A B C D E F G H I J K L M O P Q R S T U V W

ACADEMIC LANGUAGE TRANSITION

Purpose of the Strategy

i. Build foundation for learning

ii. Build and develop cognitive academic language

iii. Develop and improve confidence in academic interactions

iv. Expand and elaborate on learning

v. Facilitate language development

vi. Build academic transfer skills

vii. Reduce code switching and culture shock

How to Do It

i. The teacher works with student peers or an assistant and overtly discusses the language of learning and the classroom. They engage in open discussions about what is going to occur and the language to describe what is going to occur before each lesson.

ii. Vocabulary words about instruction and content are put up around the room and pointed out before each lesson. Bilingual posters and signs about academic language are posted and referred to regularly.

iii. Periodically, the teacher will stop a lesson in various content areas and ask students what is being discussed and how the material is being presented, as well as about expected academic behaviors.

Research Base

Echevarria, Vogt, & Short (2007)

Law & Eckes (2000)

Zweirs (2008)

Zweirs (2014)

What to Watch for With ELL/CLD Students

i. Proficiency in using and understanding academic language will develop and grow with exposure and practice.

ii. Some English language learner/culturally and linguistically diverse (ELL/CLD) students will have limited or no prior experience in classrooms, instructional settings, or school buildings and will need step by step guidance in the vocabulary and language of instruction and the classroom environment.

Example of Spanish/English Academic Language Vocabulary Supports

accent	*acento*	**context**	*contexto*
action	*acción*	**contrast**	*contrastar*
action verb	*verbo de acción*	**definition**	*definición*
adjective	*adjetivo*	**demonstrative**	*demostrativo*
adverb	*adverbio*	**denotation**	*denotación*
alphabetical order	*orden alfabético*	**description**	*descripción*
analogy	*analogía*	**dialogue**	*diálogo*
analyze	*analizar*	**dictionary**	*diccionario*
antecedent	*antecedente*	**direct**	*directo*
antonym	*antónimo*	**effect**	*efecto*
apostrophe	*apóstrofe*	**evaluate**	*evaluar*
article	*artículo*	**event**	*evento*
author	*autor*	**example**	*ejemplo*
cause	*causa*	**exclamation**	*exclamación*
classify	*clasificar*	**figurative**	*figurativo*
combine	*combinar*	**fragment**	*fragmento*
compare	*comparar*	**future**	*futuro*
complex	*complejo*	**generalization**	*generalización*
comprehension	*comprensión*	**generalize**	*generalizar*
conclusion	*conclusión*	**glossary**	*glosario*
confirm	*confirmar*	**homophone**	*homófono*
conjunction	*conjunción*	**prefix**	*prefijo*
connotation	*connotación*	**preposition**	*preposición*
consonant	*consonante*	**prepositional**	*preposicional*

Cognates

idea	*idea*	**present**	*presente*
identify	*identificar*	**problem**	*problema*
illustration	*ilustración*	**pronunciation**	*pronunciación*
indirect	*indirecto*	**punctuation**	*puntuación*
introduction	*introducción*	**relationship**	*relación*
irregular	*irregular*	**sequence**	*secuencia*
language	*lenguaje*	**singular**	*singular*
myth	*mito*	**solution**	*solución*
negative	*negativo*	**structure**	*estructura*
object	*objeto*	**subject**	*sujeto*
order	*orden*	**suffix**	*sufijo*
paragraph	*párrafo*	**syllable**	*sílaba*
part	*parte*	**synonym**	*sinónimo*
perspective	*perspectiva*	**technique**	*técnica*
phrase	*frase*	**text**	*texto*
plural	*plural*	**theme**	*tema*
possessive adjective	*adjetivo posesivo*	**verb**	*verbo*
predicate	*predicado*	**visualize**	*visualizar*
prediction	*predicción*	**vowel**	*vocal*

ACCOUNTABILITY

Purpose of the Strategy

i. Build foundation for learning

ii. Build awareness of academic expectations

iii. Develop association skills

iv. Build awareness of appropriate academic behaviors

v. Develop field independent skills

vi. Ensure student is familiar with specific academic and behavioral expectations

vii. Develop independence in learning situations

viii. Eliminate or minimize inappropriate behavior

ix. Build and develop awareness of cause and effect

x. Ensure students are aware of and responsible for their own actions

xi. Facilitate individualization

xii. Improve confidence and self-esteem

xiii. Prevent minor inappropriate behaviors from escalating

xiv. Reduce specific attention to students misbehaving

How to Do It

i. This strategy may be done within the general education classroom with mixed groups of students or in an integrated classroom. It is especially helpful with students needing assistance in connecting their actions and the consequences of these actions.

ii. The teacher or assistant works with a particular student to establish an agenda or plan with a personalized list of tasks to be completed within a specified time. They also agree upon appropriate rewards and consequences for completion of work. This can also be done for specific behavior outcomes. See also Chapter C, Contracting.

iii. The teacher or assistant must ensure that these rewards and consequences are consistently implemented.

Example

Teacher and student meet together to identify specific tasks student is struggling to complete, for example, reading a passage and answering questions. The discussion includes why the task is necessary as well as steps to complete it and the consequences of completion and incompletion. Teacher provides a checklist or guide format for the student to complete.

a. What is the task?
b. When is the task to be completed?
c. What elements am I looking for?
d. What will a completed _____ look like?
e. What will I learn/earn by completing the task?

Example

Teacher or assistant issues a "pink slip" for specific task or behavior problems. Students receive a form when they do not meet a classroom expectation, such as following directions after a teacher request. In addition to increasing personal responsibility, the form also serves as documentation that can be used by the teacher during parent-teacher conferences or administrative meetings.

Research Base

Hamilton, Stecher, & Klein (2002)

Hoover & Collier (1987)

Tomlinson (1999)

What to Watch for With ELL/CLD Students

i. Particular social groups and cultures have different expectations of adults and children when it comes to being accountable for task completion. This is a learned difference between cultures. The teacher needs to be aware that the expectations in an American school may need to be taught directly to CLD students and not just assumed to be understood.

ii. One way to introduce the idea of your classroom rules is to ask students about any rules their parent have for them at home or rules they have learned about crossing the street or playing games. This can then be expanded to the idea of rules for completing tasks and acting appropriately in a classroom.

Figure A.1   Example of a Pink Slip

Date: _____
Name: _____
Class Section: _____

You've been *Pink-Slipped*!
Completing your homework or assignment is your responsibility as a student.

Missing Assignment:_____

I do not have my homework today because:

_____ I did the assigned homework, but I did not bring it to class.
_____ I chose not to do my homework.
_____ I forgot to do my homework.
_____ I did not have the appropriate materials at home.
_____ Other – Please explain below

_____
_____
_____

Signature_____

ACTIVE PROCESSING

Purpose of the Strategy

i. Improve access of prior knowledge

ii. Build appreciation that everyone has a contribution to make

iii. Build awareness of academic expectations

iv. Facilitate student assuming responsibility for learning

v. Build awareness of learning

vi. Improve comprehension

vii. Recognize importance of working together

viii. Develop academic language and basic interpersonal communication

ix. Develop higher persistence

  x. Develop personal control of situations

  xi. Facilitate access of prior knowledge

  xii. Facilitate student ownership in education

  xiii. Reduce low-persistence behaviors

  xiv. Develop problem-solving skills

  xv. Facilitate discussion about new learning

  xvi. Facilitate language development

  xvii. Reduce off-task behaviors

  xviii. Reduce impulsivity

  xix. Strengthen language development

How to Do It

  i. This strategy is done with all students in the general education setting. Take caution: It can become quite noisy in a large classroom, so be prepared. (Set your expectations clearly with the Movement/Expectation/Talk Level [MET technique].) You can also use active processing in smaller groups and even in one-on-one sessions as a way to gauge what the students are thinking as they engage in a task. Using active processing reduces impulsive tendencies and naturally illustrates how a student can use reflection in answering questions and completing tasks.

  ii. The essence of active processing is that students work through a task aloud, naming and completing all steps by talking through them. This can involve asking themselves the appropriate questions for the task and then describing what they are doing during each step in the task. This is similar to "self-talk" activities in preschool and other early childhood development classes.

  iii. We recommend several demonstrations with modeling and role-playing of the steps and process for clarification of the expectations. I have also made small posters of each step and placed them around the room as reminders of the steps to follow.

  iv. The following are steps for students to follow in implementing this strategy:

    1. What is my task?

    2. What do I need to do to complete my task?

    3. How will I know my task is done correctly?

    4. How will I monitor the implementation?

    5. How do I know the task is correctly completed?

When applying the active processing strategy, students work through problems or tasks using the sequence of self-monitoring questions provided.

What is my task?	What do I need to do to complete my task?	How will I know my task is done correctly?
Active Processing #1	Active Processing #2	Active Processing #3
How will I monitor the implementation?	How do I know the task is correctly completed?	
Active Processing #4	Active Processing #5	

Source: Collier (2008).

Example With Standardized Tests

i. Your students must prepare for the state administered achievement tests required at this grade level, but several of your diverse learners have never taken such tests before and are unfamiliar with this type of evaluation. They have heard stories of something scary that happens to schoolchildren every year and are bracing themselves to endure this external event. You could modify your preparation for this event by integrating the active processing strategy into the lessons preceding the testing period.

ii. *Start* by having the students in your class speak out loud with one another in small groups about the content and process of lessons they are learning following the steps in active processing. Do this in every content area until the students are familiar with the process itself. Then a few weeks before the state assessments, introduce the concept of standardized achievement tests to your class.

iii. *(Step 1)* Have your students discuss how group and norm measures differ from individual and curriculum based assessments and the implications of this for each participant (Step 1 of active processing, "What is my task?").

iv. *(Step 2)* Have the groups discuss what they will need to have with them and what the setting is like. Have those students who have taken tests like this describe the process and what it was like for them. Talk about the expectations of test administrators regarding notes, whispering, looking at others, pencils, calculators, and so on. (Step 2 of active processing, "What do I need to do to complete my task?").

v. *(Step 3)* Discuss what an acceptable performance might be for various levels of completion and knowledge. Explain some of the test

strategies that help successful test takers even when they are unsure of the answer. Clarify the expectations of parents, teachers, and others about the test activity (Step 3 of active processing, "How will I know my task is done correctly?").

vi. *(Step 4)* Provide suggestions for relieving stress during the test and ideas for self-monitoring progress through the different sections of the test (Step 4 of active processing, "How will I monitor the implementation?").

vii. *(Step 5)* Discuss how timekeepers work and what the timelines will be on this test. Discuss ways to identify when it is time to move to another section and what to do when students are finished with the test (Step 5 of active processing, "How do I know the task is completed?").

Example About a Thematic Unit

i. Suppose you want your students to complete a new unit in language arts about bears in fact and fiction. Some of your diverse learners are not familiar with the concept of fact versus fiction as used in our society and have no words in their native language for this distinction; also several of them have little or incomplete prior schooling. You could modify your preparation for this unit by integrating the active processing strategy into the lessons.

ii. *Begin* having the students in your class speak out loud with one another in small groups about what they know about bears and other animals following the steps in active processing. Do this within the context of reinforcement and review of prior content the students have successfully accomplished until the students are familiar with the active processing process itself.

iii. *(Step 1)* Introduce the concept of fact versus fiction to your class. Have the students discuss how these differ using real life experiences from their homes or communities. Use visual and physical examples of the concept, such as a photograph of a car and a sketch or drawing of a car, a realistic portrait of a child and an abstract painting of a child, a picture of astronauts on the moon and a picture of children playing on the moon, and so on, to ensure that students are aware of what is involved. Have students discuss examples from their own communities or lives. Discuss how to tell the difference and what is involved in the process (Step 1 of active processing, "What is my task?").

iv. *(Step 2)* Have the groups discuss what they will need to compare and contrast fact from fiction and what actions are involved. Have those that are more successful describe the process and what it was like for them to learn it. Talk about the importance of learning this skill and discuss the steps involved. Have your students work in groups to develop a set of "rules" outlining the steps to follow (Step 2 of active processing, "What do I need to do to complete my task?").

v. *(Step 3)* Discuss what an acceptable performance might be for various levels of skill and knowledge. Explain some of the strategies that help students be successful at separating fact from fiction. Discuss how to check for the accuracy and the steps involved (Step 3 of Active Processing, "How will I know my task is done correctly?").

vi. *(Step 4)* Provide suggestions for relieving stress during the lesson and ideas for self-monitoring progress through the different steps of the process (Step 4 of active processing, "How will I monitor the implementation?").

vii. *(Step 5)* Discuss ways to identify when it is time to move to another question or example and what to do when they have finished each set of comparisons (Step 5 of active processing, "How do I know the task is completed?").

Research Base

Cole (1995)

Collier (2002)

Law & Eckes (2000)

Tovani (2000)

What to Watch for With ELL/CLD Students

i. The strategy preparation can be done in the native language or dialect of the students to assure their understanding of your expectations and their task prior to carrying the assignment out in English or other communication mode.

ii. Students who are less proficient in English will need guidance in using the steps of active processing; the process can be explained and practiced in the students' most proficient language before going on in English.

iii. Active processing can be used in any language of instruction and in any content area or age level.

ADVANCED ORGANIZERS

Purpose of the Strategy

i. Access prior knowledge

ii. Build awareness of learning

iii. Develop analytical skills

iv. Develop categorization skills

v. Develop cognitive academic language

vi.   Expand and elaborate on learning foundation

vii. Build first language to English transfer skills

viii. Build awareness of the appropriate content language

ix.   Develop thinking and planning skills

x.   Reduce response fatigue

xi.   Improve mnemonic retrieval

xii. Increase students generating a correct response

How to Do It

i.   This strategy may be done within an integrated classroom with all students or in small groups.

ii.   The teacher or assistant previews lesson content, outlining key issues, rehearsing vocabulary and reviewing related prior knowledge using a graphic organizer to provide a focal point for the students. Graphic organizers appropriate for use as an advanced organizer are such things as KWL+ charts, Picture This!, W-Star, Mind Map, or PEARL frames.

iii. This advance front loading should be done in the most proficient language of the students, that is, in the first language for beginning English learners when possible or bilingually or using sheltered English when needed.

iv.   The teacher or assistant may use the "analogy" strategy to teach one or more of the advanced organizer tools.

Examples

i.   KWL+ is done by asking the students to discuss the following questions before beginning the lesson: What do you already know about this content? What do you want to know about this content? What will we learn about this? Why should we learn this? How will we learn this content? This may be done on a chart and student answers can be posted on the chart.

ii.   W-Star is done by asking the students to brainstorm before beginning a reading: Who do you think this story/event is about? Where do you think the story/event is located? When do you think the story/event occurs? How do you think the story/event turns out? The answers are written onto the points of a star diagram, each point of which represents one of the "w" questions.

iii. Mind mapping has various forms, but the basic idea is to put the central concept or vocabulary word related to what will be in the lesson in a circle on the board or on a piece of paper. Students then generate other words or concepts related to that main idea and connect them to the center like spokes on a wheel. For each of these ideas or words another set of connections may be made and so on and so on outward from the center concept.

Example With a Read-Aloud

i. When applying the advanced organizer strategy, students work through problems or tasks using a sequence of ordering, sequencing, and connecting techniques. Suppose you want your students to write a short personal reflection about the story, *Everyone Cooks Rice* by Norah Dooley, that the class reads together.

ii. *(Step 1)* Start by having your students work in small groups of similar ability level. Show a copy of a graphic organizer form outline on the overhead projector/document camera or drawn on the whiteboard.

iii. *(Step 2)* Assign each group two or three of the boxes in the graphic organizer. For example, you might assign the most challenged group to fill in the box about title, author, location, and country. Another group would be responsible for the main and supporting characters. Another group would be responsible for identifying the sequence of events in the story and a summary statement about these. Another group could be assigned to identify the main problem faced by the main character.

iv. *(Step 3)* After reading the story through the first time, the groups complete their tasks, and you or they write down their answers on the large or projected graphic organizer.

v. *(Step 4)* As a group, you ask about how this main problem (finding Anthony) was resolved, the barriers to resolution that Carrie faced, and things in the story that helped Carrie solve her problem.

vi. *(Step 5)* The students can now discuss the final resolution (everyone is home for dinner) and what the moral of the story might be from their perspectives.

vii. You can expand this activity by comparing and contrasting the story with others like it or with happenings in the students' own lives.

viii. You might now step back from the lesson and discuss the metacognitive learning that you have provided students, the learning to learn lesson that is represented by the strategy you had them use.

Teaching Advanced Organizers

You might now step back from the lesson and discuss the metacognitive learning that you have provided students, the learning to learn lesson that is represented by the strategy you had them use.

i. Steps for Teaching Advanced Organizers

1. *Inform* the students what advanced organizers are, how they operate, when to use them, and why they are useful. Begin by saying that advanced organizers are a way to help them (the students) plan and remember. They work by previewing or putting information concerning the lesson or assignment they are working on into graphic form. Once the students learn how to use advanced organizers, they can use them anytime and with any content or lesson you give them to do.

2. *Use cues,* metaphors, analogies, or other means of elaborating on a description of advanced organizers combined with visual cues. One way to do this is to have the students look at a blueprint of a house or other building they are familiar with. Have them see how the architect had to plan for everything ahead of time and create a preview or graphic image of what everyone was going to have to do to complete the construction. Explain that almost anyone could help construct the house or building by reading the blueprint and the ability to read and understand it is a special and critical skill that will be useful to them later in life.

3. *Lead group discussions* about the use of advanced organizers. Have students start with talking about a lesson they have just successfully completed. They can go back through the lesson or book using different advanced organizer tools to see how they work and what is required. Encourage them to ask you anything about the learning process they want clarified.

4. *Provide guided practice* in applying advanced organizers to particular tasks. Work directly with student groups demonstrating and modeling how to identify elements. Have more skilled students demonstrate for the class.

5. *Provide feedback* on monitoring use and success of advanced organizers. While students use advanced organizers in small groups, you should move around the room listening and supplying encouragement for consistent use of the tools. As students get more comfortable using these tools, you can have them monitor one another in the use of the strategy.

Research Base

Collier (2002)

Harwell (2001)

Heacox (2002)

Moore, Alvermann, & Hinchman (2000)

Opitz (1998)

What to Watch for With ELL/CLD Students

i. There are cultural differences in cognitive/learning style, and some ELL/CLD students may not respond to the brainstorming construct behind most advanced organizers.

ii. By keeping the graphic design of the advanced organizer as close as possible to the illustrations in the text or some aspect of the lesson, the teacher can more tightly connect the concepts being studied with the what/who/where questioning that precedes the lesson.

iii. This is another activity that works best with preparation in the students' most proficient language and relevance to their culture before proceeding.

ALTERNATE RESPONSE METHODS

Purpose of the Strategy

i. Improve access to prior knowledge

ii. Adapt to meet individual or unique student needs

iii. Adapt the mode of response required of students

iv. Facilitate access of prior knowledge

v. Eliminate or minimize inappropriate responses

vi. Enhance ability of student to focus on learning

vii. Expand and elaborate on learning

viii. Facilitate school adaptation

ix. Increase time on task

x. Lower anxiety levels

xi. Reduce anxiety and stress

xii. Reduce fears associated with assignments

xiii. Reduce response fatigue

xiv. Strengthen awareness of learning process

How to Do It

i. This strategy is an application of universal design principles and is effective within multi-tiered support systems, including response to intervention (RTI).

ii. It works well in mixed general education classrooms where a few students with special response needs have been mainstreamed or where there is a great variation in student preparedness.

iii. The teacher introduces the alternate response strategy by illustrating, demonstrating, and explaining alternate acceptable responses to the task at hand. For example, oral, written, drawn, electronic, cut-out images, or so on modes of answering a question or completing an assignment may be acceptable. A poster or other visual reminder of appropriate ways to respond within a variety of activities may be posted on the wall and reviewed regularly with students.

iv. In essence, students are encouraged to respond to assignments, tasks, or questions in a manner compatible with their needs. For example, you could allow a student who has difficulty with writing activities to dictate his or her answers through a tablet or other voice-to-writing tool. Students are allowed to express their understanding of a task, question, or issue in varied ways to meet their individual needs. This practice ensures that students have the best possible chance to show that they have acquired and retained skills and knowledge.

    v. Keep in mind Howard Gardner's (1993) work on "multiple intelligences." What other forms might be available to the student to express her or his understanding? If the topic is westward expansion, the student could find musical examples illustrating the various cultures that came into contact with each other and could make a mixed sound recording to demonstrate the culture clashes and consequences of expansion. The student could draw a map or other illustration supporting the musical representation and her or his understanding of the geographic concept of the movement of populations from one location to another.

Example

Students may record their oral responses to questions given in class. For the geography unit, provide the questions in writing for the students to take home and practice responding. Some names of American states are very difficult to pronounce: Provide time for the students to work alone or with a peer to write the difficult state names on tag board cards that they can hold up during class discussion rather than say aloud.

Research Base

Cole (1995)

Gardner (1993a)

What to Watch for With ELL/CLD Students

    i. Some CLD students have had previous schooling in situations where students have no choice in their responses and teachers are authority figures who direct every action in the classroom.

    ii. When the teacher wishes to make student empowerment an instructional goal, this strategy is an excellent direction to take.

    iii. The teacher should demonstrate how the various responses can be made, including color, modeling, illustrating, and so on.

    iv. Some role play in the process from initial choice to final task completion may be helpful.

ANALOGY

Purpose of the Strategy

    i. Facilitate connections between known and new

    ii. Improve access to prior knowledge

    iii. Strengthen retention and application abilities

    iv. Strengthen learning to learn skills

v. Develop higher tolerance

vi. Build awareness of learning process

vii. Develop cognitive learning strategies

viii. Develop problem-solving skills

ix. Enhance ability of students to learn new things

x. Expand and elaborate on learning

xi. Facilitate access of prior knowledge

xii. Develop association skills

xiii. Develop analytical skills

xiv. Build academic transfer skills

xv. Build foundation for learning

xvi. Build metacognition skills

xvii. Develop categorization skills

How to Do It

i. This cognitive strategy can be done in the general education class-room with all students participating. Students may be paired with culture and language peers at first and then mixed pairs of diverse students as they become comfortable with the strategy.

ii. The teacher or assistant models making analogies by using physical items or visual representations of animals, tools, or other objects. They hold up a familiar object and ask students to describe it and what they know about it already. Next a new item that is related in some way to the older item is held up. The teacher leads students through a discussion of how the items are similar or different from one another. She introduces the sentence frame "X is to Y, as Y is to Z" where X is the new item and Y and Z are familiar items. For example, a ratchet is similar to a hammer just as a hammer is similar to a screwdriver; they are all tools.

iii. The teacher brings up this idea of analogies between known and new when they introduce a new topic. He or she asks students to share something they already know about the lesson topic, something that is meaningful to them. They go through the steps of analogy in pairs as they share their items/ideas with one another.

iv. I recommend several demonstrations with modeling and role-playing of the steps and process for clarification of the expectations. I have also made small posters of each step and placed them around the room as reminders of the steps to follow.

v. The following are steps for students to follow in implementing this analogy strategy:

1. What do I already know about this item or concept?

2. How does what I already know about this idea or item compare with the new idea or item?

3. Can the known idea or item be substituted for the new item or idea and still make sense?

4. How can I elaborate on these comparisons through analogies?

What do I know about things like this?	How is what I know similar to this new thing?	How is this new thing different from what I know?
clipart.com	iStockphoto.com/4x6	clipart.com
Analogy #1	Analogy #2	Analogy #3
Can I substitute what I know for this new thing?	How can I elaborate on these?	_____ is to _____ as _____ is to _____.
clipart.com	clipart.com	
Analogy #4	Analogy #5	

Source: Collier (2008).

vi. A basic description of analogy is that you have students work through a task describing, comparing, and contrasting things that are meaningful to them. They go through the steps of analogy in pairs or groups as they share their items with one another, asking one another five specific questions that guide them through the application of the steps involved in analogy. Eventually they ask themselves these five self-guiding questions silently as they complete tasks.

vii. An example of a content application of analogy that I have used is having students compare an object representing a new subject we are going to study with an object they are familiar with, describing the objects and making analogies between the two items. For example, I brought examples of different "dragons" (Chinese, Japanese, English, Javanese, and Scandinavian) to share with students after we had read *The Reluctant Dragon* by Kenneth Grahame and when we were about to move into a unit on Asia. I had them make analogies between and among the various types of dragons, discussing cultural and linguistic manifestations of these different impressions of and perspectives on a mythological figure. I then had them do expansions related to our Asian

unit. The students were to all bring something they had that was meaningful to them and that was from Asia to share it with others using the analogy strategy. They created Venn diagrams showing the many ways their various objects were similar and different from each other.

viii. The following are steps for teaching analogy:

1. *Inform* the students what analogy is, how it operates, when to use it, and why it is useful. Begin by saying that analogy is a tool for learning and remembering. It works by asking and answering a series of five questions concerning the lesson or assignment they are working on. Once they learn how to use analogy, they can use it anytime and with any content or lesson you give them to do.

2. *Use cues,* metaphors, or other means of elaborating on a description of analogy combined with visual cues. One way to do this is to have the group compare their jackets or shoes or something else everyone in the class has with them. Have them see how although everyone has the same object, there are many ways these are different and many ways they are similar to one another. You can also use favorite stories or activities, anything where a fundamental similarity exists along with distinct differences.

3. *Lead group discussions* about the use of analogy. Have students start with talking about a lesson they have just successfully completed. They can go back through the lesson using the analogy question steps to see how they work and what information is required. Encourage your students to ask you anything about the learning process they want clarified.

4. *Provide guided practice* in applying analogy to particular tasks. Here is an example of guided practice as the teacher leads the students through the use of analogy. Examples of both teacher and student comments are shown.

   a. Teacher: The first step is to see if you can recall something from your own language or experiences that is similar to this item?

   b. Student: What do I know that is like this item? Is there something in my background, language, or experiences that is similar to the item?

   c. Comparison

   d. Teacher: Second, examine how these items are similar or different. Do they have similar uses?

   e. Student: How are these items similar and different? Are they used in similar ways?

   f. Teacher: Third, identify the items or parts of items that might be substituted for these items. Why would this substitution work? Why might it not work?

   g. Student: Can I use these similar elements interchangeably? What other items might be substituted for these items?

   h. Elaboration

i. Teacher: Fourth, think about other experiences, words, or actions from your life, language, or culture that are similar to elements of English or your life here in this community. In what ways are they similar and different? How could you use your prior knowledge effectively in new situations?

j. Student: When the teacher asks for examples, I can provide them based upon my own experiences and do not have to use American examples. I know that aspects of a new situation may be similar to something I know from my previous experiences.

5. *Provide feedback* on monitoring use and success of analogy. While students use analogy in small groups, you should move around the room listening and supplying encouragement for consistent use of the question and answer steps. As students get more comfortable using this strategy you can have them monitor one another in the use of the strategy, encouraging each other to ask and answer the questions.

6. *Provide generalization* activities. Have your students use analogy for a variety of lessons and tasks. You should be sure to identify the strategy by name and point to the poster or visual cues about the strategy whenever you have students use it. Hold enhanced cognitive discussions about the use of analogy in these different lesson settings and encourage discussion of how useful or not useful students found this strategy in particular tasks.

ix. When applying the analogy strategy, students work through problems or tasks using the above sequence of self-monitoring questions. Suppose that you are about to have your students begin a new unit in social studies about immigration nationally and in your state and your local community. You have several students who are newcomers to your community, from a different part of the world and from a culturally and linguistically diverse background. You could modify your usual instructional approach by building in an opportunity for your students to compare and contrast their personal experiences with current immigration and refugee policies and procedures with those in their past experience. You would have them first discuss the difference between *immigrant, colonist, settler, emigrant,* and *refugee* using examples from current news stories on television. You could also have them watch dvd/videotapes or actually visit an immigration office or a center where particular groups of newcomers to America receive services. You could then have them share what they know about these terms and services from their personal, current experience (Step 1 of analogy, "What do I know about things like this?"). They could then share how these experiences are similar to others they are familiar with or others in the classroom (Step 2 of analogy, "How is what I know similar to this new thing?"). Then they would discuss the differences between their personal or familiar

experiences and what is new to them about the policies, procedures, services, and experiences (Step 3 of Analogy, "How is this new thing different from what I know?"). The students could explore how different people's experiences might change if certain elements of their circumstances were substituted for another (Step 4 of Analogy, "Can I substitute what I know for this new thing?"). Now the students would be ready to expand this knowledge to identifying ways to improve current models of service and how they might help other newcomers to the community (Step 5 of Analogy, "How can I elaborate on this?"). Discussions will naturally arise out of these lessons about comparing and contrasting based upon high versus low tolerance characteristics.

Example

i. Students are shown an object that looks familiar, such as a metal rod used to connect two wheels on a toy car. They generate words describing the rod such as *long, shiny, manufactured, connects, an axle,* and so on. They then are shown another metal rod that is unfamiliar to them. They generate more words describing the new object. Some of the words will be similar, some different. Example words might be *long, shiny, threaded ends, connects something, pointy, heavy, metallic,* or so on. They may actually try to substitute the new rod for the toy axle, or they may make guesses about substitution and conclude that it could be done but won't work exactly. They generate sentences such as "The axle is smaller than the new rod." "The new rod is larger than the axle of the toy car." "The new rod has threaded ends while the axle does not." "The axle is to a car as the new rod is to something else." "The axle is as shiny as the new rod is shiny."

Research Base

Cole (1995)

Collier (2002)

Tovani (2000)

What to Watch for With ELL/CLD Students

i. Be sure students are matched with peers with whom they can communicate comfortably while they are all learning the strategy and steps in the process.

ii. After students learn the process and steps, posters or cards with reminder illustrations and the words of the steps can be placed around the room.

iii. Once students can use analogy without prompting, they can be paired up with nonbilingual peers for more applications.

ASSESSMENT

Purpose of the Strategy

i. Build awareness of academic expectations

ii. Build awareness of learning process

iii. Clarify responsibilities and consequences

iv. Measure performance and set goals and objectives

v. Improve retention of content

vi. Ensure student is familiar with specific academic and behavioral expectations

vii. Facilitate student assuming responsibility for learning

viii. Improve student ability to organize and prioritize information

ix. Strengthen retention and application abilities

How to Do It

i. Use the assessment strategy to establish baseline performance levels as well as achievement target goals for individual students.

ii. This strategy may be conducted with the entire classroom in the general education setting to monitor the needs and strengths of all students and establish baseline expectations and norms.

iii. When used in multi-tiered small group support and intervention, this strategy is done with small groups to monitor the needs and strengths of the students in the content being studied, consistently taking into consideration questions of language development and culture shock. It may also address questions of language development and level of acculturation.

iv. An example would be, for a geography lesson on the United States, determining an individual student's general knowledge of the North American continent, countries bordering the United States, the difference between states and countries, how these boundaries are demarcated, and so on. What does the student know about the geography of his or her country of origin or city or state? Determine key vocabulary and sentence structures the student needs to master for the lesson, building on structures and vocabulary that the student has already mastered.

| Beginning = 1 | Developing = 2 | Proficient = 3 | Advanced = 4 |

Student	Objective	Objective	Objective	Objective	Objective	Objective
1						
2						
3						
4						
5						

Research Base

Shores & Chester (2009)

Walker, Carta, Greenwood, & Buzhardt (2008)

What to Watch for With ELL/CLD Students

i. Non-English-speaking or very limited English proficient students will need interpreters and lots of modeling and demonstration of how to take a test and how to respond in assessment activities.

ii. Explanations and example products should be given in the students' most proficient language before moving into English-only assessment situations. If this is not done, all assessments will become essentially measures of language proficiency and not assessments of content achievement.