

“Go To” Strategies for Teachers of English Language Learners

	LEVEL ONE: ENTERING	LEVEL TWO: EMERGING	LEVEL THREE: DEVELOPING	LEVEL FOUR: EXPANDING	LEVEL FIVE: BRIDGING
LISTENING	<ul style="list-style-type: none"> • Use physical gestures or pictures when giving oral directions • Modify Teacher Talk* • Label visuals and objects with target vocabulary • Use cognates (if possible) 	<ul style="list-style-type: none"> • Use Patterned Oral Language* routines • Model using academic language • Give simple, two-step directions • Use adequate wait time 	<ul style="list-style-type: none"> • Provide graphics or objects to sequence steps in a process • Use Anticipation Guides* to preview content • Model using academic language • Model note-taking 	<ul style="list-style-type: none"> • Require students to restate and rephrase auditory input using a Paraphrase Passport* • Model using academic language • Use graphic organizers to structure listening activities 	<ul style="list-style-type: none"> • Use Video Observation Guides* • Provide multiple examples and non-examples of content vocabulary and topics • Model using academic language
SPEAKING	<ul style="list-style-type: none"> • Use charts with illustrated academic vocabulary • Ask “Yes or No” and “Who, What, When, Where” questions • Use Choral Response* • Use chants, poems, songs 	<ul style="list-style-type: none"> • Have students describe personal experiences • Use sentence frames in partner discussions • Ask questions requiring simple comparisons or sequencing 	<ul style="list-style-type: none"> • Ask “How” and “Why” questions • Provide graphic organizers or notes to scaffold retelling • Use Think-Pair-Share • Encourage use of basic content area words 	<ul style="list-style-type: none"> • Ask questions that require students to analyze, synthesize, etc. • Use Reader’s Theater* • Structure group discussions • Encourage use of basic and technical content area words 	<ul style="list-style-type: none"> • Encourage students to lead discussions and teach • Require the use of basic and technical content area words • Use oral presentations • Structure debates using graphic organizers or outlines
READING	<ul style="list-style-type: none"> • Preview content using pictures, video, charts, etc. • Pre-teach key vocabulary terms • Use props and realia during instruction • Determine student’s prior knowledge • Use Teacher Read Alouds • Pair readers to read text with each other 	<ul style="list-style-type: none"> • Use word sorts • Preview content using pictures, video, charts, etc. • Pre-teach key vocabulary terms • Use props and realia during instruction • Provide a list of important concepts and/or terms on a graphic organizer • Use K-W-L prior to reading 	<ul style="list-style-type: none"> • Explain text features (e.g., headings, charts, etc.) • Preview content using pictures, video, charts, etc. • Pre-teach key vocabulary terms • Use Directed Reading-Thinking (DRT)* activities • Provide graphic organizers to scaffold reading • Model prediction for a text 	<ul style="list-style-type: none"> • Use Jigsaw Reading* to scaffold independent reading • Use Question-Answer Relationship (QAR)* to structure more independent reading • Preview content using pictures, video, charts, etc. • Pre-teach key vocabulary terms • Provide graphic organizers 	<ul style="list-style-type: none"> • Ask students to analyze text structure by choosing an appropriate graphic organizer • Preview content using pictures, video, charts, etc. • Pre-teach key vocabulary terms • Teach note-taking skills for text (e.g., Skimming, Scanning, Cornell Notes) • Provide graphic organizers
WRITING	<ul style="list-style-type: none"> • Require students to label visuals • Ask questions that have students create a list of words • Use Sentence Frames* • Encourage students to translate words into their first language • Have students create pictures, symbols, and non-linguistic representations for vocabulary 	<ul style="list-style-type: none"> • Use Cloze* sentences with a word bank • Teach note-taking on a graphic organizer • Provide practice of key grammatical structures in context of the lesson • Use student-created books • Use Sentence Frames* • Have students create pictures, symbols, and non-linguistic representations for vocabulary 	<ul style="list-style-type: none"> • Teach and use signal words • Provide practice for irregular grammatical structures in context of the lesson • Use Text to Graphics and Back Again* • Use Cloze passages with a word bank • Require Learning Logs* for basic summaries of learning • Require use of basic academic vocabulary 	<ul style="list-style-type: none"> • Provide rubrics and examples to scaffold writing assignments • Expand grammar instruction in context of the lesson • Provide Report Frames* for independent, structured, content writing • Model and use the writing process • Require basic and technical academic vocabulary 	<ul style="list-style-type: none"> • Publish student works • Continue grammar instruction in context of the lesson • Use Report Frames* to teach the process of writing a research paper • Require basic and technical academic vocabulary • Hold writing conferences with teacher and peers • Require students to write expanded summaries

*Starred strategies are described on the following page

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- **Anticipation Guide:** Before reading, students listen to or read several statements about key concepts presented in the text. Based off their knowledge of the subject, students agree or disagree with the statement. After the lesson is presented, the teacher may return to the statements in the Anticipation Guide and use them for reflection. This activity is designed to stimulate students' interest in a topic and set a purpose for reading.
- **Choral Response:** Using a pre-taught cue, students respond in unison to the teacher.
- **Cloze:** The teacher omits key words, phrases, etc. from a passage and asks the reader to replace the missing information. This activity requires that the student recognize the appropriate vocabulary and sentence structure to correctly place the missing information.
- **Directed Reading-Thinking:** Is a three-step process used to promote higher-order thinking and comprehension of text. D=Direct: Students scan the text, looking at pictures, titles, etc. The teacher asks open-ended questions (e.g., What do you think this passage is about?). R=Reading: Students read an assigned section of the text. The teacher asks questions to see if students need to refine their predictions. T=Thinking: At the end of each section, students go back to the text and find support for their predictions. This activity encourages learners to be active, critical readers.
- **Jigsaw Reading:** Each student is given a section of text to read and share with peers. Students with more limited writing skills may be asked to share information orally with peers. This activity allows the teacher to cover large amounts of material in a shorter amount of time and promotes teamwork and cooperative learning skills among students.
- **Learning Log:** A journal in which students record the process they use when learning new concepts. The log may contain sketches, short reflections, summaries, etc. of material. By commenting on student entries, the teacher can help refine a student's understanding of a concept. This activity promotes students' higher-order thinking skills and summarizing.
- **Paraphrase Passport:** A multi-step Kagan structure that promotes listening and paraphrasing. 1) Teacher divides a reading into manageable sections, 2) Teacher pairs students and gives each a copy of the text, 3) Sitting shoulder to shoulder, partner A begins reading the text while partner B silently reads along, 4) After Partner A is complete, Partner B says, "What I heard you say is that..." and Partner B paraphrases the text, 5) Repeat steps 3-4 until text complete, 6) After text is complete, the teacher leads a guided, whole-class discussion about the information. This activity promotes listening, speaking, and summarizing skills.
- **Patterned Oral Language:** The teacher consistently uses a similar sentence structure and vocabulary within the context of a familiar classroom activity. This strategy helps learners recognize patterns of language in various contexts.
- **Question-Answer Relationship:** Teach students the four types of questions: 1) Right There, 2) Think and Search, 3) Author and You, and 4) On My Own. The teacher reads aloud a passage to students and then asks them one (or more) of the four types of questions. The teacher then models how to determine what type of question was asked and how to find the answer in the text. This activity teaches students how to question what they are reading and how to support their answers using information from the text.
- **Reader's Theater:** The teacher provides students with a script based off a piece of literature they are studying. Teachers of students with higher proficiency levels may scaffold them through the process to write their own scripts. After getting a script, students rehearse, read, and perform for the class. This activity allows students to improve fluency and comprehension.
- **Report Frame:** The teacher creates a template in which students can fill in sentences, paragraphs, etc. when creating papers and reports. The blanks should allow students to demonstrate understanding of key concepts of the material. This activity allows students to learn the structure of longer pieces of writing.
- **Sentence Frame:** The teacher creates blanks in sentences and students insert key terms and phrases (e.g., Covered _____ traveled on the _____ Trail, but _____ drove cattle on the _____ Trail [cowboys; Chisholm; wagons]). The teacher may include a word bank for students at lower proficiency levels. This activity promotes use of academic vocabulary and requires students to look at the structure of language.
- **Teacher Talk:** The teacher uses hand and body gestures to enhance speech. In addition, the teacher clearly enunciates words, models directions, slows rate of speech, and avoids idioms and expressions. The teacher also recognizes that the wait-time for an ELL may be up to 20 seconds at Levels One and Two.
- **Text to Graphics and Back Again:** The teacher uses a multi-step process to teach students how to use graphic organizers: 1) Teacher previews the chapter and identifies major concepts, placing them on a graphic organizer, 2) Teacher shares the graphic organizer with the class and leads a guided, whole-class discussion in which students predict the chapter's contents, 3) Using the graphic organizer and their textbooks, students will locate key concepts, terms, etc., 4) Using a blank copy of the same graphic organizer, students read a portion of the chapter and fill in appropriate information. The teacher may ask students to Jigsaw the chapter or use the Paraphrase Passport to share information. This activity promotes active, critical reading and summarizing. When coupled with Jigsaw or Paraphrase Passport, the activity helps increase students' auditory comprehension of material.
- **Video Observation Guide:** Prior to viewing a video or video clip, the teacher creates a list of topics, vocabulary, or guiding questions to activate students' prior knowledge. The lists and questions can be used before, during, and after the video. This activity helps increase students' auditory comprehension of material.