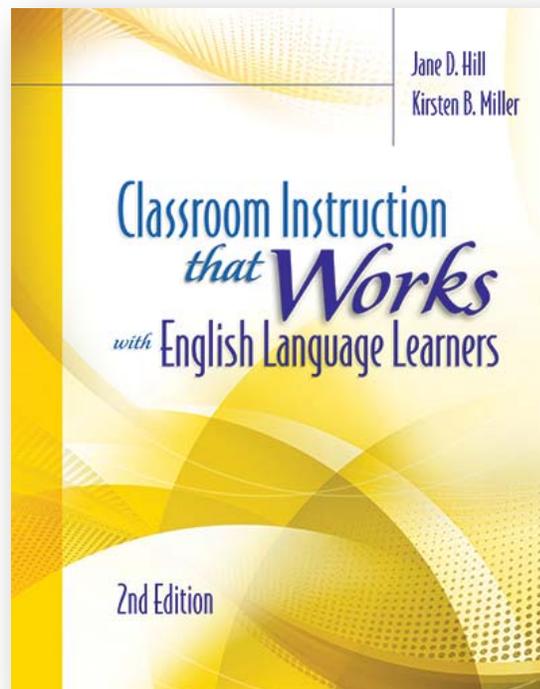




# ***Classroom Instruction That Works with English Language Learners***

## **A Study Guide**



Produced by the Nebraska ELL Professional Development Cohort in partnership with the North Central Comprehensive Center and McREL International

## **Nebraska English Language Learner Professional Development Cohort**

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## Introduction

The second edition of *Classroom Instruction That Works with English Language Learners* by Jane D. Hill and Kirsten Miller is a resource for general education teachers of students acquiring English and students in need of academic language development. It begins by addressing academic language and the stages of second language acquisition. Next, it explores the nine research-based strategies from *Classroom Instruction That Works* (2<sup>nd</sup> ed.) (Dean, Hubbell, Pitler, & Stone, 2012), with a focus on practical applications for students acquiring English.

The focus of this edition is on developing students' oral academic language and higher-order thinking skills. It aligns the stages of second-language acquisition with higher-order thinking skills and provides examples of how to encourage students at all levels of language development to think and interact at higher levels. Therefore, it addresses ways to prepare students acquiring English for new college- and career-ready standards.

## Using the Study Guide

Practitioners are encouraged to use this guide to systematically discuss ways to incorporate the ideas and strategies from *Classroom Instruction That Works with English Language Learners* (2<sup>nd</sup> ed.) into their own classroom practice. These strategies have a high probability of improving student achievement; however, teachers should consider the needs of their students, the context, and the subject matter when deciding which strategies to use. The chapters in the study guide correspond with the book chapters. We recommend completing chapters 1 and 2 first, as they are the foundational chapters for the entire book. After that, teams should proceed through the book and this guide in a way that fits their needs. A slight adjustment to the implementation plans may need to be made, accordingly.

Each study session includes four components: check in, key ideas, discussion, and implementation plan. Before each meeting, members of the group should read the corresponding chapter from *Classroom Instruction That Works with English Language Learners* (2<sup>nd</sup> ed.) to prepare for small group discussion.

Meeting Agenda:

1. **Check-in** – Share experiences with strategies since the last meeting
2. **Key Ideas** and **Discussion** – Choose the ideas and questions that are most applicable
3. **Implementation Plan** – Make an explicit, purposeful plan of what you will implement before the next meeting. Each chapter includes suggestions for plans, although participants can also create their own based on the ideas and strategies from the chapter.

This guide is designed to encourage conversation about the content of the book and help teachers reflect on their own practice using the ideas and strategies from the book. It is meant to help general education teachers with students acquiring English develop ways to support language development and content knowledge.

## Chapter 1: Academic Language

**Check-in: Discuss the following questions in your small group.**

- Who are the students acquiring English in your class? (Where are they from? What languages do they speak? What are their proficiency levels? What do you know about their previous learning experiences?)
- What are the strengths these students demonstrate in class? Where do they struggle?
- What are you doing now to help these students participate in your class? Where do you need support in helping these students?

**Key Ideas: Review the key ideas from the chapter and discuss any other personal takeaways.**

- Knowing how to appropriately use language functions helps students participate fully in academic conversations and write for a variety of purposes.
- Students acquiring English need language structures, including vocabulary and grammar, to communicate effectively.
- Academic language includes specific vocabulary, syntax, and discourse for each content area and is more complex than conversational language.
- To help students acquiring English develop academic language, teachers should scaffold and model common language use in each content area.
- The Academic Language Framework (template on p. 161 of the book) is a way for content teachers to determine the academic language needed to access the content using language functions and structures.

**Discussion: Choose from the questions/activities below to guide your discussion.**

1. How is oral academic language different than conversational language? Have you ever noticed a student who has strong conversational skills in English but struggles with academic language? How do students' proficiency levels play into this distinction?
2. How do you engage students in oral activities? How do you encourage academic language? Discuss ways (from the chapter or your own practice) to scaffold instruction to ensure students acquiring English participate in oral academic conversations.
3. Discuss the relationship between oral and written communication and ways to support students acquiring English to develop both.
4. Think of a lesson you have planned for this week. Fill out the Academic Language Framework on page 7 of this guide based on the lesson. Refer to pages 6–8 in the book for the process and an example of the framework.

**Implementation Plan: Write down what you will try to incorporate from this chapter into your classroom practice.**

Suggestion: Use the Academic Language Framework you created in question 4 to support students in need of academic language development.

**In order to develop skills in implementing these strategies, this week I will \_\_\_\_\_**

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### Academic Language Framework

Task	Exemplars	Academic Language			
		Function of Language	Vocabulary	Grammar	Sentence Starter(s)

Academic Language Framework. Reprinted from *Classroom Instruction That Works with English Language Learners* (2<sup>nd</sup> ed.) (p. 161), by J.D. Hill and K. Miller, 2013. Alexandria, VA: ASCD. Copyright [2013] by McREL. Reprinted with permission.

## Chapter 2: Stages of Language Acquisition

Find the Nebraska English Language Proficiency (ELP) Standards on the NDE Title III webpage: <http://www.education.ne.gov/NATLORIGIN/>

**Check-in: Look back to your implementation plan from last session.**

- What worked well?
- What would you adjust for next time?
- How were students acquiring English more engaged in class?

**Key Ideas: Review the key ideas from the chapter and discuss any other personal takeaways.**

- Students acquiring a second language progress through five predictable stages (preproduction, early production, speech emergence, intermediate fluency, advanced fluency).
- All teachers need to understand these stages in order to support academic language development and content knowledge.
- It takes time for students to master academic language and progress through the stages of language acquisition.
- Teachers can engage students by matching tiered questions/prompts to their stage of language acquisition while occasionally asking questions from the next stage of language acquisition.
- Teachers should ask students at all levels of language acquisition high-level questions.

**Discussion: Choose from the questions/activities below to guide your discussion.**

1. Look at the NE ELP standards. Choose your grade level. Look at standard 10 for your grade level. Do you see any similarities between the stages and the organization of the standards?
2. Think about one of the students in your class. Can you identify the stage of language acquisition of this student? Why is it important to know the language level of your students acquiring English?
3. Work with a partner and write one or two questions for each stage of second language acquisition based on the topic of your choice. Use the template on page 9 of this guide. You may want to do this for an upcoming lesson as part of your implementation plan.

**Implementation Plan: Write down what you will try to incorporate from this chapter into your classroom practice.**

Suggestion: For one lesson this week, develop tiered questions (at their level and the next stage) to ask students acquiring English. Be prepared to discuss how the student was engaged in class.

**In order to develop skills in implementing these strategies, this week I will \_\_\_\_\_**

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Topic or Unit of Study: \_\_\_\_\_

Stages of Second-language Acquisition and Tiered Questions			
Stage	Characteristics	Approximate Time Frame	Tiered Questions (Prompts)
<i>Preproduction</i>	The student <ul style="list-style-type: none"> <li>• Has minimal comprehension without scaffolds</li> <li>• Does not verbalize</li> <li>• Nods <i>yes</i> and <i>no</i></li> <li>• Draws and points</li> </ul>	0–6 months	
<i>Early Production</i>	The student <ul style="list-style-type: none"> <li>• Has limited comprehension without support</li> <li>• Produces one- to two-word responses</li> <li>• Participates using key words and familiar phrases</li> <li>• Uses present-tense verbs</li> </ul>	6 months–1 year	
<i>Speech Emergence</i>	The student <ul style="list-style-type: none"> <li>• Has good comprehension</li> <li>• Can produce simple sentences</li> <li>• Makes grammatical and pronunciation errors</li> <li>• Frequently misunderstands jokes</li> </ul>	1–3 years	
<i>Intermediate Fluency</i>	The student <ul style="list-style-type: none"> <li>• Has excellent comprehension</li> <li>• Makes few grammatical errors</li> </ul>	3–5 years	
<i>Advanced Fluency</i>	The student has near-native level of speech	5–7 years	

Stages of Second Language Acquisition and Tiered Questions. Reprinted from *Classroom Instruction That Works with English Language Learners* (2<sup>nd</sup> ed.) (p. 12), by J.D. Hill and K. Miller, 2013. Alexandria, VA: ASCD. Copyright [2013] by McREL. Reprinted with permission.

## Chapter 3: Setting Objectives and Providing Feedback

**Check-in: Look back to your implementation plan from last session.**

- What worked well?
- What would you adjust for next time?
- How were students acquiring English more engaged in class?

**Key Ideas: Review the key ideas from the chapter and discuss any other personal takeaways.**

- Teachers who are effective with students acquiring English set language and content objectives.
- Language objectives should include both language functions and language structures.
- Both content and learning objectives should connect to previously learned material.
- For students acquiring English, feedback should be comprehensible, useful, and relevant.
- Feedback that is constructive should model English structures but not exaggerate grammar rules.
- The timing of feedback depends on students' needs and the nature of the activity.
- Teachers can engage students acquiring English in the feedback process by helping students keep track of their own progress and/or through peer feedback.

**Discussion: Choose from the questions/activities below to guide your discussion.**

1. Look at and discuss the examples of content and language objectives on page 11 of this guide. Using one of your own content objectives, create a language objective of your own.
2. Discuss ways to communicate and follow up with content and language objectives with both students and families.
3. What kinds of feedback do you currently provide to students? What are the considerations you might make or have made with your students acquiring English?
4. Have you encountered any challenges when engaging students acquiring English in the feedback process? After reading the chapter, how might you mitigate these challenges?

**Implementation Plan: Write down what you will try to incorporate from this chapter into your classroom practice.**

Suggestion: Prepare a content and language objective for your class this week. Find ways to provide feedback to students acquiring English on how they are meeting objectives.

**In order to develop skills in implementing these strategies, this week I will** \_\_\_\_\_

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## Setting Content and Language Objectives

### Social Studies

- Content objective: to understand the 1920s and women’s rights
- Language function: comparing
- Language structure: contractions
- Language objective: to learn contractions in order to make comparisons (Because students will be comparing what women could and couldn’t do—and what they did and didn’t do)

### Language Arts

- Content objective: to express persuasive opinions
- Language function: forming opinions in order to persuade
- Language structure: using sentence starters “I think . . .” and “In my opinion . . .”
- Language objective: using sentence starters to express opinions (Because the lesson involves expressing opinions in order to persuade)

### Math

- Content objective: to understand the differences between two or more polygons
- Language function: comparing
- Language structure: comparative structures such as “more than” and “less than”
- Language objective: to use “more than” and “less than” in comparing polygons (Because students will need to understand comparative structures to compare polygons)

Content objective:

Language function:

Language structure:

Language objective:

Content and language objectives adapted from *Classroom Instruction That Works with English Language Learners Facilitators Guide* (pp. 30–31), by J.D. Hill and C.L. Bjork, 2008. Alexandria, VA: ASCD. Copyright [2008] McREL. Adapted with permission.

## Chapter 4: Reinforcing Effort and Providing Recognition

**Check-in: Look back to your implementation plan from last session.**

- What worked well?
- What would you adjust for next time?
- How were students acquiring English more engaged in class?

**Key Ideas: Review the key ideas from the chapter and discuss any other personal takeaways.**

- Students acquiring English need direct guidance on expending effort.
- Teacher conferences and rubrics are ways to help students understand the relationship between effort and achievement.
- English language learners need to receive regular reinforcement because they have to learn subject matter in addition to a new language.
- Students should receive recognition only for legitimate achievement. Otherwise, it can have negative effects on student achievement and motivation.
- Student recognition should be based on individual mastery and not related to other students.
- Recognition for students acquiring English should always be culturally appropriate (consider the Iceberg Concept of Culture on page 49 of the book).
- Students acquiring English should receive recognition for their growth in English language learning.

**Discussion: Choose from the questions/activities below to guide your discussion.**

1. Discuss the Iceberg Concept of Culture on page 49 of the book. What do you know about your students' cultures and personalizing recognition for each student?
2. How do you reinforce effort in your own classroom? Is there something you might need to adjust when reinforcing effort for your students acquiring English?
3. How do you provide recognition? Have you observed colleagues who provide recognition in creative ways? Describe what you observed.
4. How can you recognize students as their proficiency increases?

**Implementation Plan: Write down what you will try to incorporate from this chapter into your classroom practice.**

Suggestion: Find ways to learn about your students' culture and cultural expectations. Be prepared to discuss how this may affect how you provide recognition.

**In order to develop skills in implementing these strategies, this week I will \_\_\_\_\_**

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## Chapter 5: Cooperative Learning

**Check-in: Look back to your implementation plan from last session.**

- What worked well?
- What would you adjust for next time?
- How were students acquiring English more engaged in class?

**Key Ideas: Review the key ideas from the chapter and discuss any other personal takeaways.**

- Cooperative learning fosters English acquisition because students acquiring English have more opportunities to verbalize.
- Cooperative learning may be an unfamiliar experience for students from outside the United States.
- Students, including native English speakers, should learn how to help each other and set up a culture of friendly learning.
- Considerations for students acquiring English during cooperative learning activities:
  - Build a culture for cooperative learning by explaining, modeling, and practicing positive interdependence
  - Keep groups small
  - Purposefully plan and facilitate accountable talk

**Discussion: Choose from the questions/activities below to guide your discussion.**

1. Discuss your own experiences with cooperative learning. What might be some challenges for students acquiring English during cooperative learning activities? How might you mitigate these challenges?
2. Share ways you might implement the three recommendations below for integrating cooperative learning with students acquiring English students in your classroom.
  - Groups should be heterogeneous (both students acquiring English and English-dominant students).
  - Groups should be small (to increase comfort level).
  - Groups should allow for positive independence and individual accountability.
3. Think about a lesson you are planning for next week. Look at pages 58–59 of the book and pick one activity you might use to enhance this lesson. Discuss how students at various stages of language acquisition would be able to participate meaningfully in this activity? How would you build individual accountability into the activity?

**Implementation Plan: Write down what you will try to incorporate from this chapter into your classroom practice.**

Suggestion: Try the activity you planned/discussed for number 3 above.

**In order to develop skills in implementing these strategies, this week I will \_\_\_\_\_**

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## Chapter 6: Cues, Questions, and Advance Organizers

**Check-in: Look back to your implementation plan from last session.**

- What worked well?
- What would you adjust for next time?
- How were students acquiring English more engaged in class?

**Key Ideas: Review the key ideas from the chapter and discuss any other personal takeaways.**

- Cues and questions can help students acquiring English connect what they know to the new language and engage them in higher-level learning.
- Focus on what is important, use explicit cues, and ask inferential and analytical questions when cueing and questioning students.
- Ask students at each stage of language acquisition questions at all levels of Bloom’s Taxonomy.
- The QAR strategy helps students understand what a text says and means by engaging students at all levels of questioning.
- Advance organizers come before the unit or lesson to enhance students’ ability to retrieve, use, and organize what they already know about a topic.
- Pre-teaching vocabulary can help students acquiring English access important vocabulary that goes along with advance organizers.

**Discussion: Choose from the questions/activities below to guide your discussion.**

1. How much do you use cues/questions in your class? After reading the chapter, what are ways you might better engage students acquiring English in these activities?
2. With a partner, use the adapted Thinking Language Matrix on the next page to develop some questions for students acquiring English at higher levels of Bloom’s taxonomy. Use the example on page 74 of the book to help you.
3. After completing the Thinking Language Matrix, discuss this activity with the whole group. How you can ensure that students at all stages of language acquisition receive the opportunity and necessary support to respond to these types of questions?
4. There are four suggested formats for advance organizers: expository, narrative, skimming, or graphic organizers. How might you use these formats to support your students acquiring English?

**Implementation Plan: Write down what you will try to incorporate from this chapter into your classroom practice.**

Suggestion: Consider self-recording your classroom to analyze the types of questions students are receiving and if questioning includes all levels of questions.

**In order to develop skills in implementing these strategies, this week I will \_\_\_\_\_**

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## Adapted Thinking Language Matrix

**Unit of Study:**

**Grade Level:**

**Note:** For the purpose of this activity, the Thinking Language Matrix has been adapted to include only the three highest levels of Boom’s Taxonomy and has combined some of the stages of second language acquisition.

<b>Levels of Thinking &amp; Language Functions</b>	<b>Language Use Across Stages of Second Language Acquisition</b> Language moves from simple to complex in grammatical tense, forms, vocabulary, etc.				
	<b>Preproduction: Nonverbal response</b>	<b>Early Production: One-word response</b>	<b>Speech Emergence: Phrases or short sentences</b>	<b>Intermediate Fluency: Longer and more complex sentences</b>	<b>Advanced Fluency: Near native- like</b>
<b>EVALUATION</b> Appraise, argue, assess, attach, choose, compare, defend, estimate, evaluate, judge, predict, rate, select, support, value					
<b>SYNTHESIS</b> Arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up					
<b>ANALYSIS</b> Analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test					

Adapted Thinking Language Matrix. Reprinted from *Classroom Instruction That Works with English Language Learners* (2<sup>nd</sup> ed.) (p. 162–163), by J.D. Hill and K. Miller, 2013. Alexandria, VA: ASCD. Copyright [2013] by McREL. Adapted with permission.

## Chapter 7: Nonlinguistic Representations

**Check-in: Look back to your implementation plan from last session.**

- What worked well?
- What would you adjust for next time?
- How were students acquiring English more engaged in class?

**Key Ideas: Review the key ideas from the chapter and discuss any other personal takeaways.**

- Words alone frequently do not convey meaning to students acquiring English.
- Nonlinguistic representations include graphic organizers, physical models and manipulatives, mental pictures, symbols, and kinesthetic activities.
- Nonlinguistic representations help students acquiring English store and retrieve information.
- Asking students acquiring English to verbally explain or answer questions about their nonlinguistic representations can be a way to develop oral language skills.
- Seeing is remembering. Doing is knowing.

**Discussion: Choose from the questions/activities below to guide your discussion.**

1. There are many traditional “linguistically loaded” teaching techniques (e.g., lecture, explanations, reading, discussion). Describe ways that you can enrich each technique with nonlinguistic representations.
2. Which of the five types of nonlinguistic representations do you use the most? The least? 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?
3. How might you connect nonlinguistic representations to the other strategies in this book? In particular, with students at Preproduction and Speech Emergence stages, how can you merge nonlinguistic representations with the other strategies?

**Implementation Plan: Write down what you will try to incorporate from this chapter into your classroom practice.**

Suggestion: Try at least one of the nonlinguistic representations that you have never tried before in your class.

**In order to develop skills in implementing these strategies, this week I will \_\_\_\_\_**

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## Chapter 8: Summarizing and Note Taking

**Check-in: Look back to your implementation plan from last session.**

- What worked well?
- What would you adjust for next time?
- How were students acquiring English more engaged in class?

**Key Ideas: Review the key ideas from the chapter and discuss any other personal takeaways.**

- Modeling and nonlinguistic representations can help support students acquiring English learn to summarize. Talking about their summaries can facilitate students' understanding and foster oral academic language.
- The six text patterns and their accompanying signal words from the third edition of *Teaching Reading in the Content Areas* (Urquhart & Frazee, 2012) can be used to make summary frames more manageable for students acquiring English.
- Reciprocal teaching helps students understand text, but students acquiring English need to see the four components modeled and will need supports while learning the process.
- Considerations for teachers with students acquiring English for note-taking:
  - Provide explicit instruction and model how to take notes
  - Teach a variety of formats
  - Provide time to review and revise notes
  - Use note-taking as a time to emphasize oral language

**Discussion: Choose from the questions/activities below to guide your discussion.**

1. How do you currently teach students to summarize? After reading the chapter, how might you adapt this for students acquiring English?
2. Why is it important to teach text patterns purposefully and explicitly in class? How might you go about this in your own classroom?
3. How can you engage students acquiring English in reciprocal teaching and what supports would you provide to support them in this activity?
4. How do you teach students to take notes? What adaptations might you make to your note-taking instruction for students acquiring English?
5. Choose one of the examples of teacher-prepared notes on pages 112–113 of the book. How would you modify it to engage students and support students at all stages of language acquisition?

**Implementation Plan: Write down what you will try to incorporate from this chapter into your classroom practice.**

Suggestion: Create and use a teacher-prepared notes page for one of your lessons.

**In order to develop skills in implementing these strategies, this week I will \_\_\_\_\_**

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## Chapter 9: Assigning Homework and Providing Practice

**Check-in: Look back to your implementation plan from last session.**

- What worked well?
- What would you adjust for next time?
- How were students acquiring English more engaged in class?

**Key Ideas: Review the key ideas from the chapter and discuss any other personal takeaways.**

- Homework and practice should be geared to the stage of language acquisition for students acquiring English.
- Homework assignments can involve content, language development, or both.
- Students acquiring English do not have to receive the same homework as native English speakers.
- There are two purposes for homework: to practice or elaborate on what’s been learned or to prepare for upcoming content.
- Students acquiring English will benefit from teacher and peer feedback on their homework and during practice activities.
- Students acquiring English do not have to practice in the same way as native English speakers. For example, students acquiring English may need more oral practice than their peers.

**Discussion: Choose from the questions/activities below to guide your discussion.**

1. Think about the homework you have assigned in the last week. Discuss ways to adapt the homework for students at different proficiency levels. How did you (or could you have) provided feedback for these students?
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 of the other ways to ensure your students receive meaningful feedback on work done outside of class?
3. Have you ever assigned homework for your language objectives or oral language development? Discuss this concept on page 119 of the book and how it might work in your class.

**Implementation Plan: Write down what you will try to incorporate from this chapter into your classroom practice.**

Suggestion: For the next session, bring a specific example of a modified homework assignment for students at different proficiency levels.

**In order to develop skills in implementing these strategies, this week I will \_\_\_\_\_**

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## Chapter 10: Identifying Similarities and Differences

For this session, participants should bring a recent lesson plan.

**Check-in: Look back to your implementation plan from last session.**

- What worked well?
- What would you adjust for next time?
- How were students acquiring English more engaged in class?

**Key Ideas: Review the key ideas from the chapter and discuss any other personal takeaways.**

- Identifying similarities and differences allows students acquiring English opportunities to expand their language skills and deepen their understanding of content.
- Students acquiring English need to understand the concept of attributes and characteristics before they can identify similarities and differences. An attribute chart aids students in verbalizing similarities and differences.
- Teachers should guide students through the four strategies for identifying similarities and differences (comparing, classifying, creating metaphors, and analogies) by starting with the familiar, reducing linguistic complexity, and using visuals.
- Creating activities that increase opportunities to talk and use of academic vocabulary can help students develop the language they need for identifying similarities and differences.

**Discussion: Choose from the questions/activities below to guide your discussion.**

1. Do a quick self-assessment on your use of the four strategies for identifying similarities and differences. Draw a pie chart of the approximate percentages that you use each strategy in your own class. Discuss with the group. How might you incorporate the strategies you don't often use into your class? How would this enhance your instruction of students acquiring English?
2. To what extent do you provide students with explicit instruction in the use of the four strategies for identifying similarities and differences? What effect *does* this instruction or *would* this instruction have on your students' work?
3. Look at your lesson plan to determine the attributes and characteristics students would need to understand in order to identify similarities and differences for this lesson. Complete the attribute chart on the next page for students acquiring English.

**Implementation Plan: Write down what you will try to incorporate from this chapter into your classroom practice.**

Suggestion: Create an activity that encourages students to use oral academic vocabulary while identifying similarities and differences.

**In order to develop skills in implementing these strategies, this week I will \_\_\_\_\_**

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### Attribute Chart

Attribute 1:  
Examples:

Attribute 2:  
Examples:

Attribute 3:  
Examples:

Attribute 4:  
Examples:

Attribute Chart. Adapted from *Classroom Instruction That Works with English Language Learners* (p. 104), by J. D. Hill and K. M. Flynn, 2006. Alexandria, VA: ASCD. Copyright [2006] by McREL. Adapted with permission.



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