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Vision

Hutto ISD is committed to ensuring the academic success of all students, including English Learners (ELs), through culturally responsive practices and bridging partnerships between school, home and community, leading to enhanced learning opportunities.

Mission

Hutto ISD is committed to creating an inclusive learning environment which provides the opportunity for students to work side by side in developing bilingualism, biliteracy, high academic achievement, and positive socio-cultural attitudes.

English as a Second Language Program

In grades Prek-5th, the ESL program model is content based. All core teachers should be ESL certified in order to integrate language instruction into content areas so that students are able to have both linguistic and academic proficiency.

In grades 6th-12th, the ESL model used is Pull-Out. English Language Learners will receive small group instruction support from an ESL certified teacher. In addition to this program, Language Arts teachers are trained in Sheltered Instruction and provide linguistic accommodations.

One Way Dual Language Model

Pre-Kinder

This one-way dual language model includes students whose first language is Spanish. Students will be taught in Spanish and will have a designated Bridge time where they will learn to make connections between the two languages.

The Dual Language Pre-Kinder class will include:

- Classroom labels in English and Spanish
- Language of the Day routines
- Collaborative learning environment
- Linguistic Spaces

Two Way Dual Language Model at Primary

Model of Instruction

In Hutto ISD's 50/50 Dual Language Program, language is separated by content areas. Students and teachers engage in periods of instruction (in content areas science, social studies, and language arts) during which only one language is used. Allowing the students' depth of exposure to each language at a time gives them the opportunity to develop each language independently, without the aid of translation. There will be daily time assigned in order to bridge the languages. This is a time when teachers lead students in making metacognitive connections.

The Dual Language Program, rooted in the foundational principles of Dr. Kathy Escamilla's Biliteracy, embodies a comprehensive approach to language acquisition and literacy development. Dr. Escamilla's work emphasizes the cultivation of simultaneous bilinguals, individuals proficient in two languages from an early age. Simultaneous bilingualism, the ability to acquire and use two languages concurrently, serves as one of the cornerstones of this program. Hutto ISD's Dual Language program provides a 50/50 model for our literacy instruction. Students are taught foundational reading skills in both languages starting in Kindergarten. In doing so, students are provided with a strong foundation in both languages and are more readily able to make connections between both languages.

Another cornerstone of Hutto ISD's Dual Language program is making time for cross-linguistic connections during the assigned bridging time. Research by Karen Beeman and Cheryl Urraw from Teaching for Biliteracy underscores the importance of bridging two languages and making meaningful connections between them. This approach promotes not only linguistic competence but also cognitive flexibility, cultural competence, and a broader worldview. The dual language program, guided by these principles, aims to nurture bilingual, biliterate, and bicultural students.

KEY	
	English Instruction
	Spanish Instruction
	Bridge Lesson-time to make connections between languages

Week 1

Content Area Breakdown		K	1	2	3	4	5
Science		25 minutes	25 minutes	25 minutes	25 minutes	40 minutes	40 minutes
		Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.
Social Studies		25 minutes	25 minutes	25 minutes	25 minutes	25 minutes	25 minutes
		Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.
Language Arts	Vocabulary, Phonics, Whole Group Instruction	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
	Phonics, Small Group Instruction, Centers	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
LOD							
Math	Warm-up, Whole Group Instruction, Small Group Instruction, Centers	45 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
		Bridge-15 min.	Bridge-15 min.	Bridge-15 min.	Bridge-15 min.	Bridge-15 min.	Bridge-15 min.
Intervention		45 minutes					

Week 2

Content Area Breakdown		K	1	2	3	4	5
Science		25 minutes	25 minutes	25 minutes	25 minutes	40 minutes	40 minutes
		Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.
Social Studies		25 minutes	25 minutes	25 minutes	25 minutes	25 minutes	25 minutes
		Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.	Bridge < 5 min.
Language Arts	Vocabulary, Phonics, Whole Group Instruction	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
	Phonics, Small Group Instruction, Centers	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
LOD							
Math	Warm-up, Whole Group Instruction, Small Group Instruction, Centers	45 minutes	60 minutes	60 minutes	60 minutes	60 minutes	60 minutes
		Bridge-15 min.	Bridge-15 min.	Bridge-15 min.	Bridge-15 min.	Bridge-15 min.	Bridge-15 min.
Intervention		45 minutes					

This program recognizes that students who participate in biliteracy programs are not a homogenous group. Each student comes with their own unique linguistic repertoire and this program aims to provide an additive curriculum which empowers learners to make connections between languages while ensuring that both languages are valued.

This program will focus on content in English, Spanish, and will incorporate daily oracy & metalinguistic opportunities during the designated Bridge time. During daily bridging routines, students will learn that what they learn in one language can apply to the other language.

In order to facilitate this program, each classroom will include employ the following pillars:

- **Language of the Day activities: LOD activities ensure that both languages are equally valued. Students will be encouraged to practice social language through LOD activities.**
 - Outside of the language of instruction
 - Routines
 - Greeting
 - Calendar
 - Music
 - Pledge
 - Journal Writing
 - Classroom Labels
- **Daily Bridging- Bridging provides daily opportunities for students to connect the two languages in order to explore similarities and differences.**
 - Preplanned activities such as:
 - Dictado
 - Contrastive Analysis
 - Metalinguistic Anchor Charts
 - Side by Side
 - Illustration
 - Asi se dice
- **Separation of languages- Teachers will accept all forms of language spoken but will model the target language in adherence to the language allocation plan. By modeling and providing linguistic accommodations such as sentence stems, teachers are providing students with the tools necessary to acquire both languages.**
 - Three linguistic spaces
 - Identified areas for English/Spanish/Bridge content
 - Use of consistent color to indicate language ((Marking the language)
 - Up to date anchor charts
 - Instruction will adhere to the language allocation plan. There will be no flip-flopping by the teacher.
- **Bilingual Pairs-Interactive learning reduces student anxiety and provides an opportunity for students to internalize what they have learned through social interactions. The purpose of this pillar is to provide students with a collaborative environment that emphasizes the sociocultural nature of learning and language**

acquisition. This pillar should not be seen as a time for students to translate to one another.

- Pair stronger Spanish speakers with stronger English speakers
- Should change throughout the day based on student strengths in content areas and language
- Gradual release model
 - Students share one assignment and then transition to having individual assignments.
 - Teachers do not provide assistance, only clarification. Students must rely on each other.

Dual Language Grading Policy

Our primary purpose for grading is to communicate academic progress. A grade should reflect what a student knows and is able to do in class. Those in the DALE Program are expected to master the Texas Essential Knowledge and Skills (TEKS) appropriate for their grade level despite the language of instruction.

The grading system will reflect **content knowledge**. Since many of our learners are simultaneous bilinguals, grading based on dominant language is not an equitable practice. Language will be evaluated using the [Hutto ISD Biliteracy Rubric](#) which was adapted from the Houghton Mifflin Harcourt Publishing Company.

Dual Language Benchmarks

Students progress along a trajectory towards biliteracy in a coordinated manner with their L1 at a slightly more advanced rate. EDL/DRA expectations reflect this understanding. The testing expectations are as follows :

- K students on Dual Language campuses will be tested in L1 BOY. They will be tested in English & Spanish for MOY/EOY.
- 1 - 5 students on Dual language campuses will be tested in English & Spanish BOY/MOY/EOY. (L1 and L2)

Grade Level Screener / Benchmark Expectations for Independent Reading Level 2022-23

	BOY				MOY				EOY			
GRADE	Renaissance Unified Scaled Score	Fountas & Pinnell	DRA 2/ EDL2	mCLAS S	Renaissance Unified Scaled Score	Fountas & Pinnell	DRA 2/ EDL2	mCLAS S	Renaissance Unified Scaled Score	Fountas & Pinnell	DRA 2/ EDL2	mCLAS S
Kinder	Early Lit SS 690	NA	NA	306	Early Lit SS 730	B	2	371	Early Lit SS 769	C-D	4-6	420
First	Early Lit SS 752	D	6	330	Early Lit SS 790	G	12	389	Early Lit SS 828	J	18	441
Second	SS 868	J	18	329	SS 893	K-L	20-24	389	SS 918	M	28	439
Third	SS 939	M	28		SS 955	O	34		SS 970	P	38	
Fourth	SS 982	P	38		SS 994	R	40		SS 1005	S	40	
Fifth	SS 1021	S	40		SS 1030	U	50		SS 1040	V	50	

Detailed Guidelines

All K - 5 students will be assessed BOY/MOY/EOY using Renaissance Place. K-1: Star Early Literacy. 2-5: Renaissance Star 360 Reading. Renaissance - [Renaissance Reading Benchmark and Cut Scores](#)

K - 2 teachers will also administer mCLASS to all students, BOY/MOY/EOY. - [mCLASS \(DIBELS\) Cut Scores](#)

- Students that score below level on their screener, who are not already receiving services (reading intervention, Dyslexia, Sped) will need to be brought to the RTI committee with additional data (DRA, running record, et

DL Students whose L1 is Spanish

	BOY				MOY				EOY			
GRADE	Ren. Scaled Score	Fountas & Pinnell	EDL2	DRA2	Ren. Scaled Score	Fountas & Pinnell	EDL 2	DRA2	Ren. Scaled Score	Fountas & Pinnell	EDL2	DRA 2
Kinder	Early Lit SS 690	NA	NA	NA	Early Lit SS 730	B	2	A	Early Lit SS 769	C-D	4-6	2
First	Early Lit SS 752	D	6	A-3	Early Lit SS 790	G	12	4-6	Early Lit SS 828	J	18	8-10
Second	SS 868	J	18	4-6	SS 893	K-L	20-24	8-10	SS 918	M	28	12-16
Third	SS 939	M	28	8-10	SS 955	O	34	12-16	SS 970	P	38	24-28
Fourth	SS 982	P	38	12-16	SS 994	R	40	18-28	SS 1005	S	40	34-38
Fifth	SS 1021	S	40	18-28	SS 1030	U	50	30-38	SS 1040	V	50	40+

- K students on Dual Language campuses will be tested in L1 BOY. They will be tested in English & Spanish for MOY/EOY.
- 1 - 5 students on Dual language campuses will be tested in English & Spanish BOY/MOY/EOY. (L1 and L2)

Using EDL2 and DRA2 we created a trajectory toward biliteracy by Dr. Kathy Escamilla

Scaffold to Biliteracy Targeted Zones		
	EDL Level, Spanish	DRA Level, English
Emergent Biliterate	A-3	***
Beginning Early Biliterate	4-6	A-3
Early Biliterate	8-10	4-6
Beginning Biliterate	12-16	8-10
Biliterate	18-28	12-16
Extending biliterate	30-38	18-28
Advanced Biliterate	40	30-38
Advanced Biliterate	50-60	40+

Texas English Language Proficiency Assessment System

TEA designed the Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate to assess the progress that English learners (ELs) make in learning the English language. This is a federally mandated assessment.

TELPAS is administered every Spring in grades K-12. Students in K and 1st are graded holistically in the four language domains. The four domains are Reading, Listening, Speaking, and Writing. Students in 2nd-12th are to submit 5 writing samples and take 2 separate online tests for Reading, Listening, and Speaking. There are four proficiency levels; Beginner, Intermediate, Advanced, and Advanced High.

Instructional Strategies

The following instructional strategies have been divided into six categories: structured conversations, activating prior knowledge/motivation, vocabulary and concept knowledge, reading, writing, and questioning strategies.

A. Structured Conversations

- **Anticipation Chat:** Prior to instruction, a teacher facilitates a conversation between students about the content to be learned. The teacher opens the discussion by having the students make inferences about what they are going to learn based on their prior knowledge and experiences and limited information about the new concepts. (Zwiers, 2008)
- **Conga Line:** Students form two lines facing one another. Students in each row share ideas, review concepts, or ask one another questions. After the first discussion, one row moves and the other remains stationary so that each student now has a new partner. (Echevarria & Vogt, 2008)
- **Cooperative/Collaborative Group:** A grouping arrangement in which positive interdependence and shared responsibility for task completion are established among group members; the type of organizational structure encouraging heterogeneous grouping, shared leadership, and social skills development. (Kagan,1995)
- **Discussion Starter Cards:** Small cards containing sentence starters for students to use when beginning an academic conversation, or seeking ways to extend a conversation. For example: in my opinion ____, I think____, Another possibility is_____. (Thornberry, 2005)
- **Expert/Novice:** A simulation involving two students. One student takes on the role of an expert and the other a novice in a particular situation. The expert responds to questions asked by the novice. The procedure can be used for lower level cognitive activities such as having students introduce one another to classroom procedures, and higher level activities such as explaining content area concepts at greater degrees of depth. The procedure can also be used to model the difference between formal and informal English, with the expert speaking formally and the novice informally. (Seidlitz & Perryman, 2008, Kagan,1995)

- **Fluency Workshop:** Students have three opportunities to talk and listen to another student talk about the same topic. They alternate roles back and forth from listening to speaking. When listening, they may ask questions, but cannot contribute an opinion on what the speaker has said. After the activity students reflect on their level of fluency in the first discussion and the third discussion. (Maurice, K., 2983)
- **Inside/Outside Circle:** A way of facilitating student conversations. Students form two concentric circles facing one another, an inside circle and an outside circle. Students can then participate in short, guided discussion or review with their partner. After the discussion, the outside circle rotates one person to the right while the inside circle remains still. All students now have a new partner to speak with. (Kagan,1990)
- **Instructional Conversation:** A way of engaging students in conversation about literature through open-ended dialog between the teacher and students in small groups. Instructional conversations are open ended, have few “known answer” questions, and promote complex language and expression. (Goldenberg, C., 1992)
- **Interview Grids:** A grid used to get students to record other student’s responses to various questions.
For example:

	Why are there waves in the ocean?	Why do you think some waves are higher than others?
Student 1		
Student 2		
Student 3		

Students wander around the room and search for their partners who will respond to their questions. (Zwiers, 2008)

- **Numbered Heads Together:** A strategy for having all students in a group share with the whole class over time. Each student in a group is assigned a number (1, 2, 3 and 4). When asking a question the teacher will ask all the number one’s to speak first, and then open up the discussion to the rest of the class. For the next

question the teacher will ask the two's to speak, then the three's, and finally the four's. The teacher can also randomize which number will speak in which order. When doing numbered heads together with English learners, teachers should provide sentence starters for the students. (Kagan,1995)

- **Radio Talk Show:** Students create a radio talk show about a particular topic. This can be a good opportunity for students to practice using academic language as they take on the role of an expert. It can also provide an opportunity for students to identify the distinction between formal and informal use of English as they take on different roles. (Willhelm, J., 2002)
- **Read-Write-Pair-Share:** A strategy for getting students to share their writing and ideas during interactions. Students read a text, write their thoughts on it using a sentence starter, pair up with another student and share their writing. Students can also be given suggestions on how to comment on one another's writing. (Fisher, D. & Frey, N., 2007)
- **Reader/Writer/Speaker Response Triad:** A way of processing text in cooperative groups. Students form groups of three. One student will read the text aloud: one will write the group's reactions or responses to questions about the text, a third will report the answers to the group. After reporting to the group, the students switch roles. (Echevarria, J. and Vogt, M., 2007)
- **Reciprocal Teaching:** A student-student interaction involving collaboration in creating meaning from texts (Palinscar & Brown, 1985) Hill and Flyy (2006) suggest adapting reciprocal teaching for use among English learners by providing vocabulary, modeling language use, and using pictorial representation during the discussion. Reciprocal teaching involves a student leader that guides the class through stages: Summarizing, Question Generating, Clarifying, and Predicting.
- **Structured Academic Controversy:** A way of structuring classroom discussion to promote deep thinking and the taking of multiple perspectives. Johnson & Johnson (1995) outline five steps.
 - Organizing information and Deriving Conclusions
 - Presenting and Advocating Positions
 - Uncertainty Created by Being Challenged by Opposing Views
 - Epistemic Curiosity and Perspective Taking
 - Reconceptualizing, Synthesizing, and Integrating

- **Structured Conversation:** Student-student interaction where the language and content are planned. Students are given sentence frames to begin the conversation and specific questions and sentence starters to extend the conversation.
- **Think-Pair-Share:** A method of student-student interaction. The teacher asks a question and then provides wait time. The students then find a partner and share their answers. Afterward, selected students share their thoughts with the whole class. (Lyman, 1981)

B. Activating Prior Knowledge/Motivation

- **Advance Organizers:** Information given to students prior to reading or instruction that helps them organize the information they will encounter during instruction (Mayer, 2003). Advance organizers should involve both activating prior knowledge and organizing new information. Examples include: graphic organizers, anticipation guides, KWL, guided notes, etc.
- **Anticipation Guides:** Anticipation guides, according to Frank Smith (1978) allow the reader to make predictions about text that will be read by eliminating possibilities that are unlikely. Three reasons for using anticipation guides according to Erickson, Huber, Bea, and McKenzie (1987) include:
 - relating prior knowledge to new information to enhance comprehension,
 - creating interest which stimulates discussion on the topic, and
 - creating possibilities for integrating reading and writing instruction.
- **Nonlinguistic Representations:** Nonverbal means of representing knowledge including illustrations, graphic organizers, physical models, and kinesthetic activities (Marzano, R., Pickering, D., & Pollock, J). Hill, J and Flynn, K. (2006) advocate integrating Total Physical Response (Asher J., 1977; Segal, B. 1983) as a means of integrating nonlinguistic representations because of its unique way of engaging learners especially those in the early stages of language development.
- **Preview/Review:** This technique used in mainstream and bilingual classrooms previews the lesson for English language learners to give them advanced prior knowledge about the forthcoming lesson to be presented to the whole class. This "preview" will lower the anxiety and give the second language learner a context for the future lesson.
- **Think-Alouds:** Carefully structured models of how effective strategy users think and monitor their understandings (Bauman, Jones, & Seifert-Kessell, 1993)

- **Total Physical Response (TPR):** A method of teaching, using gestures and movement to make content comprehensible for ESL newcomers. (Asher, J., 1969)

C. Vocabulary and Concept Knowledge

- **Brick and Mortar Cards:** Students are given five “brick” cards with academic vocabulary (content area terms) and are instructed to organize them however they think makes sense. Afterward, they have to link the cards together using language. They write the language they are using on “mortar” cards that they then use to tie the concepts together. Students may need lists of sentence items and connecting words to facilitate the process. (Zwiers, 2008)
- **Direct Teaching of Cognates:** Lessons on words that sound the same in the primary language and the target language. For a list false Spanish/English cognates see: <http://www.colorincolorado.org/pdfs/articles/cognates.pdf>. Students must be careful of false cognates, words that sound the same in the primary and target language, but do not have the same meaning.
- **Flash Card Review (New Name):** Students make flash cards, preferably including images with explanations of the meanings of words. Students study, play games, and sort the flash cards in various ways.
- **Four Corners Vocabulary:** Allows students to learn vocabulary words from different perspectives. Using a piece of paper or chart paper folded lengthwise and widthwise to make four boxes, students create a Four-Corners Vocabulary chart. In each respective box they draw an illustration of the word, write a definition of the word, and write a sentence using the word in context.
(Deborah Short, MaryEllen Vogt & Jana Echevarria Described in: The SIOP Model for Teaching Science to English Learners, pg. 35, 2011)
- **Frayer Model:** Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by...
 - Defining the term,
 - Describing its essential characteristics,
 - Providing examples of the idea, and
 - Offering non-examples of the idea.

- **Hand Motions for Connecting Words:** Gestures representing transition/signal words that students use to visually model the function of connecting words in a sentence. For example, students might bring their hands together for terms like: also, including, as well as, etc. For terms such as excluding, neither, without, no longer, etc., students could bring their hands together. Students can come up with their own signals for various categories including comparing, contrasting, cause and effect, sequence, description, and emphasis. (Adapted from Zwiers, 2008)
- **Homophone/Homograph Sort:** Teacher prepares cards with words that sound or are written the same but are spelled differently such as *know* and *no* or **rose** (a flower) and **rose** (past tense of rise). The teacher asks the students to group the words that sound the same together and then explain the meanings of each.
- **List/Group/Label:** Groups of vocabulary words are taught as word families or new words are added into existing family groups after they are taught. Organizing words into word families and concept categories promotes schema formation and conceptual understanding. For reference in review, students can quickly search the charts and recognize relationships. (Taba, Hilda, 1967, Carr, Sexton, Lagunoff, 2007)
- **Same Scene Twice:** Students perform a skit involving individuals discussing a topic. The first time through, the individuals are novices who use informal language to discuss the topic. The second time through they are experts who discuss the topic using correct academic terminology and academic English. (adapted from Wilhelm, J., 2002)
- **Scanning:** Students scan through a text backwards looking for unfamiliar terms. The teacher then provides quick brief definitions for the terms giving the students only the meaning of the word as it appears in context. Marzano, Pickering and Pollock (2001) state that “even superficial instruction on words greatly enhances the probability that student will learn the words from context when they encounter them in their reading” and that, “the effects of vocabulary instruction are even more powerful when the words selected are those that students most likely will encounter when they learn new content.”
- **Segmental Practice:** Listening/Discrimination activities that help learners listen for and practice pronouncing individual combinations of syllables. There are several ways to engage in segmental practice. Tongue twisters and comparisons with native language pronunciations can help English learners practice English pronunciation. The activity “syllable, storm, say” involves students brainstorming syllables that begin with a particular sound for example: pat, pen, pal, pas, pon,

pem, etc. Long and short vowel sounds can be used as well as diphthongs. Students then practice with partners pronouncing the terms. (Celce-Murcia, M., Brinton, D. & Goodwin, J., 1996 as cited in Flores M., 1998)

- **Self Assessment of Levels of Word Knowledge:** Students rank their knowledge of new words from the word wall and other word lists using total response signals (see below) or sentence starters. Responses range from no familiarity with the word to understanding a word well and being able to explain it to others. (Diamond & Gutlohn, 2006 cited in Echevarria, Vogt, Short, 2008)
- **Sentence Frames/Compare, Contrast, Analogy & Metaphor Frames:** Sentence frames used to help students organize schema for new words (Marzano, 2001 & Hill, J. & Flynn, K. 2006)

For example:

- Compare: ___ is similar to ___ in that they both...
 - Contrast: ___ is different from ___ in that...
 - Analogy: ___ is to ___ as ___ is to ___
 - Metaphor: I think ___ is like/is... because...
- **Six Step Vocabulary Process:** Research-based process developed by Marzano (2004) that teachers can use to develop academic vocabulary. The steps are: Teacher provides a description. Students restate the explanation in their own words. Students create a nonlinguistic representation of the term. Students periodically do activities that help them add to their knowledge of vocabulary terms. Periodically students are asked to discuss the terms with each other. Periodically, students are involved in games that allow them to play with the terms.
 - **Vocabulary Game Shows:** Using games like jeopardy, Pictionary, and Who Wants to be a Millionaire etc., to have students practice academic vocabulary.
 - **Vocabulary Self Collection:** A research-based method of vocabulary instruction involving student collection of words for the class to study. Students share where the word was found, the definition and why the class should study that particular word. (Ruddell, J., & Shearer, B., 2002)
 - **Word Generation:** Students brainstorm words having particular roots. Teachers then have students predict the meaning of the word based on the roots. (Echevarria, Vogt & Short, 2008)

- **Word Play:** Manipulating words through various word games to increase understanding. Johnson, von Hoff Johnson, & Shlicting (2004) divide word games into eight categories: onomastics (name games), expression, figures of speech, word associations, word formations, word manipulations, word games, and ambiguities.
- **Word Sorts:** Sorting words based on the structure and spelling to improve orthography (Bear, D. & Invenizzi, M., 2004)
- **Word Study Books:** A way of organizing words into a notebook based on spelling and structures such as affixes and roots. (Bear D., & Invernizzi, M., 2004)
- **Word Walls:** A collection of words posted in a classroom organized by topic, sound, or spelling to improve literacy. (Eyraud et al, 2000)
- **Word MES Questioning:** A method of differentiating instruction for ELLs developed by Hill & Flynn (2006). The mnemonic device stands for “Word, Model, Expand, and Sound.” Teachers work on word selection with pre-production students. “Model for early production Expand what speech emergence students have said or written and help intermediate and advanced fluency students sound like a book” by working on fluency.

D. Reading strategies

- **Advance Organizers:** Information given to students prior to reading or instruction that helps them organize the information they will encounter during instruction (Mayer, 2003). Advance organizers should involve both activating prior knowledge and organizing new information. Examples include: graphic organizers, anticipation guides, KWL, guided notes, etc.
- **Backwards Book Walk (Keys to literacy term):** Students scan a non-fiction text briefly looking at headings, illustrations, captions, key words, and other text features. After the scan, students discuss what they believe they will learn from the text (Echevarria & Vogt, 2008)
- **Book Reviews:** After being immersed in the book review genre, English learners write short reviews, which can then be published so that others can have access to them. (Samway, K., 2006)

- **Chunking Input:** Breaking up material into smaller units for easier comprehension. Visual and auditory information can be chunked so that students have time to discuss new information, pay attention to details, and create schema for organizing new information.
- **Cloze Sentences/Tests:** Fill in the blank sentences used to help students process academic text. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. (Taylor, 1953; Gibbons, 2002).
- **Concept Definition Map (Top Down Model Topic Web):** A visual organizer that enables students to process a term. (Buehl, 2000 & Echevarria, Voght, & Short, 2008.) Four questions are asked:
 - What is the term?
 - What is it?
 - What is it like?
 - What are some examples?
- **Concept Mapping:** A technique for making a visual diagram of the relationship between concepts. Concept maps begin with a single concept that is written in a square or circle. New concepts are listed and connected with lines and shapes creating a web showing the relationship between the ideas. (Novak, J.D., 1995)
- **DRTA:** Directed Reading-Thinking Activity. This activity involves the teacher stopping regularly before and during reading to have the students make predictions and justify their predictions. Questions might be: What do you think is going to happen? Why do you think that will happen next? Is there another possibility? What made you think that? (p.99) (Stauffer, 1969; Ruddell, 2005; Vogt & Echevarria, 2008)
- **Idea Bookmarks:** Students take reflective notes on bookmark size pieces of paper. The bookmarks include quotes, observations, and words that strike the reader as interesting or effective. The bookmarks can be divided into boxes as quotes are added with page numbers written in each box. (Davies, K. 2006)
- **Improv Read Aloud:** Students act out a story silently while the teacher or another student reads aloud. Each student has a role and has to discover how to act out the story while it is being read. Afterward, students discuss how each student represented their part during the improv. (Zwiers, 2008)

- **Insert Method:** Students read text with a partner and mark the texts with the following coding system: a check (✓) to show a concept or fact already known, a question mark (?) to show a concept that is confusing, an exclamation mark (!) to show something new or surprising, or a plus (+) to show an idea or concept is new. (Echevarria & Vogt, 2008)
- **Interactive Reading Logs:** Reading journals where students write reflections to texts read silently. These logs can be exchanged with other students or with the teacher who can write questions or responses to what students have written. These logs are ideal components of an Silent Sustained Reading (SSR) program.
- **Jigsaw:** Each person reads and studies part of a selection, then teaches what he or she has learned to the other members of the group. Each then quizzes the group members until satisfied that everyone knows his and her part thoroughly.
- **KWL:** A pre-reading strategy used to access prior knowledge and set up new learning experiences (Ogle, 1986). The teacher creates a chart where students respond to three questions. The first two are discussed prior to reading or the learning experience, and the third is discussed afterward.

What do we know?	What do we want to know?	What did we learn?

- **KWL+** in addition, plus, the teacher draws lines or uses a graphic organizer to show connections among the recorded KWL information (Carr, Sexton, Lagunoff, 2007)
- **Literature Circles:** Activity through which students form small groups similar to “book clubs” to discuss literature. Roles include: discussion facilitators, passage pickers, illustrators, connectors, summarizers, vocabulary enrichers, travel tracers, investigators, and figurative language finders. ELLs will need to be supported with sentence starters, wordlists, and adapted text as necessary depending on language level. (Schlick, N. & Johnson, N., 1999) For support in starting literature circles see: <http://www.litcircles.org/>.
- **Literature Response:** LR can develop a community of readers and help students understand the richness of literature. After reading a piece of literature (with a teacher, other adult, or buddies), a group of students and teacher meet for discussion. After each student expresses ideas about the story, the teacher opens

the discussion with a thought-provoking question, and guides the students to deeper understanding using e.g. figurative language, mood, foreshadowing, etc. (Diaz-Rico, L., 2008)

- **Preview, View, Review:** Preview text in L1, building background and highlighting key vocabulary, view text in L2 using high yield ESL/SI strategies, review text in L1 to check for understanding. (Freeman & Freeman, 2009)
- **Sentence Markup:** Method of using colored pencils to mark texts, to mark cause and effect, opposing thoughts, connecting words, and other features of a sentence to understand the relationship between clauses. (Zwiers, J., 2008)
- **Sentence Sort:** Sorting various sentences based on characteristics. The teacher provides the sentences and students sort them. This can be done with an open sort where students create the categories or a closed sort where the teacher creates the categories. It can also be done by taking a paragraph from a textbook or piece of literature the students are going to read and using sentences from the text. Possible categories include:
 - Description sentences
 - Complex sentences
 - Simple sentences
 - Sentences connecting ideas
 - Sentences comparing ideas
 - Sentences opposing ideas
 - Sentences with correct usage
 - Sentences with incorrect usage
 - Sentences in formal English
 - Sentences in informal English
- **SQP2RS (Squeepers):** A classroom reading strategy that trains students to use cognitive and metacognitive strategies to process nonfiction text. The following steps are involved:
 - Survey: students scan the visuals, headings, and other text features.
 - Question: students write what questions they might find answers to.
 - Predict: students write predictions about what they will learn.
 - Read: students read the text.
 - Respond: revisit your questions and think through how you respond to how you read.

- **SSR Program (Sustained, Silent Reading):** A program used by schools to encourage students to read silently to develop literacy where students read whatever they wish for fifteen to twenty minutes during a school day. Pilgreen (2000) discusses eight features of high quality SSR programs: Access to books, book appeal, conducive environment, encouragement to read, non-accountability, distributed reading time, staff training, and follow up activities. (Pilgreen, 2000)

E. Writing Strategies

- **Attribute Charting/Schematic Feature Analysis:** A way to visually organize student information to support student understanding of the attributes of the concept being studied. (Peregoy & Boyle 1993).
- **Contextualized Grammar Instruction:** Teaching grammar in mini-lessons that apply to specific, meaningful tasks students will perform. The purpose of the grammar instruction is to enable students to communicate verbally or in writing more effectively. (Weaver, 1996)
- **Cornell Notes/Two Column Notes:** A method of note taking in which a paper is divided into two columns. In one large column students take traditional notes in modified outline form. In the other column, students write key vocabulary terms and questions. (Paulk,Walter, 1999, Sedita, J., 2003).
- **Creating Analogies:** Generating comparisons using the frame: ____ is to ____ as ____ is to _____. (Marzano, R., Pickering, D., & Pollock, J., 2001).
- **Dialog/Interactive Journal:** A Journal that is exchanged between the student and teacher or between two or more students. The journal focuses on academic topics and the language used by the teacher and student should be content focused and academic (Davies, K., 2006).
- **Double Entry Journals:** A two column journal used for reflective writing about texts. In one column students write words, phrases, or ideas that they found interesting or significant. In the other column, students write the reasons they found them significant or ways they could use them in their own writing (Samway, K, 2006).
- **Draw & Write:** Allowing English learners to express their knowledge of academic content using both drawing and writing. Students may use their native language to express ideas but are encouraged to express new concepts using English (Adapted from: Samway, K., 2006).

- **Field Notes/Interactive Journal:** Students take notes and write in a journal and write reflections about what they are learning and experiencing. Field journals should be content focused yet can contain both social and academic language as well as drawing (Samway, K. 2006).
- **Free Write:** Students write nonstop about a topic for five to ten minutes. The goal is to keep writing, even if they can't think of ideas. They may write, "I don't know what to write" if they are unable to think of new ideas during the process. English learners can use sketching and write in the native language during the process although they can be encouraged to write in English (Elbow, P. 1998) *Writing with Power*, Oxford University Press, 1981, 1998).
- **Genre Analysis/Imitation:** Students read high quality selections from a genre of literature. They note particular words, phrases and ideas they found interesting or effective and record those in a journal. Students then use their notes and observations as a resource when writing in that genre (Adapted from Samway, K., 2006).
- **Graphic Organizers:** A way of developing a learner's scheme by organizing information visually. Examples include the T-Chart, Venn diagram, Concept Map, Concept Web, Timeline, etc. Graphic organizers are a form of nonlinguistic representation that can help students process and retain new information (Marzano, R., Pickering, D. & Pollock., J., 2001).
- **Guided Notes:** Teacher prepared notes
 - Narrative frame
 - Topic restriction frame
 - Illustration frame
 - Definition frame
 - Argumentation frame
 - Problem solution frame
 - Conversation frame
- **List Stressed Words:** Students take a written paragraph and highlight words that would be stressed, focusing on stressing content English words such as nouns, verbs, adverbs over process words such as articles, prepositions, linking-verbs/modals and auxiliaries (Adapted from Wennerstrom, A., 1993).

- **Quick-Write:** A simple way to help students remember and connect with prior knowledge. Students write what they know about a topic for a brief period of time, usually 2-3 minutes.
- **Ticket Out:** A short reflection written at the end of a lesson. Teachers can use tickets out as an opportunity for students to reflect on what they have learned and use new vocabulary by specifying specific words and phrases for students to use.
- **Unit Study for ELLs:** A modified approach to writers workshop advocated by Davies (2006). The steps involve:
 - Gathering high quality samples of the genre
 - Immersion in the books
 - Sifting between books that students can model and those that they can't
 - Students immerse themselves a second time in the books
 - Students try out using the "writing moves" they find the accomplished writers using
 - Writing and publishing
 - Reflecting and assessing

F. Questioning Strategies

- **Canned Questions/Question Stems:** Students are given a series of question stems ranging from the lowest to the highest level of Blooms taxonomy so that they can participate in discussions about a topic (Echevarria & Vogt, 2008).
 - For example:
 - "What is___?" and
 - "How do I/you ____ to ___?"
 - "What would be a better approach to ___?"
 - "How do you know that ___?"
- **Question Answer Relationship (QAR):** A way of teaching students to analyze the nature of questions they are asked about a text. Questions are divided into four categories (Echevarria, J., & Vogt, M., 2008, Rafael, 1992, 1996).
 - Right there (found in the text)
 - Think and Search (require thinking about relationships between ideas in the text)
 - Author and Me (require me to form an inference about the text)
 - On My Own (requires me to reflect on my own experience and knowledge)

- **Question, Signal, Stem Share Assess (QSSA):** A strategy to get students to use new academic language during student-student interactions. The teacher asks a question and then asks students to show a signal when they are ready to respond to the question with a particular sentence stem provided by the teacher. When all students are ready to share, they share their answers. Students are then assessed either through random calling on individual students after the conversation or through writing assignments that follow the conversation.

For example:

Question :	Do you think this is the most efficient way to solve this problem?
Signal:	Raise your hand when you can finish either of these sentences...
Stems	"I think this was the most efficient way to solve this problem OR I do not think this was the most efficient way to solve this problem.
Share	Turn to your partner and share your thoughts.
Assess	In your journal, you have five minutes to write about why you think this method was or was not an efficient way to solve the problem.

- **Questioning the Author** This model teaches students to develop queries for the author. The queries are designed to make students think about the text and the author's point of view (Beck, McKeown, Hamilton and Kucan, 1997).
- **ReQuest:** A variation of reciprocal teaching (see above). The teacher asks questions using particular stems following a period of silent reading. After another period of silent reading, the teacher provides the stems for the students and has them ask the questions over the text (Manzo, A., 1969 as cited in Fisher, D. & Frey, N., 2007).
- **Tiered Questions:** Asking varying the type of questions students are asked based on their level of language development (Hill & Flynn, 2006).
- **Tiered Response Stems:** Asking a single question but allowing students to choose from a variety of stems to construct responses. Students choose a stem based on their level of language knowledge and proficiency (Seidlitz & Perryman, 2008).

- **Total Response Signals (Also called active response signals):** Active response by students such as thumbs up/down, white boards, and response cards. Research indicates that response signals have a significant effect on achievement for struggling learners (Berong, A., Schuster, J., Morse E. & Collins, B., 2007).
- **Whip Around:** A way of getting input from all students during a class discussion. The teacher asks students to write a bulleted list in response to an open ended question. Students write their responses to the question and then stand up. The teacher then calls on students one at a time to respond to the question. If students have the same answer they mark it off on their papers. The teacher continues to call on students and students continue to mark through their answers. When all their answers have been marked through the students sit down. The activity continues until all students are seated (Fisher, D. & Frey, N., 2007).
- **W.I.T. Questioning:** A questioning strategy involving training the students to use three stems to promote elaboration in discussion (Seidlitz & Perryman, 2008):
 - Why do you think...?
 - Is there another...?
 - Tell me more about...