

INSTRUCTIONAL STRATEGIES FOR LANGUAGE ARTS/ENGLISH THROUGH ESOL AND ESOL ELECTIVES

READING

Before Reading

- Activate Prior Knowledge
 - Use graphic organizers (i.e., KWL, VENN)
 - Model/direct brainstorming
 - Provide visuals and/or demonstrations
 - Post vocabulary words and discuss definitions
 - Initiate whole/small group discussion
- Other: _____

During Reading

- Chunk the text
- Initiate choral reading
- Organize buddy reading
- Initiate jump-in reading
- Direct teacher read aloud
- Direct/model reciprocal teaching
- Model selective underlining and highlighting
- Model note-taking strategies
- Use graphic organizers (i.e., story/character maps, charts, diagrams)
- Encourage whole/small group discussion
- Other: _____

After Reading

- Promote authentic questions
- Model paraphrasing
- Summarize text
- Teach outlining
- Use Q-cards
- Use QAR's
- Use graphic organizers
- Direct free-form mapping
- Other: _____

WRITING

- Create a vocabulary book/glossary
- Model story retelling
- Model story strips
- Encourage journal entries (i.e., free writing and/or pre/post reading log)
- Model one sentence summaries
- Model GIST activity
- Use cloze techniques
- Model framed paragraphs
- Practice using transitional devices
- Use graphic organizers for essay planning
- Model/teach writing to expository/persuasive prompts
- Develop writing process
- Model RAFT activity
- Encourage self-evaluation and peer-editing
- Other: _____

CONVENTIONS

- Promote phonetic awareness
- Teach simple capitalization rules first (i.e., proper nouns, months), then teach more complicated rules
- Teach simple punctuation rules first, then more complicated rules (i.e., use of periods, question marks, exclamation points, commas)
- Teach simple tenses first before going onto more difficult tenses (i.e., simple present, simple past, simple future)
- Model sentence construction
- Model sentence expansion
- Teach vocabulary in context
- Teach conventions of standard written English
- Other: _____

ASSESSMENT

- Set clear goals and expectations
- Establish consistent classroom routines
- List steps for completing assignments
- Give extra time for task completion
- Use same test type (i.e., multiple choice, True/False) until mastery
- Vary form of test questions according to comprehension and participation levels
- Give open book tests
- Minimize use of negatives in test questions
- Provide word lists for support during assessment
- Provide alternative assessments and flexible grading when appropriate
- Score with rubrics and grade the process, as well as product
- Other: _____

LISTENING/SPEAKING

- Use audio/video tapes of lectures or text
- Initiate lesson recaps
- Direct whole/small group discussion
- Provide simple repetition
- Direct role playing/dramatization
- Model oral reporting and presentations
- Model TPR
- Model interviewing skills
- Other: _____

ACTIVE LESSON PLAN
LANGUAGE ARTS/ENGLISH THROUGH ESOL
AND ESOL ELECTIVES

ACTIVITIES

Name: _____
Date: _____
Period(s): _____

Topic: _____

Background Knowledge:

FOCUS

Text Selection:

Benchmark:

CBC:

- I. _____
- II. _____
- III. _____
- IV. _____
- V. _____
- VI. _____

Outcome/Goal:

Active Involvement:

Wrap-Up:

Assessment/Product:

Lesson Extensions:

ADDITIONAL INFORMATION

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Resources:

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DESCRIPTIONS

Authentic Questioning: Students record questions as they read or listen to text. These are "genuine questions" about things they do not understand. Teachers model the technique.

Brainstorming: Students think and share words and phrases related to a given topic.

Buddy Reading: Students read assigned passage in groups of two. Fluent and non-fluent readers are paired.

Choral Reading: A passage is read aloud with the entire class.

Cloze Techniques: A systematic omission of words in a paragraph/selection which are filled in by the student to indicate knowledge of word meaning/structure of context.

Q-Cards: Question cards meant to address the standards tested on the FCAT. The cards teach students how to write and answer appropriate FCAT type questions.

Framed Paragraphs: Paragraphs where only the topic sentence and transitional devices are provided. Students fill in the remaining information.

Free-Form Mapping: After reading a passage, students are asked to visually represent the text. They may use symbols, drawings, pictures, and phrases from passages. Also, they write a one sentence summary.

GIST: This acronym stands for Generating Interaction between Schemata and Text. Students summarize the reading passage in a predetermined number of words, not to exceed twenty words.

Jump-in Reading: Students take turns reading a passage. As one student stops reading, another "jumps-in" and continues reading.

KWL: Three columns are labeled **Know**, what you **Want to Know**, and **Learned**. Students fill in the first two columns before the lesson and the last after the lesson.

Learning Logs/Journals: During and/or after a lesson, students write a brief description of what they learned and/or any questions still unanswered about the lesson.

Note Taking: A variety of note-taking techniques can be used, such as **Marginal Note Taking**, which is a critical reading technique that allows students to develop inferences by making notes that pertain to the reading on the margins of the text. Notes can include their questions, vocabulary they do not understand, sketches of their concepts, or summaries of the information read. **Two-Column Note Taking** is a strategy that can take a variety of forms. Students' papers are divided in half. Then the sides are labeled with the information

requested (main idea/detail, problem/solution, opinion/proof, hypothesis/proof, etc.)

One-Sentence Summaries: Students summarize the passage in one sentence.

Open-Book Tests: In addition to texts, students use notes, review sheets, etc., when taking tests.

Outlining: Students summarize the information of a given passage. Important information and the selection highlights are summarized.

QAR's: Strategy to show the relationship that exists between questions and answers. There are four types of questions: **Right There** where the answer is found in one place in the text; **Think and Search** where the answer is found in several places in the text; **Author and You** where the answer is not in the text (students must infer from the reading and their own experiences to answer); **On your Own** where students do not need to read the passage in order to answer the question.

RAFT: Students write from different points of view. **R** represents the role the student is taking; **A** is the audience (who are they writing to?); **F** is the form (poem, letter, song, cartoon, etc.); and **T** is the topic (what are they writing about?).

Reciprocal Teaching: It is an interactive reading strategy designed to enhance the student's comprehension of text by integrating the processes of predicting, clarifying, visualizing, questioning, and summarizing during reading.

Predicting: students guess what the text is about based on the title, or what will happen next within the selection.;

Clarifying: students determine the meaning of unknown words using context clues;

Visualizing: students create mental pictures as they read;

Questioning: students develop teacher-like questions about the selection;

Summarizing: students give a brief summary of what they read.

Role Playing: Students place themselves in the experiences and situations of a given character.

Selective Underlining/Highlighting: Students underline/highlight the important information, such as key words and concepts, in a reading selection.

Sentence Expansion: Students expand their sentences by adding more adjectives/details and/or by replacing words with more vivid vocabulary.

Story Plan: A graphic organizer to help students identify the setting, characters, plot, etc., of a given reading selection.

Scoring with Rubrics: Rubrics are guides for

scoring. A rubric identifies the performance feature to be evaluated, explains the criteria for judging those features, and describes how performance varies across the scoring scale.

Teacher Read Aloud: Read aloud as students follow along. Check for comprehension, using a variety of questioning techniques, as well as, focus on vocabulary.

Think-Pair-Share: A type of discussion in which teacher poses a question and students formulate individual answers. Students are then paired and share their responses with their partners.

Total Physical Response (TPR): Language teaching method developed by Asher in which items are presented in the target language as commands requiring a physical response from the learner.

Venn Diagram: A graphic organizer to help students compare and contrast two items. Two interlocking circles illustrate how items are alike and different.

Vocabulary Strategies: Word study before, during, and after reading that is integrated into the curriculum.

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