

APPENDIX C

EXAMPLE OF A THREE-YEAR PARENT AND COMMUNITY INVOLVEMENT PLAN

September 2005 to June 2008

VISION: A COMPREHENSIVE PROGRAM OF SIX TYPES OF INVOLVEMENT

Outline the activities that might help your school improve all six types of involvement over the next three years. What steps might your Action Team take in Year 1, Year 2, and Year 3 to improve Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community? (Use this form *after* completing "Starting Points: An Inventory of Present Practices" and *before* completing the One-Year Action Plan—Form A.)

Source: Epstein, J. L., Coates, L., Salinas, K. C., Sanders, M. G., & Simon, B. S. (1997). *School, family, and community partnerships: Your handbook for action* (pp. 126–128, 130–135). Thousand Oaks, CA: Corwin Press. Reprinted by permission.

Type 1: Parenting

Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Obtain information from families to help schools understand children's strengths, talents, and needs, and families' backgrounds, cultures, and goals for their children.

Vision: What is your Action Team's broad goal for improving Type 1: Parenting over the next three years? *Parents learning English. Partner with outreach organizations. Same level of opportunities; for example, Booster Club. See more Hispanic parents involved.*

Which activities might you conduct over three years to reach your vision for Type 1: Parenting?

Year 1. *District leads parent meetings. Parents have opportunities to share concerns; for example, "Who do I call when child has missed the bus?" Home visits. Encourage parents to use primary language at home—be intentional at a meeting.*

Year 2. *Establish lines of communication between school district and community outreach organizations.*

Year 3. *Pair Hispanic family with non-Hispanic family. Invite parents to attend events and meetings so they do not have to attend alone. Invite parents to Booster club.*

Type 2: Communicating

Communicate with families about school programs and student progress using school-to-home and home-to-school communications. Create two-way channels so that families can easily contact teachers and administrators.

Vision: What is your Action Team's broad goal for improving Type 2: Communicating over the next three years? *School-to-home and home-to-school communications. Continue to employ Spanish-speaking paraprofessionals. Continue to translate communications.*

Which activities might you conduct over three years to reach your vision for Type 2: Communicating?

Year 1. *Home visits. Mid-term phone calls. School newsletters discussed with high school students.*

Year 2. *Report on positive student behaviors. Inform parents of behavioral concerns. Don't overlook either because of language differences.*

Year 3. *Communicate to parents students' decisions about classes at the high school level.*

Type 3: Volunteering

Improve recruitment, training, activities, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and the school's programs.

Vision: What is your Action Team's broad goal for improving Type 3: Volunteering over the next three years? *Increase frequency, numbers, and variety/types of volunteering in schools.*

Which activities might you conduct over three years to reach your vision for Type 3: Volunteering?

Year 1. *Group training for parents who may be interested in volunteering for "teacher help" in areas such as craft preparation, and so forth.*

Year 2. *Some type of recognition for the volunteers at a Parent Night. Parents can be recognized for giving time to attend student performances, games, assemblies, celebrations, and other events.*

Year 3. *Parents help collect tickets and hand out programs for student performances or games. Contact parents to remind them of student performances, games, assemblies, celebrations, and other events.*

Type 4: Learning at Home

Involve families with their children in academic learning activities at home including homework, goal setting, and other curriculum-related activities and decisions.

Vision: What is your Action Team's broad goal for improving Type 4: Learning at Home over the next three years? *Get information out to parents of ELLs and students about curriculum, school-related activities, and ideas for better involvement of the parents at those activities.*

Which activities might you conduct over three years to reach your vision for Type 4: Learning at Home?

Year 1. *Technology workshop to help parents access Infinite Campus (and having it appear in Spanish).*

Year 2. *Continuation of summer learning for ELL students.*

Year 3. *Formal communication about student homework. Interactive homework that requires students to talk with someone about something they are learning in class.*

Type 5: Decision Making

Include families as participants in school decisions, governance, and advocacy activities through PTA/PTO, committees, councils, and other parent organizations. Assist family representatives to obtain information from and give information to those they represent.

Vision: What is your Action Team's broad goal for improving Type 5: Decision Making over the next three years? *Get parents of ELLs more involved in the school decision-making process.*

Which activities might you conduct over three years to reach your vision for Type 5: Decision Making?

Year 1. *Electing/appointing a liaison/representative for each school's PTO for better input from parents of ELLs for school needs.*

Year 2. *More education about the history and products of school PTOs.*

Year 3. *Generate a list of parents of ELLs willing to attend PTO.*

Type 6: Collaborating with the Community

Coordinate the work and resources of community businesses, agencies, cultural and civic organizations, and other groups to strengthen school programs, family practices, and student learning and development. Enable students, staff, and families to contribute services to the community.

Vision: What is your Action Team's broad goal for improving Type 6: Collaborating with the Community over the next three years? *To increase awareness of parents as to what cultural and educational resources are available in this community.*

Which activities might you conduct over three years to reach your vision for Type 6: Collaborating with the Community?

Year 1. Contact the recreation center about what community services are already in place for Hispanics. Does anyone speak Spanish?

Year 2. Collaborate with the community college ESL instructor to see what community information packets are available.

Year 3. Strengthen relationship between district and college ESL program. Is there a Spanish social service program guide available?

CONCLUSION

As we noted in the Introduction, the number of ELLs in the United States has skyrocketed. For the most part, mainstream teachers are now responsible for helping these students learn English and master required academic content. Are teachers prepared, however, to meet the needs of this special population?

Available data indicate that, for the most part, few mainstream teachers are prepared to work with ELLs. The 1999–2000 *Schools and Staffing Survey* by the U.S. Department of Education (n.d.) indicated that of the 41.2 percent of teachers who taught ELLs, only 12.5 percent had had eight or more hours of training to do so in the last three years.

One of the authors of this book, Kathleen Flynn, vividly remembers her early days as a substitute teacher in an urban school district, where she was frequently placed in a mainstream classroom that included many ELLs. As a novice teacher, she was still learning how to teach English-dominant students and had received no training in how to modify teaching strategies for ELLs. It was a lose-lose situation—a day in the classroom wasted for the ELLs, and a day of frustration for Kathleen. She did her best, but inevitably she would leave at the end of the school day knowing she had not been successful in reaching the ELLs.

We wrote this book with Kathleen's experience fresh in our minds, hoping that it will help you turn your lessons into win-win situations for both you and your ELL students. You and all of the students in your classroom deserve days filled with rich learning experiences where you, as the teacher, feel confident that you have modified and adapted your teaching strategies in ways that have allowed your students to experience success in the classroom and beyond.

REFERENCES

- Alanis, I. (2004). Effective instruction: Integrating language and literacy. In C. Salinas (Ed.), *Scholars in the field: The challenge of migrant education* (pp. 211–224). Charleston, WV: Appalachian Regional Education Laboratory.
- Anderson, J. R. (1995). *Learning and memory: An integrated approach*. New York: Wiley and Sons.
- Asher, J. (1977). *Learning another language through actions: The complete teacher's guide*. Los Gatos, CA: Sky Oaks Publications.
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guildford Press.
- Berman, P., Minicucci, C., McLaughlin, B., Nelson, B., & Woodworth, K. (1995). *School reform and student diversity: Case studies of exemplary practices for LEP students*. Washington, DC: National Clearinghouse for English Language Acquisition.
- Brinton, D., Snow, M., & Wesche, M. (1989). *Content-based second language instruction*. Boston: Heinle and Heinle.
- Brophe, J., & Good, T. (1986). Teacher behavior and student achievement. In M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 328–375). New York: Macmillan.
- Brown, H. D. (2000). *Principles of language learning and teaching*. New York: Addison Wesley Longman, Inc.
- Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., Lively, T. J., & White, C. E. (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream

- classrooms. *Reading Research Quarterly*, 39, 188–215.
- Chamot, A. U., & O'Malley, M. (1994). *The CALLA handbook: Implementing Cognitive Academic Language Learning Approach*. Reading, MA: Addison-Wesley.
- Cochran, C. (1989). Strategies for involving LEP students in the all-English-medium classroom: A cooperative learning approach. *NCELA Program Information Guide Series* (No. 12).
- Coleman, J. S., Campbell, E., Hobson, C., McPartland, J., Mood, A., Weinfeld, F., & York, R. (1966). *Equality of educational opportunity*. Washington, DC: U.S. Government Printing Office.
- Collier, V. P., & Thomas, W. P. (1989). How quickly can immigrants become proficient in school English? *Journal of Educational Issues of Language Minority Students*, 5, 26–38.
- Crandall, J., Spanos, G., Christian, D., Simich-Dudgeon, C., & Willetts, K. (1987). Integrating language and content instruction for language minority students. *Teacher Resource Guide Series* (No. 4). Washington, DC: Office of Bilingual Education and Minority Language Affairs. (ERIC Document Reproduction Service No. ED 291 247).
- Cummins, J. (1984). *Bilingualism and special education: Issues in assessment and pedagogy*. San Diego, CA: College-Hill Press.
- Dong, Y. R. (2004/2005). Getting at the content. *Educational Leadership*, 62, 14–19.
- Earle-Carlisle, S. (n.d.). *Providing language feedback*. Retrieved April 22, 2005, from www.ncela.gwu.edu/oela/summit/Language_Feedback.
- Echevarria, J., & Graves, A. (1998). *Sheltered content instruction: Teaching English language learners with diverse abilities*. Needham Heights, MA: Allyn and Bacon.
- Echevarria, J., Vogt, M., & Short, D. J. (2000). *Making content comprehensible for English language learners: The SIOP model*. Needham Heights, MA: Allyn and Bacon.
- Education Market Research Corner Archives. (2004, December). ELL market: National market overview. *The Complete K–12 Newsletter*.
- Englander, K. (2002, February). Real life problem solving: A collaborative learning activity. *English Teaching Forum*, 8–11.
- Epstein, J. L., Coates, L., Salinas, K. C., Sanders, M. G., & Simon, B. S. (1997). *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press.
- Fashola, O. S., Slavin, R. E., Calderón, M., & Durán, R. (1997). *Effective programs for Latino students in elementary and middle schools*. Paper prepared for the Hispanic Dropout Project, Office of Educational Research and Improvement, U.S. Department of Education, Washington, DC.
- Fathman, A. K., Quinn, M. E., & Kessler, C. (1992). Teaching science to English learners, grades 4–8. *NCELA Program Information Guide Series* (No. 11), 1–27.
- Fraser, B. J., Walberg, H. J., Welch, W. W., & Hattie, J. A. (1987). Synthesis of educational productivity research. *Journal of Educational Research*, 11(2), 145–252.
- Garcia, E., & Pearson, P. D. (1991). Modifying reading instruction to maximize

- its effectiveness for "all" students. In M. S. Knapp & P. M. Shields (Eds.), *Better schooling for the children of poverty: Alternatives to conventional wisdom* (pp. 31–60). Berkeley, CA: McCutchan.
- Genesee, F. (1994). Integrating language and content: Lessons from immersion. *Educational Practice Reports* (No. 11). Washington, DC: Center for Applied Linguistics.
- Gibbons, P. (1991). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.
- Herrell, A., & Jordan, M. (2004). *Fifty strategies for teaching English language learners*. Upper Saddle River, NJ: Pearson Education, Inc.
- Hodgkinson, H. L. (2003). *Leaving too many children behind: A demographer's view on the neglect of America's youngest children*. Washington, DC: Institute for Educational Leadership.
- Jencks, C., Smith, M. S., Ackland, H., Bane, J. J., Cohen, D., Grutlis, H., Heynes, B., & Michelson, S. (1972). *Inequality: A reassessment of the effects of family and schools in America*. New York: BasicBooks.
- Johnson, D. W., & Johnson, R. T. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning*. Boston: Allyn and Bacon.
- Kagan, S. (1995). We can talk: Cooperative learning in the elementary ESL classroom. (ERIC Document Reproduction Service No. ED 382 035).
- Kagan, S., & McGroarty, M. (1993). Principles of cooperative learning for language and content gains. In D. Holt (Ed.), *Cooperative learning: A response to linguistic and cultural diversity* (pp. 47–66). McHenry, IL: Delta Systems.
- Krashen, S. D., & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom*. Oxford: Pergamon.
- Lou, Y., Abrami, P. C., Spence, J. C., Paulsen, C., Chambers, B., & d'Apollonio, S. (1996). Within-class grouping: A meta-analysis. *Review of Educational Research*, 66(4), 423–458.
- Marzano, R. J. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. (2001). *A handbook for classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McLaughlin, B., August, D., Snow, C., Carlo, M., Dressler, C., White, C., Lively, T., & Lippman, D. (2000, April). *Vocabulary improvement and reading in English language learners: An intervention study*. Paper presented at a research symposium of the Office of Bilingual Education and Minority Language Affairs, U.S. Department of Education, Washington, DC.
- Mohan, B. (1990). Integration of language and content. In *Proceedings of the first research symposium on limited English proficient students' issues* (pp. 113–160). Washington, DC: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs.
- National Clearinghouse for English Language Acquisition. (n.d.a). *Frequently asked questions*. Retrieved April 25, 2005, from www.ncela.gwu.edu/expert/faq/14shortage.html.

- National Clearinghouse for English Language Acquisition. (n.d.b). *In the classroom: A toolkit for effective instruction of English learners*. Retrieved June 20, 2005, from www.ncela.gwu.edu/practice/itc/lessons/schcomprehensible.html.
- National Clearinghouse for English Language Acquisition. (n.d.c). *In the classroom: Guiding practices*. Retrieved June 10, 2005, from www.ncela.gwu.edu/practice/itc/info/comprehensible_i.html.
- Newell, A., & Rosenbloom, P. S. (1981). Mechanisms of skill acquisition and the law of practice. In J. R. Anderson (Ed.), *Cognitive skills and their acquisition*. Hillsdale, NJ: Erlbaum and Associates.
- Ogle, D. (1986, February). The K-W-L: A teaching model that develops active reading of expository text. *The Reading Teacher*, 39, 564–570.
- Ogle, D. M. (1989). The “know, want to know” learning strategy. In K. D. Muth (Ed.), *Children’s comprehension of text* (pp. 205–223). Newark, DE: International Reading Association.
- Oliver, R. (2003). Interactional context and feedback in child ESL classrooms. *Modern Language Journal*, 87, 519–533.
- Ovando, C. J., Collier, V. P., & Combs, M. C. (2003). *Bilingual and ESL classrooms*. New York: McGraw-Hill.
- Padrón, Y. N. (1992). The effect of strategy instruction on bilingual students’ cognitive strategy use in reading. *Bilingual Research Journal*, 16, 35–51.
- Palincsar, A. S., & Brown, A. L. (1984, Spring). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognitive Instruction*, 2, 167–175.
- Paynter, D., Bodrova, E., & Doty, J. K. (2005). *For the love of words: Vocabulary instruction that works*. San Francisco, CA: Jossey-Bass.
- Ramirez, J. D. (1992). Executive summary of the final report: Longitudinal study of structured English immersion strategy, early-exit and late-exit transitional bilingual education programs for language minority children. *Bilingual Research Journal*, 16, 1–62.
- Robinson, F. (1961). *Effective study*. New York: Harper and Row.
- Sanders, W. L., & Horn, S. P. (1994). The Tennessee value-added assessment system (TVAAS): Mixed-model methodology in educational assessment. *Journal of Personnel Evaluation in Education*, 8, 299–311.
- Schoen, F., & Schoen, A. A. (2003). Action research in the classroom. *Teaching Exceptional Children*, 35, 16–21.
- Segal, B. (1983). *Teaching English through action*. Brea, CA: Berty Segal, Inc.
- Short, D. (1991). Integrating language and content instruction: Strategies and techniques. *NCELA Program Information Guide Series* (No. 7), 1–23.
- Short, D. J. (1994). Study examines role of academic language in social studies content-ESL classes. *Forum*, 17(3).
- Simich-Dudgeon, C. (1998). Classroom strategies for encouraging collaborative discussion. *Directions in Language and Education*, 12, 1–14.
- Simich-Dudgeon, C., McCreedy, L., & Schleppegrell, M. (1988). *Helping limited English proficient children communicate in the classroom: A handbook for teachers*. Washington, DC: Center for Applied Linguistics.
- Southwest Educational Development Laboratory. (2003). *SEDL helps parents prepare for parent-teacher conferences* (press release). Austin, TX: Author.

- Retrieved November 18, 2004, from www.sedl.org/new/pressrelease/20031001_16.html.
- Tang, G. M. (1994). Textbook illustrations: A cross-cultural study and its implications for teachers of language minority students. *Journal of Educational Issues of Language Minority Students*, 175-194.
- Thornbury, S. (1999). *How to teach grammar*. Harlow, UK: Pearson Education Limited.
- U.S. Department of Education, National Center for Education Statistics. (n.d.). *Schools and staffing survey: 1999-2000*. Retrieved July 16, 2005, from <http://nces.ed.gov/pubs2002/2002313.pdf>.
- U.S. Department of Education, National Center for Education Statistics. (2005). *The condition of education 2005*. Retrieved July 15, 2005, from <http://nces.ed.gov/programs/coe/2005/section1/indicator05.asp>.
- Valdes, G. (1996). *Con respeto: Bridging the distance between culturally diverse families and schools: An ethnographic portrait*. New York: Teachers College Press.
- Vygotsky, L. S. (1978). *Mind and society*. Cambridge, MA: Harvard University Press.
- Wong Fillmore, L., & Snow, C. E. (2000). *What teachers need to know about language*. Washington, DC: Department of Education. (ERIC Document Reproduction Service No. ED 990 008).
- Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.
- Zehler, A. (1994, Summer). Working with English language learners: Strategies for elementary and middle school teachers. *NCELA Program Information Guide Series* (No. 19).

INDEX

- ability, relationship to achievement, 11
- achievement. *See also* effort, reinforcing
 - academic vs. conversational proficiency, 16–18, 17f, 102
 - beliefs about, mistaken, 11
 - note taking and, 70
 - strategies for increasing, 5–13
- achievement rubrics, 88, 89–90f
- advance organizers
 - adapting for ELLs, 49–54
 - expository, 8, 49
 - generalizations from the research on, 8, 48–49
 - graphic, 8, 52–54, 53f
 - narrative, 8, 50–51
 - purpose of, 48
 - skimming as a form of, 8, 51–52
 - summary, 54
 - types of, 8, 48
- affective filter hypothesis, 87
- argumentation frame, 125
- Asher, James, 40
- assessment, feedback for, 33
- attribute charts, 104–106, 104f
- Bailey, Cecilia, 57–58
- Berry, Elisabeth, 40
- BICS (basic interpersonal communicative skills), 17
- clarifying, in reciprocal teaching, 66, 69
- Classroom Instruction That Works*
 - (Marzano, Pickering, & Pollock), on
 - advance organizers, 48–52
 - cooperative learning, 57–58
 - cues and questions, 46–48, 47f
 - feedback, 32–34
 - generating and testing hypotheses, 95, 97
 - homework, 78–79
 - identifying similarities and differences, 101–104
 - introduction, 3–4, 6
 - K-W-L charts, 47f
 - nonlinguistic representations, 37–41
 - note taking, 69–70, 70–71
 - objective setting, 28
 - practice, 84–85
 - recognizing students, 92–94
 - reinforcing effort, 88, 89–90f
 - setting objectives, 27–28
 - summarizing, 63–66

Cognitive Academic Language Learning Approach (CALLA), 62
cognitive academic language proficiency (CALP), 17

communication

basic skills of (BICS), 17
cognition and context in, 102
conversational vs. academic proficiency, 16–18, 17f, 102
conversation frame, 125

community involvement, 111–117, 113f, 127–130

comparison matrix, similarities vs. differences, 106, 108f, 110f

content ESL. *See* instruction, sheltered

cues and questions. *See also* questions

adapting for ELLs, 46–48, 47f

explicit, 47

generalizations from the research on, 7–8, 46

purpose of, 44–45

summary, 54

Cummins, Jim, 102

Daigler, Sheri, 71

definition frame, 64, 65f

differences, identifying. *See* similarities and differences, identifying

drama class, 41

Dreschler, Sandra, 65

early production ELLs, and

cooperative learning, 59

effort-achievement rubrics, 88, 89–90f, 91

explicit cues and background knowledge, 47

feedback, 34

generating and testing hypotheses, 96, 99

graphic advance organizers, 42, 54

homework, 80, 82, 82f

identifying similarities and differences, 103, 104, 106, 108

keep-delete-substitute strategy, 63, 67

language acquisition stages, 15f

nonlinguistic representations, 37

note taking, 75

practice, 85

praise or recognition, 93, 94

questioning to elicit inferences, 47

reciprocal teaching, 69

setting language objectives, 30

skimming strategy, 52

early production ELLs—(continued)

summary frames, 68

teacher-prepared notes, 71

teaching text structure and patterns, 63

Word-MES strategy, 19, 60

effort, reinforcing

adapting for ELLs, 88, 89–90f, 91–92, 91f

generalizations from the research on, 11, 88

purpose of, 87

rubrics for, 88, 89–90f

summary, 94

ELLs, statistics on

ages 5–17 years, xii

in homes without English spoken, xii, 2

increases (1979–2003), 2, 3

preK–3, xii, 3

regional distributions, 2

teacher training, 118

time required for proficiency, 17, 18

emotion, language acquisition and negative, 56–57, 87

English, academic vs. conversational, 16–18, 17f, 102

Epstein, Joyce, 112

error correction, 31–32

ESL content. *See* instruction, sheltered

expectations, rubrics and, 33

expository advance organizers, 8, 49

feedback

adapting for ELLs, 33–35

effective forms of, 31–32

generalizations from the research on, 6–7, 32

on homework assignments, 79

matching oral and written corrective, 34–35

peer vs. teacher, 34, 56

question-response-feedback pattern, 45

small groups and, 56

student-led, 34

summary, 35

written language, 33, 33f

fluency ELLs, intermediate and

advanced, and

cooperative learning, 60

effort-achievement rubrics, 89–90f, 92

explicit cues and background knowledge, 47

- fluency ELLs—(continued)
 feedback, 35
 generating and testing hypotheses, 97, 99
 graphic advance organizers, 43, 54
 homework, 80, 83
 identifying similarities and differences, 103, 104, 107, 108
 keep-delete-substitute strategy, 63, 67
 language acquisition stages, 15f
 note taking, 76
 practice, 84, 85
 praise or recognition, 94
 questioning to elicit inferences, 47
 reciprocal teaching, 69
 setting language objectives, 30–31
 skimming, 52
 summary frames, 68
 teacher-prepared notes, 72
 teaching text structure and patterns, 63
 Word-MES strategy, 20, 60
 frame questions, 64, 123–126
- Gardner, Kelly, 41
 geometry class, 41
 Gibson, William, 38
 goal setting. *See* objective setting
 grading, rubrics and, 33
 graphic organizers
 as advance organizers, 8, 52–54, 53f
 example, 41–43, 42f
 for generating hypotheses, 98f
 identifying similarities and differences with, 104
 types of, 38, 121–122f
 group learning. *See* learning, cooperative
- A Handbook for Classroom Instruction That Works* (Marzano, Pickering, & Pollock), 6
 history class, 41
 Hitchcock, Denise, 40
 Hodgkinson, Harold, xii
 homework. *See also* practice
 adapting for ELLs, 78, 79, 80–83, 81f, 82f, 83f
 generalizations from the research on, 10, 10–11, 78–79
 online resources for, 77–78
 parental involvement in, 78–79
 purpose of, 79
 summary, 86
 tips for ensuring completion of, 77–78
- hypotheses, generating and testing
 adapting for ELLs, 96–99, 98f
 generalizations from the research on, 11–12, 95
 summary, 99–100
- if-then reasoning, 95
 inferences, questions to elicit, 47
 instruction, sheltered, 24–25, 44
 instructional strategies, defined, 5–6
 “In the Classroom: A Toolkit for Effective Instruction of English Learners” (NCELA), 65, 77
 “In the Classroom: Guiding Principles” (NCELA), 78
- keep-delete-substitute strategy, 63, 66–67
 key concepts, 27
 kinesthetic activities, representing
 knowledge with, 39–41. *See also* senses, using all the
 knowledge. *See also* nonlinguistic representations
 background, 44, 47, 47f, 69
 linguistic, 36
 Krashen, Stephen, 14, 15, 87
 K-W-L charts, 47f
- language
 academic vs. conversational, 16–18, 17f, 23, 102
 function and structures, determining, 25–28, 31
 introduction, 1–2
 teaching, elements of, 2
 written, 33, 33f
 language acquisition. *See also* specific stages of
 academic proficiency and, 16–18, 17f
 feedback effective for, 31–32
 instructional adaptation example, 18–19
 negative emotions and, 56–57, 87
 requirements for ensuring, 56
 scaffolding for, 16, 33–34, 45–46
 stages of, 14–16, 15f
 summary, 20
 Word-MES strategy, 19–20
- learning
 cooperative
 adapting for ELLs, 57–61
 advantages to ELLs, 56–57
 elements specific to, 55
 generalizations from the research on, 9, 57

- learning—(continued)
 - introduction, 9
 - summary, 61
 - questions most effective for, 46
- Libertini, Amy, 102
- luck, achievement and, 11
- manipulatives, representing knowledge with, 39
- maps and diagrams, 38
- mastery, 84
- mental pictures for representing knowledge, 38
- models, representing knowledge with, 39
- Moses, Lindsay, 39
- narrative advance organizers, 8, 50–51
- narrative frame, 123–124
- National Center for Research on Education, Diversity & Excellence, 24
- National Clearinghouse for English Language Acquisition (NCELA), 3
- The Natural Approach* (Krashen & Terrell), 14
- No Child Left Behind Act (NCLB), 5, 22–23, 24, 114
- nonlinguistic representations. *See also* graphic organizers
 - adapting for ELLs, 36–43
 - generalizations from the research on, 7, 37
 - identifying similarities and differences with, 102–103
 - kinesthetic activities, 39–41
 - mental pictures, 38
 - in note taking, 70
 - summary, 43
 - symbolic representations, 38, 39f, 40f
- notes, teacher-prepared, 70, 71–72, 75f
- note taking
 - adapting for ELLs, 70–71
 - formats, types of, 72f, 73–74f, 75f
 - generalizations from the research on, 9–10, 69–70
 - summary, 76
- objective setting
 - adapting for ELLs, 28–31, 29f
 - generalizations from the research on, 6–7, 27–28
 - language and content integration for, 23–27
 - purpose of, 22
 - summary, 35
- organizers. *See* advance organizers; graphic organizers
- parental involvement
 - in homework, 78–79
 - six types of, 113f
 - three-year plan example, 127–130
- pause-prompt-praise strategy, 93
- pictographs and pictures, 38, 39f, 40f
- practice. *See also* homework
 - adapting for ELLs, 85–86
 - generalizations from the research on, 10–11, 84
 - purpose of, 83–84
 - summary, 86
- praise, performance and, 92–93
- predicting, in reciprocal teaching, 66, 69
- preproduction ELLs, and
 - cooperative learning, 59
 - effort-achievement rubrics, 88, 89–90f, 91
 - explicit cues and background knowledge, 47
 - feedback, 34
 - generating and testing hypotheses, 96, 98
 - graphic advance organizers, 42, 53–54
 - homework, 80, 81–82, 81f
 - identifying similarities and differences, 102, 103, 104, 106, 108
 - keep-delete-substitute strategy, 63, 66
 - language acquisition stages, 15f
 - nonlinguistic representations, 37
 - note taking, 74
 - practice, 85
 - praise or recognition, 93, 94
 - questioning to elicit inferences, 47
 - reciprocal teaching, 69
 - setting language objectives, 29–30
 - skimming strategy, 52
 - summary frames, 68
 - teacher-prepared notes, 71
 - teaching text structure and patterns, 63
 - Word-MES strategy, 19, 60
- Problem-solution frame, 125
- professional development, 31
- question-answer patterns, 45
- questions. *See also* cues and questions
 - analytic, 48
 - to elicit inferences, 47
 - frame completion
 - argumentation, 125
 - conversation, 125
 - definition, 64

- questions—(*continued*)
 narrative, 124
 problem/solution, 125
 topic-restriction-illustration, 124
 in reciprocal teaching, 66, 68
 tiered form for scaffolding, 16,
 33–34, 45
- Ramirez Report (Ramirez), 16
- reasoning, inductive and deductive, 95
- recognition
 abstract, 92–93
 adapting for ELLs, 93–94
 concrete symbols of, 93–94
 generalizations from the research on,
 11, 92–93
 pause-prompt-praise strategy, 93
 personalized, 93, 94
 summary, 94
- rubrics
 for effort and achievement, 88, 89f
 for feedback, 33
 student-created, 33
- scaffolding, 16, 33–34
- Schmucker, Adam, 52
- school quality relationship to achievement, 5
- SDAIE (specially designed academic instruction in English). *See* instruction, sheltered
- Segal, Berty, 40
- self-confidence and language acquisition, 87
- senses, using all the, 38. *See also* kinesthetic activities, representing knowledge with
- Sheltered Instruction Observation Protocol (SIOP), 24–25, 44
- sheltering techniques, 24, 49–50
- similarities and differences, identifying
 adapting for ELLs, 103–109, 104f, 106f, 107f, 108f, 109f
 attribute charts for, 104–106, 104f
 comparison matrix for, 106, 108f, 110f
 forms of, 103
 generalizations from the research on,
 12, 101–103
 summary, 109
 tips for facilitating, 102
 Venn diagrams in, 106–107, 106f, 107f
- skimming, 8, 51–52
- Sorte, Eliza, 52
- speech emergence ELLs, and
 cooperative learning, 60
 effort-achievement rubrics, 89–90f, 91
 explicit cues and background knowledge, 47
 feedback, 35
 generating and testing hypotheses, 96–97, 99
 graphic advance organizers, 43, 54
 homework, 80, 82, 83f
 identifying similarities and differences, 103, 104, 107, 108
 keep-delete-substitute strategy, 63, 67
 language acquisition stages, 15f
 note taking, 75
 practice, 85
 praise or recognition, 94
 questioning to elicit inferences, 47
 reciprocal teaching, 69
 setting language objectives, 30
 skimming strategy, 52
 summary frames, 68
 teacher-prepared notes, 71
 teaching text structure and patterns, 63
 Word-MES strategy, 19, 60
- story frame, 123–124
- student performance. *See* achievement
- summarizing
 generalizations from the research on,
 9, 63
 keep-delete-substitute strategy, 63, 66–67
 in reciprocal teaching, 65–66, 68–69
 rule-based strategy, 63–64
 summary, 76
- summary frames, 64, 67–68, 123–126
- Survey, Question, Read, Recite, and Review (SQ3R) strategy, 51–52
- symbolic representations of information, 38, 39f, 40f
- teachers influence on achievement, 5
- teaching, reciprocal, 64–65, 68–69
- Teaching English Through Action* (Segal), 40
- Terrell, Tracy, 14, 15, 87
- test study guides, 70
- text structure and patterns, 63–65
- Thornbury, S., 31
- topic-restriction-illustration frame, 124
- Total Physical Response (TPR), 39–40

Venn diagrams, 106–107, 106f, 107f
visual representations. *See* nonlinguistic representations
vocabulary acquisition, 19–20, 21f. *See also* Word-MES strategy
vocabulary instruction, 27
Vygotsky, L. S., 16

wait time as questioning strategy, 46
Word-MES strategy, 19–20, 34–35, 60
word walls, 20, 21f

zone of proximal development, 16