a biography, and ideas for extending the learning experience. With our guide, you’ll be able to help your students write biographies that are engaging and informative.

WRITING BIOGRAPHIES

President George Washington Biography

President James Madison Biography

Day I Was Born Online Project

Create a birth date biography.

Early Writing Projects With Support

Writing biographies is an engaging and educational activity that allows students to learn about history and gain a deeper understanding of the people who have shaped our world. With our guide, you can help your students write biographies that are informative and engaging.

1. Choose a person to write about. Choose a person who interests your students and has made a significant impact on the world.

2. Research the person. Gather information about their life and accomplishments. Make sure to include information about their background, education, and career.

3. Create an outline of the biography. Start with an introduction that provides a brief overview of the person’s life. Then, divide the biography into sections that cover different periods of the person’s life. Include important events and accomplishments in each section. Finally, include a conclusion that summarizes the person’s life and accomplishments.

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Give Writing Frames

Biography planner

Using the internet, write down as much information as you can in the boxes provided.

Personal details

- Full name:
- Date of birth:
- Place of birth:

Family information

- Name of person:
- Where and when they were born:
- Family:
- Education – where they went to school / university:
- Key event one:
- Key event two:

Life story

- Person’s Name:
- Person’s Portrait:
- Most known for:

Enter biography

https://www.leeandlow.com/
Guided reading can help adolescent refugee students with limited or interrupted formal schooling learn how to read. With developmentally appropriate instruction, they can experience academic success in their resettlement countries.

Children and youth who have been forced into exile by armed conflict, communal violence (e.g., war, genocide), large-scale natural disasters, persecution (e.g., political, religious, ethnic), and civil war in their homelands often face many years of displacement without access to the foundations of formal education—literacy and numeracy. Their academic success in resettlement countries is impaired because of gaps in formal schooling, poor quality education (e.g., in refugee camps), or no schooling at all. Consequently, they have not developed appropriate print literacy skills in their dominant language. In fact, many refugee children and youth have no print literacy skills at all. For example, a student we met through our study, Jaabriil (pseudonym), a student we met through our study, was born in a refugee camp in Yemen, yet he identifies with the language, culture, and ethnicity of his family’s Somali roots. Jaabriil came to Canada when he was 12 years old. Although he spent two years in elementary school—grades 7 and 8—he was not able to learn to read and write in English. Consequently, he spent two years in elementary school—grades 7 and 8—he was not able to learn to read and write in English.
BOOK COMPANIES OF LOWER LITERACY MATERIALS THAT ARE AGE APPROPRIATE

- Capstone/Capstone Digital (MyON)
  - http://www.capstonepub.com/
  - http://www.readinga-z.com/
- Benchmark Books
  - http://www.benchmarkeducation.com/
- Millmark Books
  - http://www.millmarkeducation.com/
- National Geographic School Publishing
  - http://ngl.cengage.com/ (under content literacy)
- Great Source ACCESS English
  - http://greatsource.info/store/ProductCatalogController?cmd=Browse&subcmd=LoadDetail&ID=100540000011656&frontOrBack=&nextLevel=4&division=G01&sortProductsBy=SEQ_TITLE
- Look up Books on Permabound.com
  - Gives reading levels
- How to Write Low Literacy Materials

VIDEOS AND WEBINARS

Webinars (George Washington University, NCELA)
- Teaching and Learning for SIFE and Refugee Background Students, May 15, 2013 http://www.youtube.com/watch?v=xAkAAPN3o80
- Meeting the Needs of Students with Interrupted Formal Education and Refugee Backgrounds, March 20, 2013
  - http://www.youtube.com/watch?v=1x16UcA4NV0

George Washington University, NCELA
Other Videos
Worth It Parts I and II (SIFE Students)
- http://www.youtube.com/watch?v=ojy62Nkj3eA
- http://www.youtube.com/watch?v=EtgO_aOCVr8
Andrea DeCapua: Meeting the Needs of SLIFE Students
- http://www.youtube.com/watch?v=ZgE25MxH5H
Andrea DeCapua, Helaine Marshall and Jeffra Flaitz discuss SLIFE
- http://www.youtube.com/watch?v=dNp-D50x844
MORE VIDEOS

- Refugee Students (Teaching Refugees with Limited Formal Schooling)
  [Link](http://www.youtube.com/watch?v=dpycUI2tTMQ&list=PLoU659hwTda4d-IIXLHkx25KzvIuiznB&index=1)

- Ithaca SIFE
  [Link](http://www.youtube.com/watch?v=tAE_hqvdwh8)

- Paula Markus (Ontario Ministry of Education)
  [Link](http://www.youtube.com/watch?v=b6Sf8rgYx_8)

- [Link](http://www.youtube.com/watch?v=HmDai59TPx4&list=PLoU659hwTDYBhqcImrr_bRyuRjoejf7&index=2)
  (Starting where they are, goals for SIFEs, newcomer guides, etc.)

Middle and High School ELLs (one section on SIFE)
[Link](http://www.colorincolorado.org/webcasts/middleintro/)

Powerpoint: From SIFE to Success (NYC)
[Link](http://www.slideserve.com/Ava/from-sife-to-success)

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