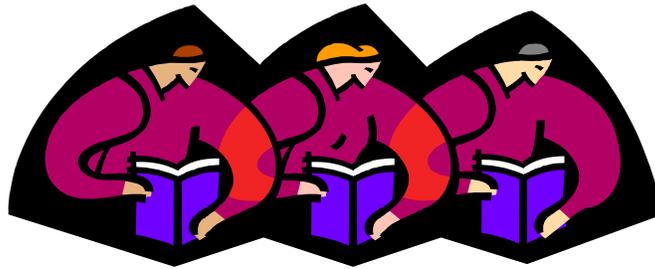


***Classroom Instruction That Works
With English Language Learners***

By Jane D. Hill and Kathleen M. Flynn



A Study Guide

By the Nebraska ELLLI Design Team

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Nebraska ELLLI Design Team

*A representation of members from the
Nebraska English Language Learners Leadership Institute*

Kris Burling	Grand Island Public Schools
Penny Businga	Educational Service Unit 13
Rosemary Cervantes	Educational Service Unit 10
Dee Condon	Educational Service Unit 7
Susan Farkas	Elkhorn Public Schools
Michelle Knight	Plattsmouth Community Schools
Shari Koch	Omaha Public Schools
Wendy McCarty	University of Nebraska at Kearney
Julie Myers	Lexington Public Schools
Allyson Olson	South Sioux City Community Schools
Carol Renner	Kearney Public Schools
Nancy Rowch	Nebraska Department of Education
Amy Schultz	Educational Service Unit 9
Terri Schuster	Nebraska Department of Education
Cindy West	Lincoln Public Schools

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Welcome to the study guide!

This study guide aims to enhance your understanding of concepts in the book *Classroom Instruction That Works with English Language Learners*, published in 2006 by ASCD. In the book, authors Jane Hill and Kathleen Flynn expand upon the knowledge base first presented in *Classroom Instruction That Works* (Marzano, Pickering, & Pollock, 2001) and describe ways to use the best practice strategies that emerged from the earlier research with English language learners.

Use of this study guide requires no previous knowledge of instruction for English language learners.

The chapters in the study guide correspond with the book chapters. Each study session includes four components: Warm-up, Key Ideas, Discussion Questions, and Implementation Statement.

 **Warm-up** is brief activity intended to get the participants thinking about the chapter topic. As facilitator, you can use the provided warm-up with partners, triads, the whole group, or feel free to use your own warm-up activity. Remember, the purpose is to get everyone thinking about the topic. Be certain to provide sharing time to engage participants. We also recommend that facilitators model appropriate sharing before asking for responses from participants.

 **Key Ideas** are taken from the book and provide an overview to review the chapter.

 **Discussion Questions** provide a suggested framework to lead conversation with participants. The purpose is to help participants review the material and apply the key ideas to their classroom setting.

 **Implementation Statement** is provided for reflection and accountability. The facilitator will ask each participant to complete the statement before they leave the session. This requires participants to be purposeful, intentional, and explicit in planning their next action. Facilitators can begin the next session by asking for feedback on implementation experiences between sessions.

Chapter 1: What is Classroom Instruction That Works?



Warm-up

Reflect on your classroom practices and describe an effective instructional practice you use in your classroom. You can jot your ideas into the graphic organizer provided.



Key Ideas

Through a meta-analysis, Mid-Continent Research for Education and Learning (McREL) researchers Marzano, Pickering, and Pollock (2001) identified nine categories of instructional strategies that proved to be exceptionally effective in increasing student performance:

- **Setting objectives and providing feedback**
This strategy gives students a direction for learning and provides information on how well they are performing relative to a particular learning goal.
- **Nonlinguistic representations**
This strategy allows students to represent and elaborate on knowledge using mental images.
- **Cues, questions, and advance organizers**
This strategy allows students to retrieve, use, and organize what they already know about a topic.
- **Cooperative learning**
These techniques allow students to interact with each other in groups in ways that enhance their learning. They make sense of new knowledge by interacting with others.
- **Summarizing and note taking**
Teachers help students synthesize and organize information in a way that captures the main ideas and supporting details.
- **Homework and practice**
This strategy extends learning opportunities for reviewing and applying knowledge and enhances a student's ability to reach the expected level of proficiency for a skill or process.
- **Reinforcing effort and providing recognition**
This strategy promotes student understanding of the relationship between effort and achievement by addressing attitudes and beliefs about learning. Providing rewards or praise for accomplishments related to the attainment of a goal can enhance effort.
- **Generating and testing hypotheses**
Hypotheses may be inductive or deductive. By clearly explaining their hypotheses and conclusions, students deepen their understanding of the principle they are applying.
- **Identifying similarities and differences**
This strategy furthers student understanding and ability to use knowledge by identifying similarities and differences among items.

 **Discussion Questions**

1. To what extent do you implement these strategies?
2. How would students benefit from these strategies?
3. How would you adapt these strategies for ELLs?
4. Look at the categories of instructional strategies and their definitions. Which one do you implement most competently and why? Which one might you focus on to enhance your instructional practice?



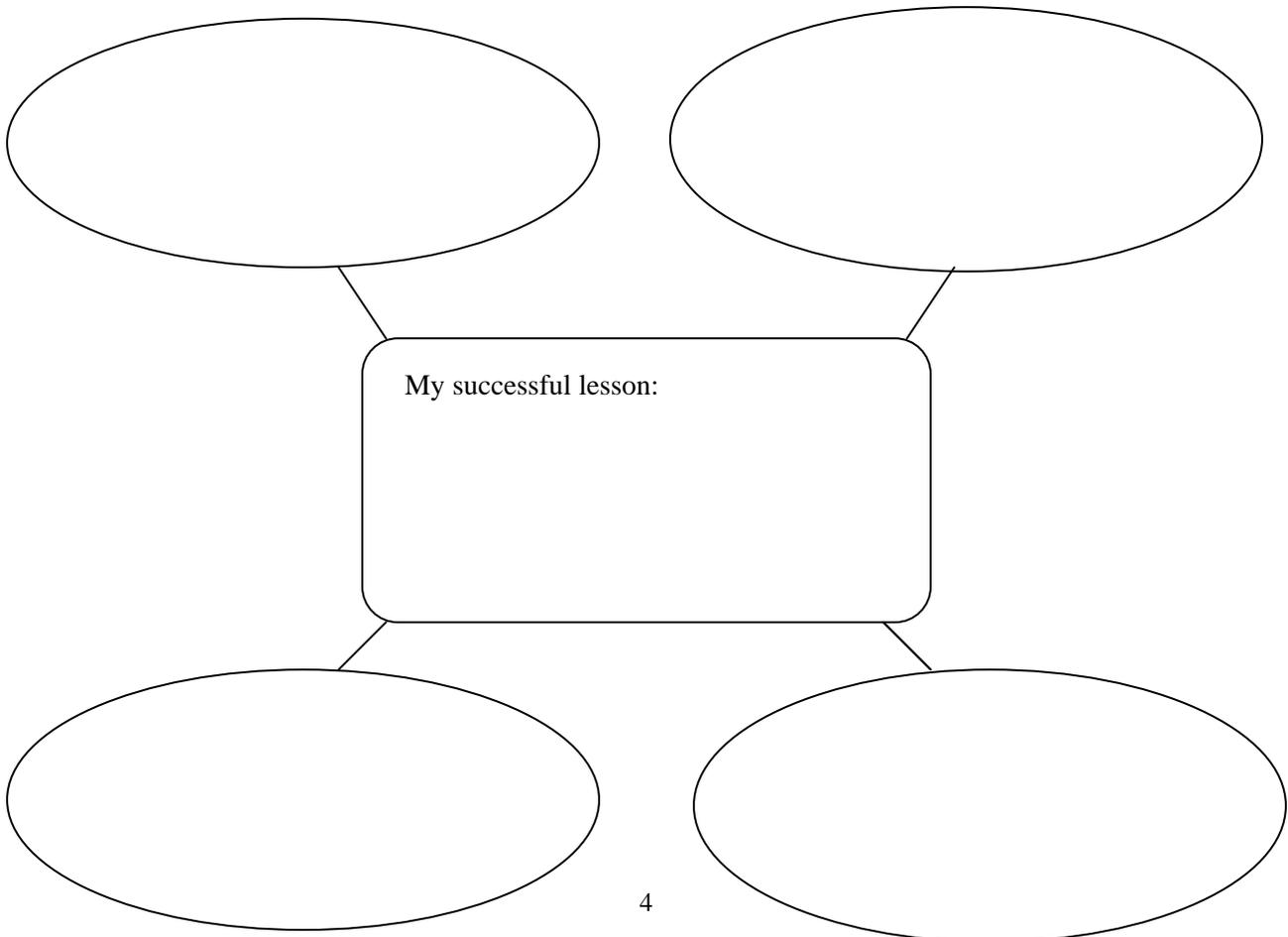
Implementation Statement

In order to develop skills in implementing these strategies, this week I will . . .



Chapter 1 Warm-up Activity

In the center box, note the topic of a successful lesson that you have taught. Use the “web” format to identify specific strategies that contributed to the success of the lesson.



Chapter 2: The Stages of Language Acquisition



Warm-up

Share your experience of learning to ride a bicycle. Identify the stages of that learning. How might you relate those stages to learning a language? Write your ideas in the graphic organizer provided.



Key Ideas

- Students acquiring a second language progress through five predictable stages (preproduction, early production, speech emergence, intermediate fluency, advanced fluency).
- Characteristics of effective ELL instruction
 - *Reflects* students' stages of language acquisition
 - *Helps* students move through the language acquisition levels.
 - *Engages* ELLs at all stages of language acquisition in higher level thinking activities.
- The Word-MES strategy (see p. 19) can be used with ELLs at different stages.
- Engage students by matching your prompts to their stage of language acquisition.



Discussion Questions

1. Can you identify the stages of language acquisition for your ELL students?
2. Why is it important for us to consider the stages of language acquisition in our classroom instruction?



Implementation Statement

In order to develop skills in implementing these strategies, this week I will . . .

Chapter 2 Warm-up Activity



Learning to Ride a Bike

Before I began

First Tries

Learning

Setbacks

Mastery

Learning a Second Language

Similarities:

Differences:

Chapter 3: Setting Objectives and Providing Feedback

Warm-up

Find a yardstick, meter stick, dowel, or a peacock feather. Try to balance the tip of the stick or feather on the tip of your pointer finger. Hold it out from your body and try to balance it at arm's length, keeping your eyes right at the tip where it touches your finger. Is it easy to balance? (It should be almost impossible.) As you try it again, look mid-way up the stick or feather. Is it easier? Finally, look at the far end of it, and do not look at your finger at all. Now balance. You should find that it's much easier to balance the stick or feather and walk and talk at the same time.

When our goals are clear, the task gets easier!

Setting Objectives

Key Ideas

- Teachers who are effective with ELLs set language objectives in addition to content objectives.
- Teachers can learn to set specific language objectives that facilitate students' academic learning, and they can design academic opportunities that build language proficiency.
- Setting language objectives involves determining language functions and language structures.

Discussion Questions

1. What are some of the reasons for setting both content objectives and language objectives?
2. What are some of the devices and procedures for “sheltering” instruction to make content more meaningful for ELL students?
3. What are the differences between language functions and language structures?
4. The following might be language supports for helping students learn to offer scholarly “criticism” in a learning situation.
 - While I see ____'s point, I believe that . . .
 - I think this could be improved by . . .
 - To make the point more clear, the author could . . .Select another language function from the list on page 25, and discuss what sentence starters might help students develop this language capacity.
5. Research suggests that goals should be clear and specific, and that learners should personalize them. What are some ways to accomplish this in your classroom?

Providing Feedback



Key Ideas

- Feedback should be timely and realistic in order for students to know how they are doing in the classroom.
- Feedback should be appropriate to the language level of the ELL.
- Students can effectively provide some of their own feedback through self-evaluation.
- The Word-MES strategy can provide reinforcement and feedback for ELLs.



Discussion Questions

1. Why should you provide oral feedback in the form of modeling correct structures or “reformulation” rather than strict corrections to language errors?
2. How will Word-MES influence the way you provide feedback to your ELL students?
3. How can rubrics and correction symbols be tools for ELLs to receive feedback in a meaningful way?
4. How can you help your students “sound like a book” in new ways this week through setting objectives and providing feedback?



Implementation Statement

In order to develop skills in implementing these strategies, this week I will . . .

Chapter 4: Nonlinguistic Representation



Warm-up

Take out a piece of paper. Quickly, draw a symbol that shows you understand the meaning of these words: religion, grocery, gallimaufry, and automobile. Compare images. Can you explain your image? Did you have trouble coming up with an image for any of the words? When we have knowledge of something, we can usually find a non-linguistic way to share its meaning. Images are a quick way to assess knowledge as well as to express it. Most everyone easily draws these abstract terms in concrete ways. (A gallimaufry is something that is a mess and probably cannot be organized to last for a period of time—like the kitchen junk drawer! Did anyone know that word? How did you draw it?)



Key Ideas

- Words alone frequently do not convey meaning to ELLs.
- Nonlinguistic representations include graphic organizers, symbols, mental pictures, physical models, and kinesthetic activities.
- Nonlinguistic representations help ELLs.
- It is important for students to understand new academic language through mental and sensory images.
- Students should elaborate on knowledge by providing explanations for the choices they make.
- Seeing is remembering. Doing is knowing.



Discussion Questions

1. ELL teachers have long relied on non-linguistic support to help students make sense of the many new terms. What are five ways you can provide non-linguistic support?
2. There are many traditional “linguistically loaded” teaching techniques (e.g., lecture, explanations, reading, discussion). Describe ways that you can enrich each technique with non-linguistic methods.
3. In what ways did using the physical modeling and movement in our warm-up activity strengthen your understanding of the key ideas of this chapter?
4. Think of a lesson you taught this week. How could you have enhanced student understanding by using mental and sensory imagery, real objects, pictures, pictographs, diagrams, physical models, video clips, recorded sounds, gestures, or movement?



Implementation Statement

In order to develop skills in implementing these strategies, this week I will . . .

Chapter 5: Cues, Questions and Advance Organizers



Warm-up

Read the following paragraph on The Langurian and Pitok War.

In 1367, Marain and the settlement ended a 7-year war with the Langurian and Pitoks. As a result of this war, Languria was driven out of East Bacol. Marain would now rule Laman and other lands that belonged to Languria. This brought peace to the Bacolian settlements. The settlers no longer had to fear attacks from Laman. The Bacolians were happy to be a part of Marain in 1367. Yet, a dozen years later, these same people would be fighting the Marish for independence, or freedom from United Marain’s rule. (Beck & McKeown, 1994, p. 15)

Was this easy reading for you? Why or why not? What kinds of support would help you understand this passage better? How might you prepare for a “quiz” on this content?

Now, read the parallel paragraph at the end of this lesson.

Cues and Questions



Key Ideas

- Ask questions and state cues at the beginning of a lesson to activate and access background knowledge that students will need to connect to new learning.
- Match questions to students’ level of verbal output plus one stage beyond.



Discussion Questions

1. Cues, questions, and advance organizers help teachers determine what students already know about the new subject content and help learners make connections to background knowledge and experiences. How can you give your ELL students opportunities to use language during this type of activity?
2. Why is it important to use high-level questions? To what extent do you use high-level questions?
3. Teachers are generally very aware of the need for higher level questioning and “wait” time. Yet, in the classroom, both are usually shortchanged in the interest of time. What are some techniques that can help you increase both higher level questioning and wait time?
4. How can you ensure that your ELL students, at any stage of language acquisition, receive the opportunity and the necessary support to respond to higher level questions?

Advance Organizers



Key Ideas

- Advance organizers help ELLs use their personal experiences and content knowledge to learn new information.
- Organizing information visually helps us remember what we see.
- Advance organizers help ELLs acquire and integrate content into a new language.



Discussion Questions

1. Advance organizers include explaining with either expository or narrative format, skimming the reading material, or using graphic organizers. When can you use each in your classroom? How can you enhance them with “sheltering” techniques? Which best allows you to provide “structure to information” in your content area?
2. Advance organizers key students in to important ideas before they begin a learning activity. Why is this important? How can you accomplish this?
3. How do you think you can use different types of advance organizers in the classroom to help ELLs?



Implementation Statement

In order to develop skills in implementing these strategies, this week I will . . .

Warm-up Parallel Paragraph

The passage in the introduction section for this chapter changed the names of the people and places involved in the French and Indian War. Students who have little or no prior knowledge of this war or of U.S. history have just as much trouble understanding what is being explained as adults do reading the altered passage from Beck and McKeown (1994) and cited by Brophy and VanSledright (1997). Here’s the original paragraph On The French and Indian War:

In 1736, Britain and the colonies ended a 7-year war with the French and Indians. As a result of this war, France was driven out of North America. Britain would now rule Canada and other lands that belonged to France. This brought peace to the American colonies. The settlers no longer had to fear attacks from Canada. The Americans were happy to be a part of Britain in 1736. Yet, a dozen years later, these same people would be fighting the English for independence, or freedom from United Kingdom’s rule. (p. 15)

Did you find this paragraph easier to read? Discussion question: How important is background knowledge for students? How can teachers provide background knowledge prior to entering new knowledge with students?

Chapter 6: Cooperative Learning



Warm-up

Think about your own experiences with cooperative learning as both learners and teachers. Discuss the pros and cons of using cooperative learning with ELLs, and record your responses on chart paper.



Key Ideas

- Cooperative learning fosters English acquisition because ELLs have more opportunities to verbalize. Cooperative learning may be an unfamiliar experience for students from outside the United States.
- All students, including native English speakers, should learn how to help each other and set up a culture of friendly learning.



Discussion Questions

1. Review the list of pros and cons from the Warm-up. How might you address some of the cons on the list with the information in this chapter?
2. Share with your colleagues how you are implementing the three recommendations below for integrating cooperative learning with ELL students in your classroom.
 - Groups should be heterogeneous (both ELLs and English-dominant students).
 - Groups should be small (to increase comfort level).
 - Groups should not be overused (to allow for independent practice).
3. Think about a lesson you are planning for next week. How might you use cooperative learning to enhance student learning? How might students at various stages of language acquisition participate meaningfully? How would you build individual accountability into the activity?



Implementation Statement

In order to develop skills in implementing these strategies, this week I will . . .

Chapter 7: Summarizing and Note Taking



Warm-up

Think-pair-share activity: How did you learn to summarize and take notes? If you had no instruction, consider the ways that explicit instruction might have influenced your learning. If you did have explicit instruction, how might it have been helpful to you? Do any students leave your school without knowing how to take notes?

Summarizing



Key Ideas

- ELLs can understand and use the keep-delete-substitute rule particularly when accompanied with nonlinguistic representations.
- Summarizing works best when ELLs have appropriate visuals and questioning strategies.
- Summarizing helps students learn how to analyze information at a fairly deep level.
- Reciprocal teaching helps ELL students understand text, but ELLs need to see the four components modeled.
- ELLs can use summary frames when the frames are adapted to students' stages of language acquisition.



Discussion Questions

1. Most teachers would agree that summarizing is an important skill, yet few teach it explicitly. What skills do your students need to learn to summarize well?
2. What kinds of activities can you structure in your classroom that will enhance students' abilities to summarize? What special support might ELL students need?
3. Look at Appendix B (pp. 123–126) regarding summary frames. Which summary frames might best match your content? Why?
4. Why might a summary frame serve a more powerful purpose than a typical study guide?

Note Taking



Key Ideas

- Verbatim note taking is the least effective note taking technique for improving student achievement because students are not engaging their minds in processes that involve them in generating or synthesizing information.
- Students can supplement their written notes with nonlinguistic representations.
- Note taking is one of the most powerful skills a student can develop, and students should learn a variety of note taking skills and formats.
- Notes should always be considered a “work in progress.”



Discussion Questions

1. What is the purpose of note taking?
2. Do you teach the students in your class how to take notes? How do you approach that instruction?
3. How might you enhance your instructional practices on note taking? What adaptations would you make for English language learners?



Implementation Statement

In order to develop skills in implementing these strategies, this week I will . . .

Chapter 8: Homework and Practice



Warm-up

Think-pair-share: Think back on your years of experience as a student and the homework teachers assigned. Describe the types of assignments that enhanced your own learning and those that had little, or even a negative, effect on your learning.



Key Ideas

- Homework and practice should be geared to each ELL's stage of language acquisition.
- ELLs do not have to receive the same homework as English-dominant students.
- There are two purposes for homework: to practice or elaborate on what's been learned or to prepare for upcoming content.
- ELLs do not have to practice in the same way as English-dominant students.



Discussion Questions

1. Which of the homework recommendations found on page 79 do you most frequently use before the students leave class to ensure they understand and will be able to independently complete the homework?
2. Feedback on homework is important, yet the volume of work involved can be challenging if you are the only source of feedback. What are some other ways to ensure that your students receive meaningful feedback on work done outside of class?
3. One of the significant ideas in this chapter is differentiating homework according to student language proficiency levels. How do you think you could differentiate some homework assignments that you have planned for this week according to proficiency level?



Implementation Statement

In order to develop skills in implementing these strategies, this week I will . . .

Chapter 9: Reinforcing Effort and Providing Recognition



Warm-up

There is a saying that “Success breeds success.” Think about a time when you experienced recognition or felt success that compelled you to work toward more. Who inspired you? How? Why? How did that experience shape you? Share your experiences with a partner.

Reinforcing Effort



Key Ideas

- All students need to believe that there is a direct relationship between their effort and their achievement.
- Students can chart their own effort and achievement correlation.
- English language learners need to receive regular reinforcement because they have to learn subject matter in addition to a new language.



Discussion Questions

1. How do you provide your students reinforcement for their effort? How important is this? How much more important might this be for ELLs than other students?
2. Some students do not see the connection between effort and achievement, attributing success to “luck” or other factors outside of their control. How do you believe you can explicitly teach the value of effort in new ways?

Providing Recognition



Key Ideas

- Students should receive recognition only for legitimate achievement. Otherwise, it can have negative effects on student achievement and motivation.
- Praise is not simply a matter of saying, “Job well done.” Praise should be as personal to individual students as possible and connected to the criteria for performance.
- In addition to verbal praise, teachers can use concrete symbols, such as stickers, awards, and coupons to recognize student accomplishment.
- Recognition for ELLs should always be culturally appropriate.
- ELLs should receive recognition for their growth in English language learning.

Discussion Questions

1. How do you provide recognition? Have you seen colleagues who provide recognition in creative ways? How?
2. Do you use the pause-prompt-praise strategy (see p. 93)? How could you use this recommendation in your classroom?
3. Think about your English language proficiency assessments. How can you recognize students as their English proficiency increases?



Implementation Statement

In order to develop skills in implementing these strategies, this week I will . . .

Chapter 10: Generating and Testing Hypotheses



Using only a half-sheet of construction paper and two inches of masking tape, create an invention that is at least two inches tall and will be able to sustain the weight of at least four large three-ring binders for at least 30 seconds. The more weight the invention can hold, the better. Using the chart below, list these conditions in the first column.

Take five minutes to brainstorm ideas and hypothesize the likelihood that your invention will work, listing those in the second column of the chart.

After brainstorming, develop your invention to the point where you can test your hypothesis. Test your hypothesis and discuss revisions needed to meet the set conditions. Record your results and revisions in the third column.

When you are finished, write a language objective for the activity. (Use your knowledge from Chapter 3).

Conditions	Hypothesis	Test: Discard? Revise?
1.	1.	
2.		
3.	2.	
4.		
5.	3.	



Key Ideas

- When teachers ask students to clearly explain their hypotheses and conclusions, they are promoting oral language development.
- Teachers can use the Word-MES strategy when students are describing hypotheses and conclusions.
- Always consider students' stages of language acquisition as they participate in generating and testing hypotheses.



Discussion Questions

1. What is the difference between inductive and deductive thinking?
2. The process of generating and testing hypotheses requires ELLs to access prior knowledge, apply new knowledge, and explain their conclusions. Describe an example from your classroom of how you have applied this process or could apply this process, and how you differentiated for stages of language acquisition
3. What do you find most challenging about applying this strategy in your classroom?



Implementation Statement

In order to develop skills in implementing these strategies, this week I will . . .

Chapter 11: Identifying Similarities and Differences



Warm-up

Individually, complete this analogy:

Instructional Strategies are to teachers as _____ are to _____.

Now, we will take part in a “Wave” activity. Each participant stands and shares aloud his or her analogy.



Key Ideas

- Identifying similarities and differences allows ELLs opportunities to expand their second language skills and deepens understanding of content.
- An attribute chart aids students in verbalizing similarities and differences.
- Teachers should model the steps for comparing, classifying, and creating analogies and metaphors in familiar contexts with visuals, clear and concise speech within shortened sentences, and reduced idiomatic expressions.
- Use the Word-MES strategy as you guide students and gradually lessen support.



Discussion Questions

1. There are four generalizations from the research about identifying similarities and differences described in this chapter on pages 101–103. To what extent has your instruction been influenced by each one?
2. Think about a time when you used a metaphor to explain something that was otherwise difficult to explain. How do metaphors help us understand new information?
3. To what extent do you provide students with explicit instruction in the use of the four forms of identifying similarities and differences (p. 103)? What effect *does* this instruction, or *would* this instruction, have on your students' work?
4. Pages 103–104 show five classroom recommendations for identifying similarities and differences with suggestions for ELL students. How do you/would you use these recommendations to enhance your instruction of ELLs?



Implementation Statement

In order to develop skills in implementing these strategies, this week I will . . .

Chapter 12: Involving Parents and the Community

Warm-up

Complete a “2-Minute Write” on this question, then share your writing with a partner: To what extent does your school district engage in the following activities for the express purpose of ELL parent involvement?

- Assessing parent and family needs
- Developing parents understanding of parent rights and responsibilities
- Communicating curriculum standards
- Connecting with them through parent-teacher conferences
- Promoting ESL classes in the community
- Encouraging parent involvement within the school and the community at large

Key Ideas

- It is critical that school staff gather information from parents of ELLs about their backgrounds, languages, and cultures. The length and quality of prior formal education in their native language or previous education in the United States is important to ascertain. The amount of time living in the United States is also essential to know.
- School and district leadership teams need to develop comprehensive plans for parent and community involvement that include the parents of ELLs and others who share their ethnicity and culture.
- The Epstein Model of Parent and Community Involvement (see p. 113) outlines six types of parent and community involvement that addresses parenting, communication, volunteering, learning at home, decision making, and collaborating with community.
- The unique qualities of ELLs and their families justify the need for modifying approaches typically used to involve parents in the school culture. A three-year plan is best to ensure success.

Discussion Questions

1. Examine the three-year plan in Appendix C (pp. 127–131). What parts of the plan has your district already addressed? What remains to address?
2. How would you rate how well your school addresses each of the recommendations on pages 116–117? How do you see yourself promoting or participating in any of the recommendations?

Implementation Statement

In order to develop skills in implementing these strategies, this week I will . . .