Long-Term ELs (LTEL) Institute: Session II
Planning Responsive Programs for LTELs: Strategies that Make a Difference

NYS/NYC REGIONAL BILINGUAL EDUCATION RESOURCE NETWORK (RBE-RN) CENTER AT FORDHAM UNIVERSITY

December 17, 2018
Lincoln Center Campus

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Four-Part LTEL Series:

1. Developing a Plan for Your LTELs: Analyzing Current Local Conditions and the Needs of LTELs
2. Planning Responsive Programs for LTELs: Strategies that Make a Difference
3. Designing Responsive Curriculum and Instruction for LTELs: Developing the Academic Skills, Language and Literacy Abilities LTELs Need
4. Deepening Our Understanding of Language and Literacy Development for LTELs: Focus on Language Complexity
### Long Term English Learner (LTLE) Data Worksheet

#### Total Number of LTLE Students: __________________________

**List Percent or Number of LTLE Students in Each Cell Below**

<table>
<thead>
<tr>
<th>Student Characteristics</th>
<th>Data Collection Method/Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home Languages</strong></td>
<td>Home Language Survey</td>
</tr>
<tr>
<td><strong>Cultural/Ethnic Backgrounds</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ages</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Years in Program</strong></td>
<td>6  7  8  9  More than 9</td>
</tr>
<tr>
<td><strong>Overall English Proficiency Levels</strong></td>
<td>Emerging  Transitioning  Expanding  Commanding</td>
</tr>
<tr>
<td><strong>Greatest Language Development Need (Lowest Score)</strong></td>
<td>Listening  Speaking  Reading  Writing</td>
</tr>
<tr>
<td><strong>Second Greatest Language Development Need</strong></td>
<td>Listening  Speaking  Reading  Writing</td>
</tr>
</tbody>
</table>

#### Literacy Levels

(Place each student in band that represents their level best)

<table>
<thead>
<tr>
<th>Tool/Method</th>
<th>415-760 (3rd)</th>
<th>635-950 (4th)</th>
<th>770 to 1080 (5th)</th>
<th>855-1165 (6th)</th>
<th>925-1235 (7th) or greater</th>
</tr>
</thead>
</table>

**Reading Needs**

<table>
<thead>
<tr>
<th>Tool/Method</th>
<th>Decoding</th>
<th>Word Knowledge</th>
<th>Comprehension</th>
<th>Fluency</th>
<th>Critical Thinking</th>
</tr>
</thead>
</table>

**Writing Needs**

<table>
<thead>
<tr>
<th>Tool/Method</th>
<th>Idea Development</th>
<th>Organization</th>
<th>Word Choice/Vocabulary</th>
<th>Language Use/Expression</th>
<th>Conventions</th>
</tr>
</thead>
</table>

**Attendance**

<table>
<thead>
<tr>
<th>Tool/Method</th>
<th>Consistent No absences per Marking Period</th>
<th>1-4 Absences per Marking Period</th>
<th>5-9 Absences per Marking Period</th>
<th>10+ Absences per Marking Period</th>
</tr>
</thead>
</table>

**Participation**

<table>
<thead>
<tr>
<th>Tool/Method</th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Rare or None</th>
</tr>
</thead>
</table>

**Other (e.g. Social-Emotional, etc.)**

<table>
<thead>
<tr>
<th>Tool/Method</th>
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</table>

Cloud, 2018
Conducting an Environmental Scan of the Types of Programs and Services you Currently Have and Need

Identifying Existing Personnel Delivering Instruction to LTELs or Providing Support Services in Order to Offer the Professional Development Needed to Support Effective Service Delivery
Who Serves Our LTELs Now?

- ENL/Bilingual Teachers Providing Services
- Content Area Teachers Providing Services
- Counselors
- Librarian
- Nurse
- Tutoring Program Staff
- Reading Specialists
- Mathematics Specialists

What PD Might Be Needed?
To What Groups of Teachers/Support Personnel?

- How to Advance Second Language Acquisition?
- How To Advance Language Complexity?
- Motivating/Engaging Passive Learners?
- Literacy Needs of Second Language Learners? (Not remedial instruction; Developmental process)
- Sheltered Instruction Methods for Content Area Instruction? Scaffolds to Use; Gradual Release Model of Instruction
- Vocabulary Development Tactics?
- Study Skills Instruction? Test Taking Skill Instruction?
- Other Topics?

Think Carefully!
<table>
<thead>
<tr>
<th>Group of Professionals</th>
<th>PD Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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### Agenda: Session 2
December 17, 2018

- LTEL Case Studies Activity: What LTELs Need
- Helping LTELs Set Goals and Meet Their Own Learning Targets
- Strategies for Promoting Student Engagement and Investment in Learning
- Building Study Skills
- Test Taking Skills and Strategies for LTELs
- Academic Listening and Note Taking Skills
- Collaboration Among Teachers; Among Students
Teacher Resource Book for this PD

LTEL Case Studies Activity: What LTELs Need

Commonalities and Important Differences

- Academic Language and Literacy Development
- Counseling Support
- Academic Support
Block Party: LTEL Typologies

- Read your assigned typology
- Form a group of three that includes one of each color typology
- Share the description of each student
- After each description is shared—Discuss commonalities and differences

Let’s Watch!  
https://www.youtube.com/watch?v=yiJ1R_hQveY

Viewing Question: Listening to the students from Oakland, what’s one consideration you’d like to keep in mind regarding LTELs?

Source: 2018 B.E.L.I.E.F. Module 6
Let’s Do a *Standing Meeting* in Groups of 4

Things the kids told us:

1. They give up when they don’t understand
   How Can We Counteract This?
2. They rely on classmates—don’t think the teachers have time for them; feel shy in class
   How Can We Build Comfort in Speaking Up to Get the Assistance They Need in Class?
3. They want to get good GPAs, but they can’t (don’t know how)
   What Needs to Be a Part of Our Units?
4. They have dreams; carry the dreams of their families
   How Can We Tap This?
They can make meaningful progress!
They can be motivated by their future goals
(play soccer, get a job, graduate, go to college)

7 Principles for Meeting the Needs of LTELs

1. Urgency
2. Distinct Needs
3. Language, Literacy, and Academics
4. Home Language as an Asset to Use/Build
5. Three Rs: Rigor, Relevance, and Relationships
6. Integration of Skills
7. Active Engagement

Meeting the Unique Needs of Long Term English Language Learners, Laurie Olsen, published by National Education Association
1. **Urgency.** Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.

2. **Distinct needs.** Recognize that the needs of LTELs are distinct and cannot adequately be addressed within a “struggling reader” paradigm or a generic “English Language Learner” approach, but require an explicit LTEL approach.

3. **Language, literacy, and academics.** Provide LTELs with language development, literacy development, and a program that addresses the academic gaps they have accrued.

4. **Home language.** Affirm the crucial role of home language in a student’s life and learning, and provide home language development whenever possible.

5. **Three R’s: rigor, relevance, and relationships.** Provide LTELs with rigorous and relevant curriculum and relationships with supportive adults (along with the supports to succeed).

6. **Integration.** End the ESL ghetto, cease the sink-or-swim approach in mainstream classes, and provide maximum integration without sacrificing access to LTEL supports.

7. **Active engagement.** Invite, support, and insist that LTELs become active participants in their own education. (Olsen, 2014, pp. 18-19)

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How are you currently handling instruction for LTELs in your school?
Get in Groups of 4 Read Your Part Teach One Another

Person 1: Focus on Oral Language and Student Engagement

Person 2: Focus on Academic Language and Consistent Routines

Person 3: Focus on Expository Text and Blue Pull-Out Boxes

Person 4: Focus on Goal Setting and Empowering Pedagogy
Students need the information to understand why they are considered English Learners, what it means to be an English Learner (the name of English learners), and what expectations are set for their progress. Teachers should explain the process of how English Learners are identified and how their progress is monitored. Teachers should emphasize that English Learners are not limited only to oral language skills.

**Person 1:** Focus on Oral Language and Student Engagement

**Person 2:** Focus on Academic Language and Consistent Routines

**Person 3:** Focus on Expository Text and Blue Pull-Out Boxes

**Person 4:** Focus on Goal Setting and Empowering Pedagogy

**Assignments**

If Finish Early: Focus on Rigor, Community and Relationships and Study Skills

If Finish Early: Focus on Rigor, Community and Relationships and Study Skills
Promising Practices

Case Studies from:

**Tracy Unified School District**
Created a support class to front-load academic language for core English classes and other academic courses

**Arroyo Valley High School, San Bernardino**
Developed professional learning communities centered on the performance of LTELs for all teachers

**Anaheim Union High School District**
Provided PD for all content teachers on language objectives, and the development of language support classes targeting academic language in writing and speaking

**Ventura Unified School District**
Created focused ELD Courses, English courses for LTELs that meet college entrance requirements

8 Components of Successful LTEL Programs

1. Specialized ELD course designed for LTELs, emphasizing writing, academic vocabulary, academic listening, and reading comprehension strategies

2. Clustered placement in heterogeneous and rigorous grade-level content classes (with support)

3. Explicit academic language and literacy development across the curriculum
8 Components of Successful LTEL Programs (cont.)

4. Primary language literacy development through native speakers classes; use of translinguaging strategies

5. Systems for monitoring progress and triggering support and a master schedule designed for flexibility and movement as students progress

6. Program-wide focus on study skills, metacognition, and learning strategies

7. Data chats, test preparation and testing accommodations

8. Affirming school climate and relevant texts

Plus:
Partnerships—Collaboration among teachers serving LTELs and students supporting students
Empowering LTELs

- Engage LTELLs in Their Own Education: Show Them Where They Are and Where They Need to Go; Create Pathways, So They Have Hope
- Rigor, Relevance, Active Engagement
- Empowering Pedagogy, Affirming Environment; Student Leadership

In the following report, Hanover Research explores strategies and interventions that school districts can employ to support long-term English learners. These best practices are presented following a description of the current state of language support for non-native speakers in middle and high school.

Resource Documents Posted on the RBE-RN Site for You!

EFFECTIVE INTERVENTIONS FOR LONG-TERM ENGLISH LEARNERS

Secondary School Courses Designed to Address The Language Needs and Academic Gaps of Long Term English Learners

By Laurie Owen, Ph.D.
CallimachusPyrite
Helping LTELs Set Goals and Meet Their Own Learning Targets

**ROLE MODELS**
MENTORS

**COLLABORATION WITH GUIDANCE COUNSELORS**

**MONITORING PROGRESS AND CELEBRATING SUCCESS**

On Setting and Achieving Goals

Motivational Video *(Structured Dialogue)*

https://www.youtube.com/watch?v=jcSbftFmOY4
Or
https://www.youtube.com/embed/jcSbftFmOY4?rel=0

Salvadorian
9 minutes
Structured Dialogue

A: Hi I’m ____________. What’s Your Name?
B: I’m ____________. Where do you teach/work?
A: I work at _____. How about you?
B: I work at _____.
A: What I liked about the video is _____________.
   What did you like about the video?
B: What I liked about the video was _____________.
A: Which quote of his did you like better and why?
   • Success is what you attract by the person you become (Jim Rohn)
   • A goal without a plan is just a wish (Antoine de Saint-Exupery)
   • Fail to plan, plan to fail
B: What about you? Which quote of his did you like better and why?

Set Meaningful Goals Working Together with Guidance Personnel

• Each quarter, marking period, set goals with the students that are attainable; within reach
• Map out a way of getting there and monitor student progress towards their goals
• Structure a reward system that celebrates progress towards goals
• Confer jointly: Student, lead teacher, guidance counselor (and parent whenever possible)
Provide Encouragement and Feedback to Motivate Students

— Guidelines for communicating high expectations when assessing ESL students¹:
  o Give sincere praise regarding a specific area of development
  o Provide frequent and understandable feedback
  o Focus on what the students can do rather than what they cannot
  o Set clear targets for growth and support them in getting there


Set academic goals together
  • Meet frequently with ELs (especially in middle grades and higher) to discuss where they are and next steps. All students need to know their target. If they don’t know where they are headed, then they may be wandering aimlessly. Because ELs have a lot on their plates – managing both academics and language – setting goals with them helps them to narrow the focus

  • The important thing is that you confer frequently with your students, letting them know that you care about them and their success, and that you are their biggest cheerleader. This is a great time for ELs to ask you questions. If they aren’t, you can invite them to do so. Once they become comfortable enough, they will.
Personalized Learning and Learner Engagement

Strategies for Promoting Student Engagement and Investment in Learning

Personalized Learning

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

Non-Engagement Habits of Non-Engagement, Learned Passivity, and Invisibility in School

Unique to Long Term ELL
Why Learner Engagement?

- Many Long Term English Language Learners develop habits of non-engagement, passivity, and invisibility in school.
- It is not surprising that students without command of the language of the classroom would be reluctant to participate.
- Over years, non-participation becomes a habit for LTELs, and some remain silent for much of the school day.
- LTELs have not been explicitly taught the study skills or behaviors associated with academic success and engagement.
- They are passed from grade to grade by educators who struggle to engage them and who have varied expectations for their performance.

Motivating Students by:

- Topic
- Task
- Materials
- Grouping/Collaboration
- Role Models/Mentors
Use Technology

- Use short audio and video clips in every unit
- Incorporate internet resources in L1/L2; Google images
- Use rap, chants and music that students will enjoy and will get language in
- Connect to feature films and popular culture (music videos, etc.)
Use Partner Work; Cooperative Learning; Collaborative Projects

- Make certain that students have meaningful roles in every task; know what they are to do and are engaged
- Dyad is the ideal structure for practice, feedback and support
- Use cooperative learning structures to create practice opportunities for students (inside outside circle)
- Use participatory structures to maximize output

MIX-PAIR-SHARE

1. Students mix around the room.
2. Teacher calls “Pair.”
3. Students pair up with the person closest to them and give a high five. Students who haven’t found a partner raise their hands to find each other.
4. Teacher asks a question and gives think time.
5. Students share with their partners using:
   - Timed Pair Share: open-ended or lengthy responses
   - Rally Robin: list

Mix-Pair-Share
**Steps of: Numbered Heads Together**

1. Students Number Off
2. Teacher Poses Question
3. Heads Together
4. Teacher Calls a Number

**Numbered heads Together**

**Inside-outside circle**

**Method:**

1. Students pair up, then the class forms two concentric circles with Partner A on the inside and Partner B on the outside. Partners face each other.
2. Pose a question and Partner A shares his/her answer with Partner B. Then Partner B shares his/her answer.
3. Direct either the inside circle or the outside circle to rotate either clockwise or counter clockwise.
4. Once the students have rotated they have a new partner and steps 2-3 are repeated.
Paraphrase Passport

PARAPHRASE PASSPORT
Students earn a “passport” to speak by accurately paraphrasing their partner’s ideas.

STEPS:
1) Students are paired.
2) Teacher assigns a discussion topic.
3) One student in the pair shares an idea.
4) Before the partner can share, he or she must paraphrase what was last said.
5) The student whose statement was paraphrased indicates whether the speaker has correctly captured their meaning.
6) The discussion continues.


Reporting Back

- Assign groups/pairs a task: question to answer; character to describe
- Tell them they will be reporting back
- Provide instructions for completing the task and time to perform the task
- Give them a specific time to verbally practice what they will report to the class
- Students “report back” with or without notes to support their presentation—Ensure that they use the target academic language
Project-Based Learning

High School Science, Math, Humanities; ELA Examples of Teaching ELLs Content While Developing Language

https://www.teachingchannel.org/video/deeper-learning-for-ell-inps

Deeper Learning for ELLs (13:36); Claire Sylvan; NYC International High Schools; Project Based Learning

https://www.youtube.com/watch?v=a5GiUfgmtDA
Affirm Student’s Cultural and Linguistic Identity

- Ensure that you know the primary language(s), culture(s) of your students so you can affirm their identities
- Use authors/illustrators, protagonists/actors from similar cultural backgrounds to motivate students; to see themselves in the curriculum
- Make reading and writing as personal as possible

Connect to Students’ Interests and to Students’ Lives

- Motivation is key; Ensure that you know your students’ interests and what will motivate and engage them
- Feed student interests in wide reading that you offer
- Make bridges between the curriculum and students’ lives outside of school
Set Goals; Encourage Students

- Tell students frequently that you care how they are doing in school and are committed to their learning (pedagogical caring)
- Accentuate students’ strengths to promote high self-esteem and investment in learning
- Show students their progress by comparing products they have produced that show growth

What Will You Do to Ensure Learner Engagement? Motivate Your Potential LTELL Students?
Give One, Get One

1. *Fold a Paper Into 4 Parts.*
2. *Complete quadrant one with your thoughts about how to best engage/motivate LTELs. Put your name or initials in that quadrant.*
3. *Next move around the room sharing your information with 3 other educators and collecting their ideas to complete quadrants 2, 3, and 4.*
4. *List the names or initials of the educators who provided the additional ideas.*

Building Study Skills
Topics to Include; Resources to Use
Two Possible Resources: Two Of Many!

- The Study Skills Handbook
  - More than 75 strategies for better learning
  - By Judith Dodge

- The Everything Guide to Study Skills
  - Strategies, tips, and tools you need to succeed in school
  - Cynthia Cluneck Muchnick, MA

Study Skills Programs: What to Include

- Note taking skills (including the use of voice recorders to “take notes”) — More on this later
- 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
Study Skills

- **Notebook/Folder Organization**
  - Using a Notebook, With Dividers
  - Notebook Paper Styles and When to Use Each (grid paper, lined paper, unlined paper, etc.)
  - How to Use the Pockets Effectively
  - Using Folders for Each Subject

- **Studying: Working Alone or With a Partner to Complete Assignments**
  - When is it good to work alone?
  - How can you work effectively with a partner?
  - Doing Your Own Work
  - Organizing Your Study Space at Home

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Study Skills

- **Capturing Assignments**
  - Copying Assignments from the Board; Peer Check for Accuracy
  - Using a Planner to Record Projects and Tests
  - Breaking Down Assignments
  - Maintaining Deadlines
  - Giving Yourself Extra Time
  - Color coding Systems
  - Keeping an Extra Set of Books at Home
  - Strategy of Doing the Hard Tasks First

- **Using Post-It Notes and Other Tools**
  - School Supplies—What to Have on Hand
  - Using post-it notes
  - Using daily checklists and lists
  - Using zip lock bags
Study Skills

Managing Yourself in Class

- Positive Self-Talk to Maintain Focus
- Managing Yourself to Respect Others and the Teacher
- Seating for Success
- Keeping Distractions to a Minimum
- Social Skills that Foster Achievement in Class
- Ask for Assistance; As Teachers for Supports You Need

Study Skills

Following Directions

- Following Oral Directions
- Asking for Clarification or Repetition
- Following Written Directions—Finding and boxing the key words (list, trace, relate, diagram, compare, evaluate, criticize, summarize); underlining the important information
- Reviewing directions with peers or with the teacher to be sure you understand
### Responding to Writing Prompts

To write an effective response to a writing prompt, you need to determine more than just your topic, audience, and form. You also need to be able to recognize the key words or directions in the prompt and to know how to respond to those directions appropriately. Familiarizing yourself with the information in the following chart can help you do both of these things.

<table>
<thead>
<tr>
<th>Direction</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe, Identify, Define</td>
<td>Identify the main elements or distinguishing characteristics of your subject, using specific facts or sensory details.</td>
</tr>
<tr>
<td>Recount, Narrate, Relate, Tell About</td>
<td>Present the sequence of events in a story or the steps in a process in chronological order. Use vivid verbs and sensory details.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Identify the key points or relationships, backing these up with examples, quotations, comparisons, and other details.</td>
</tr>
<tr>
<td>Explain</td>
<td>Present the main points of or important steps in whatever you have been asked to explain, using facts, examples, and reasons to clarify what you mean.</td>
</tr>
<tr>
<td>Compare, Contrast</td>
<td>Show the ways in which two or more things are alike and the ways in which they differ, using examples and other details to support similarity and difference you point out.</td>
</tr>
<tr>
<td>Analyze, Evaluate, Review</td>
<td>Examine the main qualities of your subject to arrive at a conclusion about some aspect of it, such as how well the parts function together as a whole.</td>
</tr>
<tr>
<td>Show Causes and Effects</td>
<td>Present the reasons for and the results of a particular event or situation, using specific details to clarify precisely what happened.</td>
</tr>
<tr>
<td>Persuade, Convince, Express Your Opinion</td>
<td>State your point of view and support it with facts, statistics, examples, quotations, and other sound evidence.</td>
</tr>
<tr>
<td>Interpret</td>
<td>Explain in your own words the meaning of whatever you’ve been asked to interpret, supporting your ideas with facts and other details.</td>
</tr>
<tr>
<td>Summarize</td>
<td>Present a condensed version of a story or a process by relating only the main events or steps and showing how one leads to the next. Do not include supporting details or other types of elaboration.</td>
</tr>
</tbody>
</table>

### THE TWELVE WORDS

Education has identified 12 words that sometimes trip up students when they are responding to questions in writing or speaking and when taking a test. Understanding the meanings of these 12 words is critical for student success from upper elementary to upper secondary school. Educators are encouraged to develop school-wide efforts to ensure that students become familiar with these words:

- Define
- Describe
- Discuss
- Explain
- Compare, Contrast
- Analyze, Evaluate
- Show Causes and Effects
- Persuade, Convince
- Summarize
- Interpret
- Evaluate
- Review

### Operationalizing Instructions

By Taylor Welsh (continued...)

**COMPREHEND**

When you need to identify how things are related or organized.

**DEFINITION**

When you need to describe a concept, a term, a situation, or something.

**SIMILARITY**

When you need to identify things that are similar.

**DIFFERENCES**

When you need to focus on differences.

**DECISION**

When you need to make a choice.

**INTERPRET**

When you need to interpret or explain something.

**PERSUASION**

When you need to convince someone or persuade them.

**EVALUATION**

When you need to form an opinion.

**SUMMARIZE**

When you need to summarize or condense information.

**TEMPLATES**

When you need to use a specific format or structure.
More Study Skills

Checking your Work Before You Submit
- Editing Tools (Physical, Online)
- Checking Your Work Against the Directions Given to Make Sure It is Complete

Making and Using Learning tools
- Flash Cards
- Pneumonic Devices (acronyms, memorization tips)
- Using Notes to Study for Tests

More Study Skills

Using Book Features
- Table of Contents
- Glossary
- Index
- Captions
- Subheadings and Headings
- Bolding
- Italics
- On-page Glossing

Using Online Resources
- Online thesaurus
- Online dictionary
- Encyclopedias

http://www.flocabulary.com/unit/text-features/
TEXT FEATURES
https://www.youtube.com/watch?v=Cz4CPbof3lw
Which study skills do your students need most?
When could you teach those skills?
Come to a Consensus!
Kahoot Poll!
kahoot.it
Or
Use APP if you have it

Looking at a Study Skills Course

LOOK AT THE COURSE OUTLINE, DECIDE
1. WHAT WOULD YOU INCLUDE?
2. WHAT WOULD YOU LEAVE OUT
3. WHAT WOULD YOU ADD?
VII. Using Graphic Information

- Reading and Interpreting: maps, timelines, diagrams, line graphs, bar graphs, pie charts
- Using context cues and illustrations to detect possible word meanings
- Interpreting various information: reading and interpreting:
  - Photographs
  - Maps
  - Line graphs
  - Diagrams
  - Tables
  - Organizational charts/flow charts
- Time lines
- Maps/legends

SECOND QUARTER: Re-Using Skills, Using Learning Tools

1. Managing Yourself in Class
   a. Poster walls to maintain focus
   b. Follow rules and respect others and the teacher
   c. Seating for success
   d. Keeping interruptions to a minimum
2. Social Skills that Foster Achievement in Class
   a. Following directions
   b. Asking for Clariﬁcation or Repetition
   c. Following Written Directions—Finding and knowing the key words (list, types, online, diagram, computer, evaluate, criteria, conclusion, underlying, etc.); Noticing transition words
3. Following Directions
   a. Following Oral Directions
   b. Asking for Clarification or Repetition
   c. Following Written Directions—Finding and knowing the key words (list, types, online, diagram, computer, evaluate, criteria, conclusion, underlying, etc.); Noticing transition words

III. Checking your Work Before You Submit

a. Adding Tools (Physical, Online)
   b. Checking Your Work Against the Directions Given to Make Sure It is Complete

IV. Using Reference Materials

a. Dictionary
b. Thesaurus
c. Encyclopedia

V. Using the Internet

a. Internet Search Strategies
   b. Using Reference Materials
   c. Translating Tools
   d. Using the Library
   e. Asking for help (Librarian) in ﬁnding materials you can read and understand
f. Using the card catalog or online catalog to locate materials

THIRD QUARTER: Maximizing Your Performance

1. Maximizing Your Performance
   a. Using Learning Styles Inventories
   b. Understanding the Conditions Under Which You Study and Learn Best
   c. Advocating for your needs

FOURTH QUARTER: Test-Taking Skills

1. Types of tests and their meaning in American Schools
   a. High-stakes tests (e.g., graduation)
   b. Retakes—Understanding test-taking strategies
   c. Optional: Pop quizzes
2. Test-taking Strategies:
   a. Reducing anxiety before and during the test
   b. Using test-taking strategies to make the test-taking experience more enjoyable
   c. Reducing anxiety before and during the test
   d. Understanding bubble sheets and how to use them; understanding cues in test-taking situations
   e. Filling in answers on the test
   f. Answering True-False Test Items
   g. Making educated guesses
   h. Answering Multiple-Choice Items
   i. Analyzing the chances and percentages of each choice
   j. Using the clues in the question to eliminate answers
k. Asking for help (Librarian) in ﬁnding materials you can read and understand

36
XI. Practicing for tests

1. Think-Pair-Share

2. Practicing for tests

a. Understanding cues as to what you are to do (analyze, discuss, relate, etc.)

b. Outlining your response (G.O.'s, notes)

c. Defining some, if applicable, to craft a response

d. Using some, if applicable, to craft a response

e. Using your best to get some of the points

f. Using the question as a resource for your response

g. Reading complex text from where you must read, take notes and write

h. Making sure you answer all parts of the question

3. Might be helpful, as designed for children:

   a. Sagebrush/dp/0613531108/ref=sr_1_12?ie=UTF8&qid=1436702944&sr=8-12

   b. https://cherrylakepublishing.com/shop/show/50063

4. Sections May Work (with adaptation for reading level)

   a. Teacher&Reference&Books

   b. Student&Resources

   c. Teacher&Resources


   e. How to Be School Smart: Super Study Skills (2002).!!

   f. The Study Skills Handbook: Grades 4-8 (2001),!!Allyn!and!Bacon

   g. Teaching Study Skills and Strategies, Fourth Edition (Mangrum!and!Strickart!Learning!Resources!!)

   h. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   i. Attention!Deficit!Disorders,!or!Special!Needs!Teaching!Lear

   j. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   k. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   l. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   m. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   n. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   o. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   p. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   q. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   r. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   s. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   t. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   u. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   v. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   w. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   x. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   y. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   z. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   aa. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   bb. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   cc. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   dd. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   ee. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   ff. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   gg. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   hh. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   ii. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   jj. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   kk. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   ll. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   mm. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   nn. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   oo. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   pp. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   qq. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   rr. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   ss. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   tt. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   uu. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   vv. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   ww. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   xx. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   yy. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   zz. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   aa. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   bb. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

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   jj. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   kk. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!

   ll. Teaching Learning Strategies and Study Skills to Students with Learning Disabilities,!
Test Taking Skills and Strategies for LTELs

- Types of tests and their meaning
  - High Stakes tests (e.g. graduation)
  - Routine classroom-based tests
  - Quizzes; Pop quizzes
- Staying Calm; reducing test anxiety before and during the test
- Test taking Strategies: Answering the items you know first and other strategies for getting the best score possible
- Timed tests and how to handle them; Using time wisely; Budgeting your time
DETER Strategy

- Read the **Directions** Carefully
- **Examine** the entire test to see what is involved
- Decide how much **Time** you should spend answering each item on the test. See how many items are on the test and how many points each item is worth. Spend the most time answering the items that count the most.
- Begin by answering the items that are **Easiest** for you. Then answer as many more as you can.
- If you finish the test before time is up, **Review** your answers.

Handling Multiple Choice Items

- Read the question or statement and underline important words or phrases in the question that clarify what is being asked
- Be sure to notice limiting words like *not, all, some, except*.
- Read the question or statement along with each answer to help you decide which answer is correct.
- Consider all the alternatives. Cross out any answer you know is incorrect.
- If you are left with more than one answer choice, reread the question or statement and choose the best answer among the choices you didn’t cross out.
- If you are unsure of the correct answer, guess. Answer all items unless there is a penalty for incorrect answers.
More ideas

- Budget your time
- Answer easy questions first and come back to harder ones (mark those you haven’t answered with an X)
- If you are to read a passage to answer the questions, read the questions first, then read the passage
- If the question refers to a numbered line in a passage, read that line and then read the text above the numbered line. Read as much as is needed to answer the question about the identified line of text.
- Make sure you know how to mark/record your answer.

Use the GET-PREP-RESPOND Strategy for Essay and Short Answer Questions

**GET:** Get information, read the text and study graphs or visuals (say to yourself “my task is to........)

**PREP:** Plan your response using an outline, bullet points or graphic organizer. Make sure you fully answer the question or fully respond to the prompt.

**RESPOND:** Write your short answer or essay in response to the question
The **QUOTE** Strategy for Essay Tests

- **Question**—Find the Direction word and box it (Discuss, Describe, Explain, compare, evaluate, etc.)
- **Underline**—the subject or content you are to discuss, describe, explain, compare, etc.)
- **Organize/Write**—Write facts related to the sentence/phrase you underlined. Organize the facts using a graphic organizer. Then write your answer using the graphic organizer.
- **Time**—Plan how you will use your time to answer the essay questions on the test. Answer those you find easier first.
- **Evaluate**—Make sure you answered all parts of the question, included all the relevant facts, organized your response and wrote legibly.

Managing Stress and Anxiety

- Get plenty of sleep the night before the test and eat a good breakfast.
- Stay focused on the test and keep trying to do your best
- Stay positive; Use positive self talk (*I can do this!*)
- Skip over items that are difficult, mark them and come back to them later
- Take mental breaks if you get nervous/feel overwhelmed (close your eyes for a minute; practice deep breathing)
- Drink water, if allowed, while you take the test
Academic Listening and Note Taking Skills

Note Taking Matters: Being Explicit with Students

- Required in all disciplines
- A developmental process: the more they practice the better they will get
- A skill most students are not good at since it is generally not taught: will give them an advantage over other students
- A skill that helps them eliminate unnecessary information so they have less information to understand
Note-taking is particularly challenging for secondary students because it is so multifaceted.

Students are required to display receptive skills like listening to and processing information, but also expressive skills such as actually writing the notes and organizing them effectively—all at the same time.

This is a lot to juggle for an English dominant middle or high school student, much less an English Language Learner. Every single step presents a unique challenge for our secondary English Language Learners.

Judah Lakin, Social Studies Teacher, Hope High School Providence

Factors that Affect Listening for L2 Learners

- Teacher/Student rate of speech
- Teacher/Student volume of speech
- Anxiety/Nervousness
- Background noise
- Distractions from classmates
- Other environmental and acoustical factors
Processing Words and Phrases

- ELLs may capture the words but not necessarily know how to write them down
- ELLs may not recognize the words being used and therefore have no ability to capture them or write them down
- ELLs may tune out from time to time or be so busy writing one thought that they lose the others

Note Taking: Evidence of Listening Comprehension

<table>
<thead>
<tr>
<th>Note Making</th>
<th>Note Taking</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students record notes from printed materials</td>
<td></td>
</tr>
<tr>
<td>- During reading</td>
<td></td>
</tr>
<tr>
<td>- Students record notes from information presented orally</td>
<td></td>
</tr>
<tr>
<td>- During teachers’ lectures</td>
<td></td>
</tr>
<tr>
<td>- From multimedia viewed</td>
<td></td>
</tr>
<tr>
<td>- During class discussion</td>
<td></td>
</tr>
</tbody>
</table>

Reviewing Students’ Notes Can Show Us What They are Capturing

Which one do you think we work on more?
NOTEMAKING STRATEGY--GIST: Exploring Tough Text

- Identify Appropriate Text
- Group the Students
- Demonstrate the Strategy
- Discuss Summary Sentences
- Read and Summarize According to Instructions
- Read and Compare Summary Sentences
- Assess Student Progress and Understanding

Stop and summarize at these Points
1. Page 3, at the subheading
2. Page 7, at the bottom of the page
3. Page 9, after the chart
4. Page 13, at the end of the section

Textbook Talk-back Notes
# Inquiry Chart (I-Chart)

**Name**

**Topic**

<table>
<thead>
<tr>
<th>What We Know</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Other Interesting Facts</th>
<th>New Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note Taking**

From Our Classroom Strategy Library

All About Adolescent Literacy

Resources for Parents and Educators of Kids Grades 4—12

www.adlit.org
# Teach Important *Listening* Signal Words to Kids

<table>
<thead>
<tr>
<th>Signal Word Categories</th>
<th>Signal Words</th>
<th>Interpret This As...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis</td>
<td>mostly, main, important, especially, most importantly, specifically</td>
<td>This is <em>very</em> important. Write this down!</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td>but, although, on the other hand, conversely, though, on the contrary</td>
<td>A contrasting point to note. Write this down!</td>
</tr>
<tr>
<td>Cause/Effect</td>
<td>because, as a result, the reason for, due to, led to, created, brought about, hence, consequently, therefore, as a result of this</td>
<td>A detailed explanation that is making connections. Write this down! Make sure you know how it connects to information already provided</td>
</tr>
<tr>
<td>Ordinal/sequential, numbers/list</td>
<td>first, second, third, last, finally, ultimately, next</td>
<td>Providing a sequence or timeline. Write each point down! If you miss a point, ask your teacher to repeat that point.</td>
</tr>
</tbody>
</table>
### Signal Word Categories

<table>
<thead>
<tr>
<th>Specifics/elaboration</th>
<th>For example, such as, the following, that is to say, furthermore</th>
<th>Only write this down if you need examples or something to clarify the point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>Basically, in short, in brief, in conclusion</td>
<td>Pay attention because this is the big idea (gist), write this down only if you do not have this in your notes already</td>
</tr>
<tr>
<td>Repetition</td>
<td>In other words, in addition, let me put that another way</td>
<td>Reinforces a point made, so pay attention. You do not need to write this down.</td>
</tr>
<tr>
<td>Hints to write information down</td>
<td>Here is something you should know, I wouldn’t forget this point if I were you, remember this, this is particularly important, there are five things you have to know</td>
<td>This is very important. Write this down! Ask the teacher to repeat if you do not catch everything! Make sure you have this recorded correctly!</td>
</tr>
</tbody>
</table>

### Teach Useful Symbols

- &/+ and
- @ at
- = is or equals
- b/c because
- # number
- / per
- x times
- 1st first
- > more than
- < less than
- w/ with
- w/o without
Start with Partially Completed Notes

Gradual Release Model

Note Taking Formats

- Simple Outline
- Cornell Two-Column Notes
- T-Chart (Split Page)
- Graphic Organizers
- Foldables
Note-Taking Methods

1. Cornell method

**Draw a line down the page.**
- From the left side of the page.
- About third of the way.

1. Write notes on the right side of the page. Avoid putting notes between sections. Use abbreviations and leave space between chunks of information to outline the development.
2. Write key words, main topics, or questions. You can drift in somewhere after the lecture.
3. The BOTTOM area where you write a one or two sentence summary of the course lecture, lecture or discussion.

Lyric: Cornell method

Cornell Method is all about taking notes in the moment and coming back to them later. Then you can separate key points and ask questions about what you recorded in class. Here’s how you do it:

1. Draw a line down the page. About third of the way from the left side of the page.
2. Write notes on the right side of the page. Avoid putting notes between sections. Use abbreviations and leave space between chunks of information to outline the development.
3. Write key words, main topics, or questions. You can drift in somewhere after the lecture.
4. The BOTTOM area where you write a one or two sentence summary of the course lecture, lecture or discussion.

Lyric: More...

Remember you can hold approximately seven bits of short-term memory for about 20-30 seconds, so how can you be expected to remember all the important information that comes your way throughout the week? You need a plan, a strategy. Here are 3 different methods for capturing that information by taking notes. Cornell, Outline and Mind Mapping. Try them both and see which one works best for you.

Lyric: Cornell method

Cornell Method

1. Draw a line down the page. About third of the way from the left side of the page.
2. Write notes on the right side of the page. Avoid putting notes between sections. Use abbreviations and leave space between chunks of information to outline the development.
3. Write key words, main topics, or questions. You can drift in somewhere after the lecture.
4. The BOTTOM area where you write a one or two sentence summary of the course lecture, lecture or discussion.

Lyric: Mind Mapping

Mind Mapping is a visual representation of your notes. Your map shows how key ideas and details relatable see another to how you did.

1. Write the main topic in the center of the page.
2. Write each topic and link it to the main topic using lines, colors or numbers.
3. You should end up with the subtopic at the first points out from the center then details are tied further out and so on.

Lyric: Take notes

No matter what method you use to take notes, here are some general rules to follow:

1. Start a new page for each new idea.
2. Leave space between topics or ideas so you can see the page easily.
3. Include key information (key ideas, facts, details, examples, definitions).
4. Use your instructor’s cues that something is important (repetition, emphasis, underlining, italics, bold, color, etc.).
5. Use abbreviations and symbols.
6. Write in a separate area or on the back of the paper.

Then edit your notes later:

1. Fill in any gaps.
2. Use your notes from textbook or notes from class.
3. Write questions for your instructor.

Lyric: More...

Flocabulary is an online library of educational hip-hop songs and videos for grades K-12. Over 20,000 schools use Flocabulary to engage and inspire students. Our team of artists and educators is not only committed to raising test scores, but also to fostering a love of learning in every child.

Rap Music: Flocabulary.com

See T-Chart as an Alternative
Structured Notetaking

Classroom Strategy: Structured Notetaking

Background
Structured notetaking is a strategy that helps students become more effective note takers. Using graphic organizers specific to a particular text, structured notes assist students in understanding the content of their reading.

Initially teachers create the graphic organizers, but as students become more comfortable with using structured notes they are able to construct their own, matching the structure of their graphic organizers to the structure of the texts they read.

Benefits
Structured notes are really helpful when students are faced with interpreting complex text structures. The notes provide a reading guide to use as they navigate through difficult text, and act as a model of how students should organize their ideas as they read.

Create and use the strategy
1. Review the text and create a graphic organizer that matches the structure of the text. Provide each student with a copy of the organizer and the text they will read.
2. Review the structure of the organizer and how it relates to the structure of the text your students will read.
3. As students read and complete the organizer, remind them to review their responses and reflect on the connections being made between concepts.
4. Have students discuss their responses as a whole group or within their small groups. Remind students to focus their discussions on any questions where student answers differed.
5. At the completion of the reading, discuss how you created the graphic organizer and why you chose a particular structure for it. You may also want to help students understand some of the common ways that information is organized (Buehl, 2000).

- Cause/effect
- Proposition/support
- Goal/action/outcome
- Compare/contrast
- Problem/solution
- Concept/definition
Graphic Organizers for Note Taking

1. Analyze the text structure
2. Choose a graphic organizer that matches the text structure
3. Provide models and demonstrations
4. Compare student products

Cell Structure

Stop at 2:20

(Nucleus)

https://www.youtube.com/watch?v=URUJD5NEXC8&t=128s
Take 2-Column Notes

How do you decide what to write; what to leave out?

T-Chart

<table>
<thead>
<tr>
<th>3 things cells have in common</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two categories of cells</td>
</tr>
</tbody>
</table>

Organelles:
- Nucleus
- Cytoplasm

Using Foldables to Take Notes; To Study

Key Vocabulary

Mesopotamia vs Ancient Egypt (Venn)

https://www.dinah.com/
Vocabulary Foldable Teacher Directions

1. The first time your students do this activity, use the 2-page Labeled Vocabulary Foldable pattern. Run it off front to back so that the dotted lines fall on each other. After your students know what to do, you can use the Plain Vocabulary Foldable which only takes a single sheet of paper.

2. Have students fold their papers in half the long way and cut on the four dotted lines to form five flaps.

3. Choose 5 vocabulary words to introduce to your students. Have them write one word on the outside of each flap in the top triangle.

4. Use a variety of strategies to teach the words to your students. You can assign each team one word to look up and teach to the class, or you can teach the words yourself. Give examples of definitions and how you use each word in a sentence. You can even have students role play the words or play charades to have them guess each word.

5. After you have introduced each word, give students time to complete the other three sections of the flap. In the bottom triangle, under the word, have them draw a symbol or picture that will help them remember the word. Then have them open the flap and write the definition and a sentence. See examples below.

6. When all the flaps are completed, allow some time for students to share their pictures and sentences with their team or with the class.

Parts of a Vocabulary Foldable

On Top of Flap:

• Word
• Illustration

Under Flap:

• Sentence
• Definition

Outside View

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>slither</td>
<td>To glide or slide along like a reptile</td>
<td>The snake slithered across the ground.</td>
</tr>
<tr>
<td>vehicle</td>
<td>Something used to take people or goods from one place to another</td>
<td>Five vehicles drove by in two minutes.</td>
</tr>
<tr>
<td>identical</td>
<td>Exactly alike and equal</td>
<td>Are those two girls identical twins?</td>
</tr>
<tr>
<td>unique</td>
<td>Being the only one of its kind</td>
<td>Every snowflake is different and unique.</td>
</tr>
<tr>
<td>probability</td>
<td>A number expressing the likelihood that an event will happen</td>
<td>The meteorologist said the probability of rain is 30% today.</td>
</tr>
</tbody>
</table>

Created by Laura Candler ~ Teaching Resources ~ www.lauracandler.com
Eukaryotic vs Prokaryotic Cells

- Definition
- Examples Of
- Parts/Organelles
Differences Among 3 Types of Cells

--Animals
--Plants
--Bacteria

What Note Taking Format Do You Prefer?

- Simple Outline
- Cornell Two-Column Notes
- T-Chart (Split Page)
- Graphic Organizers
- Foldables

Go to Answer Garden
https://answergarden.ch/share/827870
Type in Your Answer
Teach Kids How to Use Their Notes When They Study

“Talking to Your Notes”

- Ask and Answer Questions
- Make Comments; Elaborate on your Notes
- Make Connections
- Circling unknown words
- Underlining/Asterisk
- Exclamation points for important information

Options for Giving Kids Credit for their Notes

- Collect and grade notes.
- Create exams and quizzes where students need to use their notes, and make part of their grade on the exam or quiz the quality of their notes.
- Create short homework assignments that students need to use their notes to complete. Students turn in their notes with the assignment.
Active Listening Strategies

PRACTICING ACTIVE LISTENING

You Met
Your Match

Used for:
Building new vocabulary

Levels:
Beginner/Intermediate

Activity:
Pairing images with corresponding words/terms

Example:
- You spend ten minutes reviewing key terms related to the new unit on photosynthesis
- You provide them with ten note cards: five pictures and five key terms.
- Students match them according to their understanding based on their prior listening.

• Note: when dealing with beginner students, because of their limited proficiency, be sure to limit both the number of words being chosen and the difficulty of the words and or terms.
We Belong Together

**Used for:**
Building conceptual understanding

**Levels:**
Beginner (with visual aids)/Intermediate/Advanced

**Activity:**
Pairing concepts with statements

---

**Example:**
- You review a difficult concept like democracy
- You provide two carefully worded statements: one that represents the concept and another that does not
- Students have to choose based on the oral information they just received

---

**Democracy?**

- Ellen Johnson (the current president of Liberia) gets fewer votes than George Weah (her opponent), but instead of letting George Weah become president she encourages her followers to overthrow George.

- Felipe Calderon runs for reelection in Mexico and gets fewer votes than Andres Manuel Lopez (his opponent). Felipe congratulates Andres and allows Andres to become the next president of Mexico.
Put Your Hands Up

**Used for:** Checking message comprehension/effectiveness of teacher delivery

**Levels:** Beginner/Intermediate

**Activity:** Whole Class: Yes/No questions

---

**Example:**
- You do a lesson on the main attributes of the Sioux Indians
- Quiz the kids: Did the Sioux live in the East?
  - Thumbs up: “yes”
  - Thumbs down: “no”
  - Thumbs sideways: “not sure”
- Alternatively the kids could write their answers on white boards

---

**Collaboration**

**AMONG TEACHERS**

**AMONG STUDENTS**
Tips to Get Started

- Agree on “terms” of collaboration, including the format of lesson plans, how much flexibility is given to implement plans, and appropriate timing for collaboration.
- Trust your colleagues. Don’t be a perfectionist—allow your co-collaborators some autonomy in this process.
- Avoid “too many cooks in the kitchen,” or collaborating with too many others!
- Start small by creating short interactive activities, rather than full-length projects with multiple discrete tasks.

Three Steps to Collaboration

1. Divide the preparation of all materials
   - Handouts
   - Visual aids/presentation activities
   - Games/activities
   - Texts
   - Rubrics
   - Homework assignments

2. Meet to revise
   - Materials, after creation
   - Lesson plans, after all sections of the course are completed

3. Meet to reflect
   - Lesson plans and materials, after all sections of the course are completed
   - Overall student morale, problems, successes
Encouraging Collaborative Projects Among Students

Collaborative assignments are best done when heavily scaffolded by the teacher and when the benefits of the collaborative process are shared explicitly with students.

Students need directions on how to divide work appropriately, and after assigning a collaborative project, we never let them leave the classroom without designating a time to meet to review their progress with their peers.

Encouraging Collaborative Projects Among Students

In these meeting times, we can point to ways that the burden of work is lessened for all. It is also a good idea to have groups select a leader and give the specific tasks that leaders are responsible for (such as setting up a group texting chat, aligning format or compiling pieces into a single file, being a liaison to the professor) and which tasks can be delegated. This process can lead to empowerment of individuals to work through their own tasks and be a meaningful contributor to a finished project.
Framework and Recommendations

Here we offer a CUNY-NYSIEB framework for LTEs that addresses: (1) Programmatic Structures, (2) Curricular Structures, (3) Classroom Structures and Resources (4) Pedagogical Strategies, and (5) Assessment Strategies that should be adapted with flexibility to meet the specific needs and strengths of the students, the educators, and the school.

1. Programmatic Structures
   Appropriate, yet Demanding!

2. Curricular Structures
   A curriculum with cultural connections and language and literacy supports.

3. Classroom Structures and Resources
   Make the how’s of learning and language explicit while providing high interest materials.

4. Pedagogical Strategies
   Work together to leverage and extend students’ bilingualism!

5. Assessment strategies
   Intentional and adapted.

Next Time We Will Look at Curricular and Classroom Structures

Thank You!

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