The Pony Express[12]

In 1860, William Russell saw a chance to make money by meeting the demand for faster mail. He used fast horses and skilled riders to carry letters and other lightweight mail. This became known as the Pony Express. The Pony Express was designed for speed.

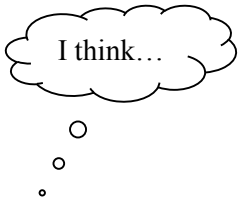
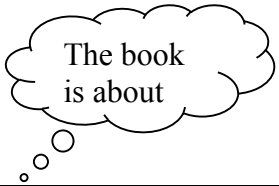
A rider raced on horseback for about 10 to 15 miles. Then the rider changed horses and kept going. Each rider rode about 75 to 100 miles in a day. Then the rider gave the mail to a new rider.

In this way, mail sped from Missouri to California in 10 days or less. The Pony Express lasted just 18 months due to the invention of the Telegraph, which let people send messages over electric wires.

[17] Source: Teachers' Curriculum Institute. (2010). *Social studies alive! Our community and beyond*. Palo Alto, CA: Author.

SQP2RS

with *Stellaluna*

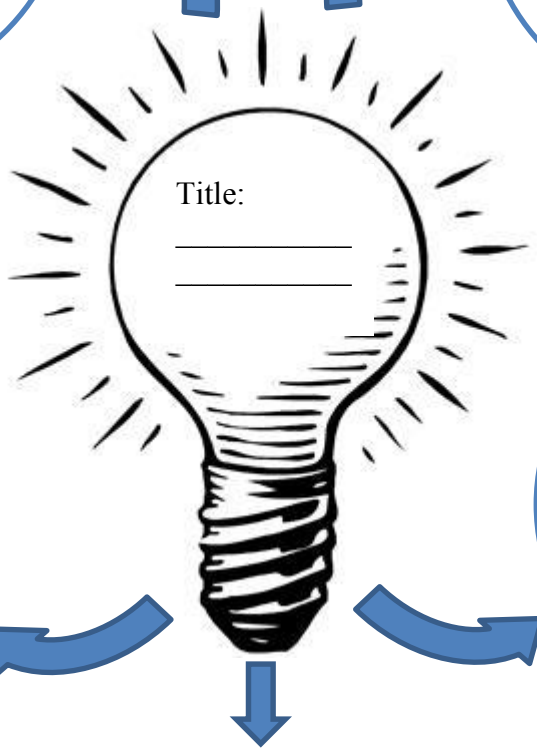
Survey 	Preview text.	*Circle the things you will look at.* pictures television movie clips video games book cover pictures in the book
Question 	List one to three questions you think we'll find the answers to.	1. What will happen to _____? 2. Did Stellaluna _____? 3. Did Stellaluna _____?
Predict 	State one to three things we'll learn.	1. We will learn about _____. 2. We will learn what happens when _____. 3. We will learn why _____.
Read 	Read assigned section of text.	
Respond 	Try to answer questions. Modify, drop, and/or add more questions for the next section.	Answer to #1: _____. Answer to #2: _____. Answer to #3: _____.
Summarize 	Summarize at end of text (orally or in writing).	The book is about a _____ named _____. Stellaluna wanted to be like the _____. _____

SQP2RS

Survey

Question

1.
2.
3.



Predict

1.
2.
3.

Read

(Notes here)

Respond

Verbal Scaffolding with Sentence Stems or Frames

We usually understand more than we can speak. This is particularly true for those speaking/writing a new language. They struggle with words to explain, describe, provide opinions, and engage in discussion. Providing English learners with sentence stems or frames for reading and writing tasks gives them language structures to express their ideas and helps them acquire new language.

Task: Participating in Class Discussion

- I wonder…
- In my opinion, …
- I think…
- I agree/disagree because…
- I understand your point, but…

Task: Reading Graphs in Math or Science

- The data indicates…
- The graph is telling me that…
- The table shows…
- The information indicates that…

Task: Responding to a Text or Text-Based Discussion

- I think the author is saying... because….
- I think (character)…because….
- The fact that (character)…tells me that….
- The author is trying to….

Write Your Own

Directions: What other oral or writing tasks do your students do in your class? Think about one task and then write sentence stems or sentence frames that you could provide to students so that they more effectively engage in that task.

Task

Sentence Frames

Questions for Higher Order Thinking Skills

We have already talked about Bloom's taxonomy of educational objectives (Bloom et al., 1956[13]): knowledge, comprehension, application, analysis, synthesis, evaluation.

A revised version has also been published by Anderson and Krathwohl (2001) [14].

Revised Taxonomy of Educational Objectives[15]

Level	Functions
Remember	Recognizing, recalling
Understand	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining
Apply	Executing, implementing
Analyze	Differentiating, organizing, attributing
Evaluate	Checking, critiquing
Create	Generating, planning, producing

Examples

- **Remember:** Which country gave the Statue of Liberty to the United States?
- **Understand:** What does the Statue of Liberty symbolize for the American people?
- **Apply:** Can you think of another statue that symbolizes something important to a group of people? Please describe it.
- **Analyze:** What are four aspects of freedom that are important to American citizens?
- **Evaluate:** Do you think that people in the United States are really free? Why or why not? Explain.
- **Create:** How would you change the Statue of Liberty to symbolize freedom and justice at the same time?

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[13] Bloom, B., Engelhart, M., Furst, E., Hill, W., & Krathwohl, D. (Eds.). (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York: David McKay.

[14] Anderson, L.W., & Krathwohl, D.R. (Eds.). (2001). *Taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. Boston: Longman.

[15] Formulated in Anderson & Krathwohl (2008) and summarized in Echevarría, J., Vogt, M. E., & Short, D. J. (2008). *Making content comprehensible for English learners: The SIOP Model* (3rd ed.). Boston: Pearson.

Scaffolding Higher Order Thinking Questions

Directions: Think of a topic you will teach in the near future. Then decide on a question you can ask on that topic that is on the creating or evaluating level. Write that question in the **last** box. Then write the questions you will need to ask your students in order to get them to the point where they can answer the last question. Write each level of the question.

Topic

Question 1

Question 2

Question 3

Question 4

Question 5

Activities That Promote Interaction

_____ Think-Pair-Share (Frank Lyman, 1981[23])

- Teacher asks a question.
- Students think about their answer alone, or students write about their answer alone.
- Students share their answer with a partner.
- Students share either their own answer, their partner's answer, or their combined answer with the whole class.

_____ Jigsaw (Elliot Aronson, 1970s[24])

This is a strategy in which small groups of students become experts in one aspect of the larger topic being studied. They then teach this information to another group.

- Divide the class into groups of three to five students.
- Each group becomes experts on one aspect of a larger topic by working with information provided by the teacher or by finding additional information. Members of the expert group engage in tasks designed to help them become familiar with the information.
- Each expert then moves on to a mixed group with members of each of the other expert groups. Students in this group teach one another the information learned in the expert group.

The jigsaw requires the participation and cooperation of all students. It encourages interaction since the goal is to put the pieces of the lesson together and create a whole picture of the topic being studied. Learn more about this technique from the originator of the strategy, Elliot Aronson, at http://www.jigsaw.org/.

_____ Numbered Heads Together

This technique helps to make each student accountable for the information with which the group is working.

- Divide the class into small groups of students.
- Assign a number to each student within each group.
- Ask the students to complete a task, engage in an activity, or answer questions.
- As you check answers with the whole class, specify that students with a particular number will be called on to answer the question you are about to discuss.

Numbered Heads Together uses the element of surprise (students do not know who will be called on) and encourages each student to make sure he or she knows the information well enough to answer correctly if chosen. It also holds students accountable with positive peer pressure; students will want to represent their team well (and earn points if that is part of the activity) by providing an acceptable answer.

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[23] Lyman, F. (1981). *The responsive classroom discussion: The inclusion of all students*. *Mainstreaming Digest*. University of Maryland, College Park, MD.

[24] See Aronson, E. (2000). *Jigsaw classroom*. Middletown, CT: Social Psychology Network. Retrieved from http://www.jigsaw.org/

_____ Four Corners

You can use this activity to introduce a topic or let students share their prior knowledge. Choose a topic that has four possible dimensions (e.g., Topic: Dimensions: cleared land, river, ocean).

- Assign one dimension to each corner of the room.
- Have students move to the corner they are interested in or knowledgeable about.
- In their corners, have them pair and explain why they chose that corner and what they know about the topic.
- Instruct a student from one corner to share ideas with the whole class.
- Next, ask a student from another corner to paraphrase.
- Continue this process until each corner has shared.

This activity is also a method for creating voluntary groups. After the Four Corners technique is over, you may want the students to keep their corner groups for another group task.

_____ Round Robin/Roundtable

This activity works well with open-ended higher order questions and, in general, with questions that have more than one possible answer.

- Pair students. Make sure each pair has one sheet of paper and one pencil.
- Pose a question with multiple answers (e.g., Why do people immigrate?).
- Have the students pass the sheet back and forth and record as many responses as possible. They should not talk about the answers but record them in writing.
- Ask students to share responses with larger groups or the whole class.

Alternatively, form small groups and give each group member a paper and pencil. Each paper has a different but related question or topic on it (e.g., social reasons to immigrate, economic reasons to immigrate, political reasons to immigrate). Students write a short answer about their question or topic and pass the paper to the next student. This continues until all students have written on all papers in their group. All students stay simultaneously engaged. This activity is a way to promote interaction among students through the written modality.

_____ Concept Personification Role-Play

Students can personify a concept or object of study (e.g., precipitation, liberty, inference) or a person being studied.

- Pairs of students sit facing one another.
- Student A personifies a concept from a content area.
- Student B interviews Mr./Ms. Concept and fills in a blank form (e.g., blank boxes for name, identifying traits, subject of study, work experiences).

This activity encourages students to apply what they know about a topic in personalized and imaginative ways. The interview format encourages interaction and cooperation in the pursuit of a common goal: communicating and recording information about the topic.

_____ Three-Step Interview (Kagan, 1994[25])

- Step one: Student answers a set of questions in writing.
- Step two: Student interviews another student with the same questions and writes his or her answers.
- Step three: Student interviews a second student and writes his or her answers.

_____ Carousel

This activity encourages all students to interact through reading and writing.

- Write different but related questions or prompts on chart paper and post the papers around the room.
- Have students move around the room, either freely or in small groups, and write ideas or answers on each paper. Alternately, have them record the ideas on sticky notes at their desks ahead of time and then post the notes on the appropriate papers.
- Share and process the ideas with the whole group with a gallery walk (students silently move from poster to poster, reading and noting important ideas), small-group to whole-group presentations, or some other technique.

A carousel uses wait time for planning and a degree of anonymity in answering to create a non-threatening atmosphere in which all students have an equal chance to share their ideas.

_____ Inside-Outside Circle

This activity allows students to practice language and content multiple times within a short period.

- Organize the class into two groups of equal size.
- Ask students to stand in two circles facing one another. Half of each group forms a close circle facing outward; the other half forms a circle facing inward and around the first circle.
- Have students talk with the person across from them about an assigned question or topic.
- After a few minutes, ask everyone in one of the circles to move so that each person is talking to a new partner. Ideas for the student conversations include the following:
- Students freely discuss a question posed by the teacher.
- One circle presents thoughts, and the other circle asks clarification or expansion questions.
- One circle talks, and the other circle takes notes.
- Students share journal entries related to the topic of study.
- Students solve worksheet problems or questions together.

Inside-Outside Circle can be used to access prior knowledge as well as to practice, apply, and review information. It provides a reason to talk, a chance to repeat and reinforce language structures, and a non-threatening environment.

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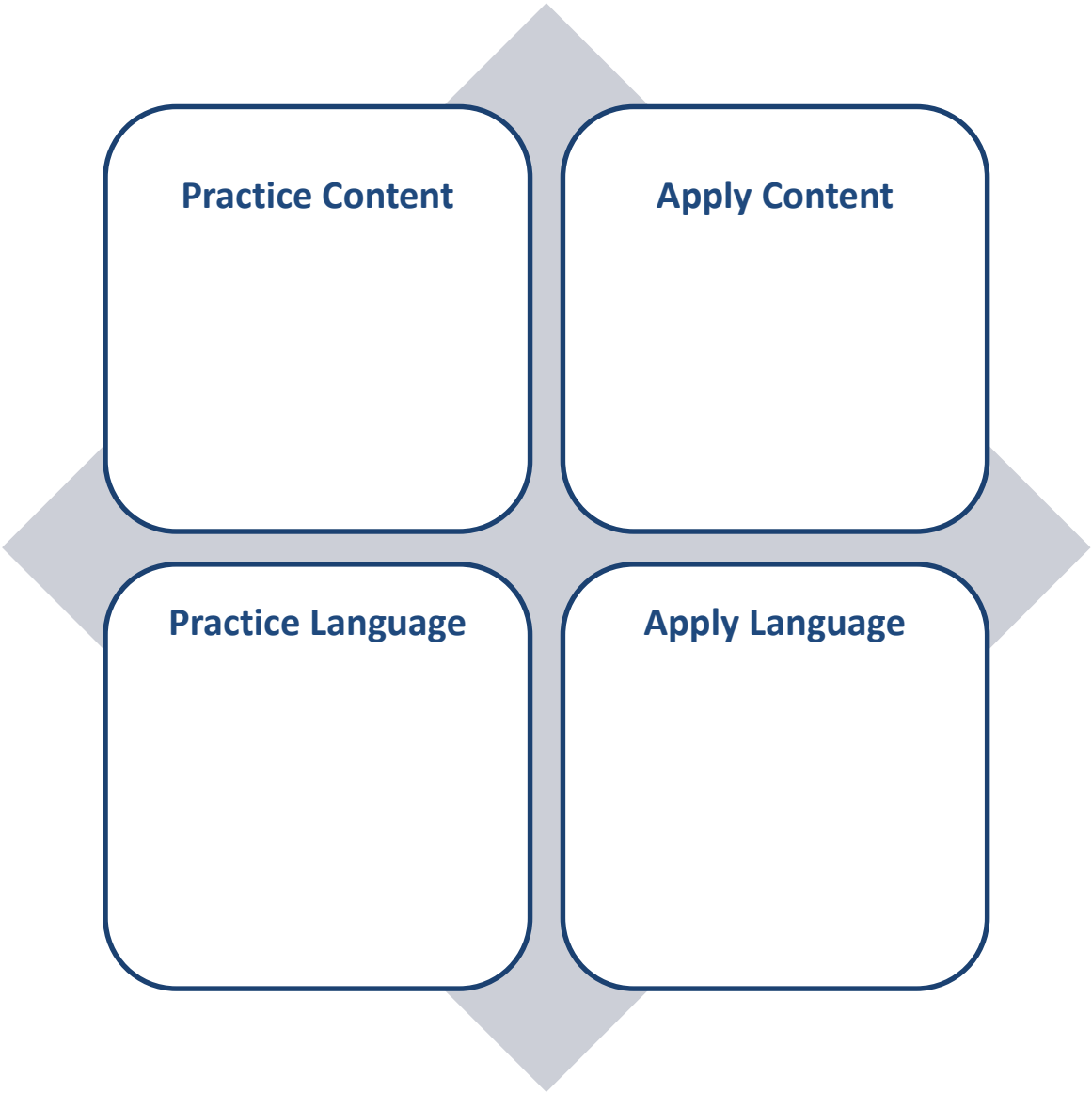
[25] Kagan, S. (1994). *Cooperative learning*. San Clemente: Resources for Teachers.

Practice and Application Video Review

Questions to ponder	Lesson 1	Lesson 2
Did the lesson demonstrate practice, application, or both?		
How did the teacher have the students practice content?		
How did the teacher have the students apply content?		
How did the teacher have the students practice language?		
How did the teacher have the students apply language?		

Think-Write-Pair-Share

1. Think about a topic you have taught recently.
   - How did the students practice the content and language?
   - How did they apply the content and language?
2. Make some notes on the graphic organizer below.
3. Pair up with an elbow partner.
4. Share your ideas.



Let's Try It: Practice/Application Activities

Timeline

- In this activity, students are given signs that represent either historic events or steps in a process.
- Holding the signs, the students arrange themselves in the order that the events or steps happen.
- Example topics:
  - Math: Order of operations, times on a clock
  - English language arts: Steps of the writing process, events in a story
  - Social studies: Timeline of significant events, steps in the process of how a bill becomes a law
  - Science: Stages of mitosis, life cycles

Living Diorama/Simulations

- Activity in which students demonstrate a concept through their actions
- Students are assigned a concept and have to work together to show how it would look.
- Example topics:
  - Science: Layers of the rainforest, coral reefs, solar system
  - Social studies: Living map
  - Math: Demonstrate a word problem

Types of Differentiation

Differentiating Content

Presenting new information for all to understand

- Chunking new information so it is more easily processed
- Presenting ideas through auditory and visual means
- Providing students with reading materials at different levels

Differentiating Process

Providing different levels of scaffolding for students to practice and apply the content

- Word banks
- Sentence stems
- Assignments that are chunked into smaller parts
- Varying length of time students have for task completion
- Opportunities to work with a partner
- Translations when possible and appropriate

Differentiating Product

Adapting ways students show they understand the content and how you grade their work

- An interview, letter, or skit about a historical figure
- Providing students with options depending on preferred learning style
- Differentiated rubrics (English learners may have one rubric for content and one for language)

Differentiating Assessment

Use a variety of grading formats that assess the mastery of the learning process, not just the final product.

- Utilize unit grades rather than individual assignment grades
- Utilize subunit grades for quizzes, projects, and important assignments
- Enter grades by objective mastery
- Use practice assignments prior to the one to be graded
- Use a variety of techniques based on student levels.

Differentiating Product Possibilities[29]




Visual	Auditory	Written	Kinesthetic
Advertisement	Audiotape	Book report	A model
Collage	News broadcast	Letter	Performance of a dance
Poster	Speech	Poetry	or skit
Flow chart	Debate	Research paper	Sculpture
Venn diagram	Lecture	Story	Mobile
Painting	Group discussion	Checklist	Diorama
Map	Interview	Journal	Dramatization
Video	Round table discussion	Essay	Experiment
Story map	Book review	Newsletter	Pantomime
Timeline	Teach others	Survey	Role play
			Display

[29] "Four Square Products", page 144. From *Differentiating Instruction in a Whole-Group Setting, 3–8* © 2005 Crystal Springs Books.

Quick Review and Formative Assessment Tasks

Oral Cloze (adapted from Ur & Wright, 2006, p. 61)

Narrate a text with the concept(s) and key vocabulary. Stop for each concept and key vocabulary word. Have students volunteer the word orally or write it down.

Vocabulary Splash (adapted from Ur & Wright, 2006, p. 20)

Write the concept(s) and key vocabulary on the whiteboard. Erase a word. Have students write it down and raise their hands. Call on a student to spell, read, and use the word in a meaningful sentence.

Synonyms in Context (adapted from Ur & Wright, 2006, pp. 67-68)

Write sentences on the whiteboard with synonyms for the concept(s) and key vocabulary. Have students write sentences replacing the synonyms with the correct concept(s) and key vocabulary.

Active Response Techniques

Ask students yes/no or multiple choice questions and have them respond nonverbally. Some examples of active response techniques are number wheels, number cards, thumbs up/thumbs down, response boards, response pads, and stand up/sit down.

Providing Feedback

Feedback for Younger English Learners[30]

- Repeat feedback.
- Use familiar feedback (formulas).
- Give students language when they are frustrated.
- Stay positive.
- Accept L1 responses, give the L2 form.

Feedback for Older English Learners[31]

- Repeat feedback using a consistent system where students recognize key symbols, phrases, or vocabulary.
- Give students language when they are frustrated.
- In writing, indicate or label the type of correction and where it is needed, but allow students to be the ones to edit.
- Allow for multiple revisions.
- Make content based corrections succinct and consistent with suggestions of where to find the answers.
- Develop a dialogue about the content in either written or verbal format, while simultaneously revising or exploring the content topic.

Echevarria, J., Short, D. J., & Peterson, C. (2012). *Using the SIOP model with pre-K and kindergarten English learners*. Boston: Pearson/Allyn & Bacon.

[31] Williams, J.G. (2003). Providing feedback on ESL students' written assignments. Retrieved ttp://iteslj.org/techniqyes/Williams-feedback.html

Formative vs. Summative Assessment Practices

The real difference between whether an assessment is formative or summative lies in what is done with the information gathered. Balanced systems of assessment use data for both formative and summative purposes.

Formative Assessment

Data from assessments used for formative purposes is gathered to *inform* or *improve* classroom instruction. That is, the results or data gathered from these assessments are used by the teacher in some way to adapt his/her teaching to meet the needs of the learner(s). Some types of assessment may lend themselves more to formative purposes (such as observation protocols, anecdotal records, student self-evaluations, and active response techniques). However, more formal assessments, such as end-of-unit tests or work samples for a portfolio, may also be considered for formative purposes IF the data collected is used in some way to modify or inform instruction.

Assessment Examples	Formative Purpose
English language proficiency test	What type of instructional support will this student need?
Reading Comprehension Test (e.g., Read 180)	Given the student reading level, are there adapted texts available or do I need to modify anything?
Sample of student writing	What grammar points would be useful to review as a class?
Active Response (Thumbs up/thumbs down)	Should I re-teach this content or move on?

Summative Assessment

Data from assessments used for summative purposes is collected to provide evidence *of* learning and *summarizes* the learner's current level of mastery. Summative assessments may be large-scale (e.g., standardized content tests), locally designed (e.g., benchmark reading assessments, end-of-unit tests), or even more informal measures (e.g., teacher records of content mastery).

Assessment Examples	Summative Purpose
English language proficiency test	How much progress has the student made during the academic year?
HS Graduation Portfolio	Has the student demonstrated a sufficient level of learning in order to be granted a HS diploma?
Anecdotal Records	Which letters of the alphabet/numbers has this student mastered?
Content unit test	What have students learned about this topic?

Adapting Assessments for English Learners

Here are some ideas for adapting assessments for English learners:

- Provide a word bank or specialized glossary containing relevant vocabulary.
- Let students use the word wall for assistance.
- Reduce the linguistic complexity of the assessment without eliminating the key vocabulary.
- Adapt the number of items English learners are expected to complete.
- Adapt the amount of time for completing a task.
- Break tasks into manageable chunks.
- Read directions and test questions aloud. Consider rephrasing when appropriate.
- Provide sample problems for each task type.
- Include pictures and graphic organizers used in lessons.
- Provide sentence stems or writing frames.
- Let students show mastery in different ways: via verbal response, hands-on activities, models/visual displays, sorting, etc.
- Actively involve students in assessment (e.g., self-assessment, co-creation of rubrics).
- Differentiate scoring by giving one score for content knowledge and another for language skills.
- Use clear and consistent formatting for pencil and paper tests.