Adapted text

Support Description

An adapted text could be a commercially developed book with lower readability level, a teacher-modified text (with highlighted words, explanations, and context clues), or a simplified teacher-generated text. When considering adapted texts, it is important to make sure that their content is the same as that used by the rest of the students in a classroom.

Anchor charts

Support Description

Anchor Charts describe the essence of a lesson; they help teachers to focus on—and students to remember—the most important concepts and skills being taught. Anchor charts not only compel teachers to be clear about their instruction, they also improve student comprehension. Anchor charts support student thinking, reasoning, and problem solving across content areas. These charts support students in developing accurate concepts and precise content-based language.

Bold-face words/highlighted words

Support Description

When using bold-face or highlighted words, it is important to use this support to emphasize academic vocabulary that is important for students to notice. You can bold-face/highlight words that students have learned in class, bold-face/highlight words that you want students to look up, or have students highlight words that they can later ask you to clarify.

Cartoons

Support Description

Creating cartoons allows students to use drawings and text bubbles to communicate complex ideas that they would not be able to express through writing only. This support can boost the ability of beginner ELLs as they try to communicate what they cannot express in their second language.

Charts/Posters

Support Description

Posters/charts are a great support for ELLs to reference. A chart can contain certain words from a unit, definitions, helpful hints, etc. This support provides consistency because the information on a chart/poster is always in the same place.

Checklist for Publishing

Support Description

A checklist for publishing is a list of steps that students can reference in order to publish their writing on a teacher selected website.

Checklist of Guiding Questions

Support Description

Guiding questions checklist - Teacher uses guiding questions and pictures to understand the text.

Cue Questions Based on Blooms' Taxonomy of Critical Thinking

Lower-Order Thinking Skills	Higher-Order Thinking Skills
1. KNOWLEDGE	**4. ANALYSIS**
• What is ...?	• What are the parts or features of ...?
• How is ...?	• How is _____ related to ...?
• Where is ...?	• Why do you think ...?
• When did _____ happen?	• What is the theme ...?
• How did _____ happen?	• What motive is there ...?
• How would you explain ...?	• What conclusions can you draw ...?
• How would you describe ...?	• How would you classify ...?
• What do you recall ...?	• How can you identify the different parts ...?
• How would you show ...?	• What evidence can you find ...?
• Who (what) were the main ...?	• What is the relationship between ...?
• What are three ...?	• How can you make a distinction between ...?
• What is the definition of...?	• What is the function of ...?
	• What ideas justify ...?

Cognates

Support Description

Cognates are words or word parts that sound similar and have similar meanings in a native language and a second language. These can be used to help students remember new words that they are learning, and they help students transfer first language knowledge into second language knowledge more easily.
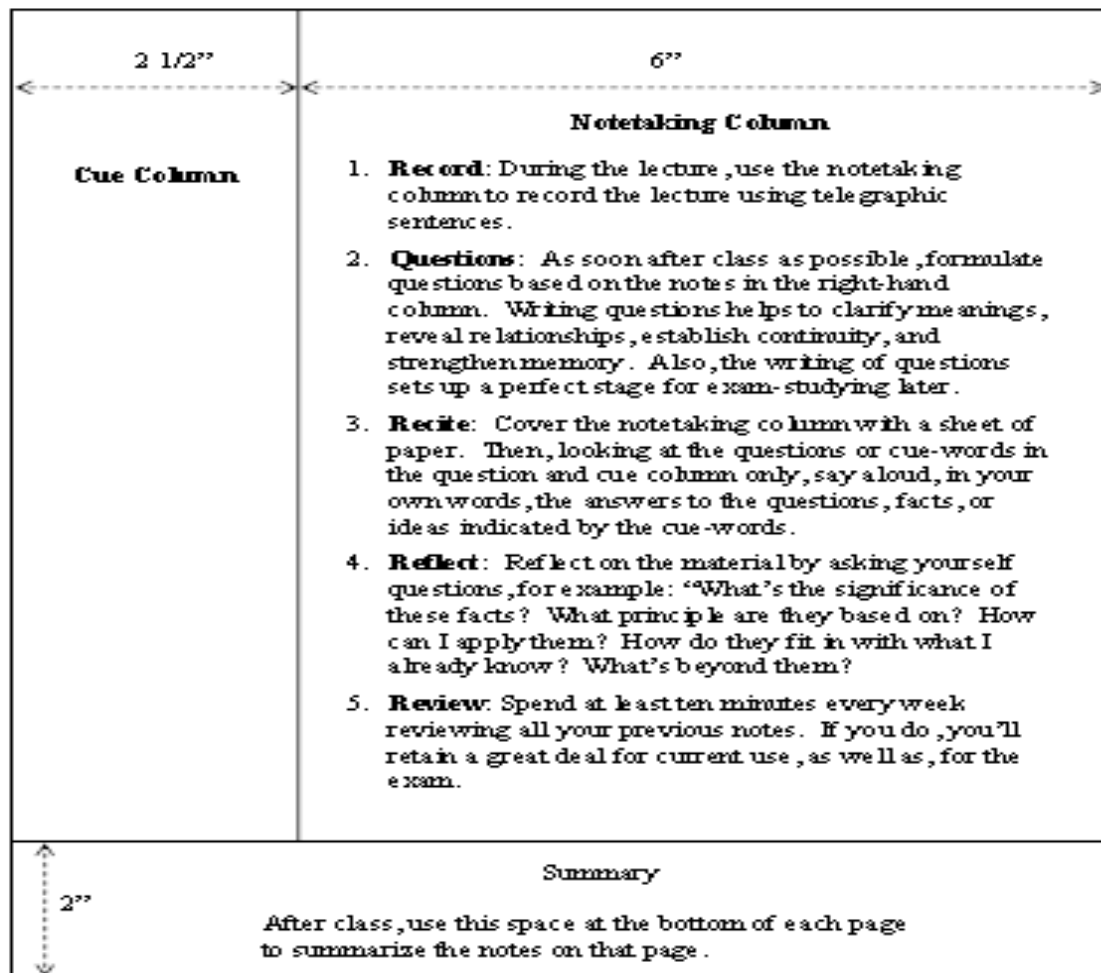
Cornell notes

Support Description

There is no one right way to take notes in class. One effective note-taking system is called The Cornell System, which was designed by Walter Pauk, emeritus, at Cornell University. To use this system you will need a large loose-leaf notebook. This allows you to insert class handouts, rearrange notes easily, or remove notes to spread them out and study.
http://www.eleven21.com/notetaker/examples/ruled.pdf

The Cornell Note-taking System

2 1/2"	6"
Cue Column	**Notetaking Column**
	1. **Record**: During the lecture, use the notetaking column to record the lecture using telegraphic sentences.
	2. **Questions**: As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.
	3. **Recite**: Cover the notetaking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.
	4. **Reflect**: Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?"
	5. **Review**: Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.

Summary

2"

After class, use this space at the bottom of each page to summarize the notes on that page.

Adapted from *How to Study in College 7/e* by Walter Pauk, 2001 Houghton Mifflin Company

Cue cards

Cue cards are written prompts on index cards or chart paper. Cue cards are used to give examples of the "correct" way to share in a collaborative setting. For example, in writer's workshop when students form partnerships, they need to be taught the procedures and the register to effect a successful sharing.

Dialogue starters

Support Description

Using dialogues to help students develop their conversation skills is common practice in most classes. Dialogues can be used in many ways in a classroom. Here are a few suggestions for using dialogues in the classroom:

- To introduce new vocabulary and help students become familiar with standard formulas used when discussing various topics
- As gap fill exercises for students as a listening exercise
- Use dialogues for role-plays
- Have students write dialogues to test key vocabulary and language formulas
- Have students memorize simple dialogues as a way of helping them improve their vocabulary skills
- Ask students to finish a dialogue

Feelings Chart

Support Description

A Feelings Chart identifies adjectives that show feelings with facial expressions, pictures and labels.

Figurative Language Chart

Support Description

A Figurative Language Chart is a graphic organizer which guides students to list the figurative language, type of figurative language, and the effect created.

Words or Phrases	Type of Figurative Language Simile, metaphor, personification	Effect Created

Gestures

Support Description

Gestures support student comprehension by providing a context for the words that are being read or spoken. Gestures can be used during classroom teaching, in games, and by peers.

Glossary

Support Description

This support can greatly aid student comprehension when students are reading text that contains new words or key words. Glossaries contain the definitions of identified key words from a text and are usually quicker and more accurate than a dictionary. Glossaries can be found in some books, but when they are absent, you or students can generate glossaries. It helps students even more when pictures accompany glossary definitions.

Graphic Organizers/ Worksheets

K-W-L chart

Support Description

A K-W-L chart is a graphic organizer that helps students assess their prior knowledge, question the text, and then assess their own learning. First, students complete the "K" section under which they write what they already know about a specific subject. Next, students express what they want to know under the "W" section. After reading or instruction, students can express what they learned under the "L" section.

K	W	L
What do you think you **KNOW** about slavery?	What do you **WANT** to know about slavery?	What did you **LEARN** about slavery?

Jigsaw activities

Support Description

To complete a jigsaw activity, students are split up as individuals or into groups. Each individual or group is given a text that he/she/it must become knowledgeable about. The students next come together as a whole group and present the information that they have gathered from their text so that others can learn about it. This support allows teachers to differentiate information and literature so that each individual/group looks at a text that is level appropriate.

Outlines

Support Description

An outline is a framework that allows students to organize and follow information that they are receiving.   Outlines can be blank or partially filled in to vary difficulty.

Sentence frames

Support Description

Sentence frames are given to students to help them structure their thoughts in English. Each frame is made of a mostly completed sentence and one or more blank spaces. Students need to fill in the blanks with their own ideas.   The same sentence frame can apply to multiple characters, settings, etc. in the text.

Huck goes to _____, so that _____. He sees Injun Joe _____.
Now Huck feels _____.

Sentence starters

Support Description

Sentence starters allow teachers to help students begin their response to a question. This support allows teachers to provide students with the language they need to write at a pace that is closer to their peers. It also teaches students the appropriate sentence structure to use when responding to certain kinds of questions.

Wilbur was sad because _____
_____
_____.

Story elements worksheet

Support Description

ELLs can often have difficulty organizing all of the information that they learn when reading or listening to a text. A story elements worksheet allows them to record information (character, setting, plot, details, etc.) as they are hearing it.

Retelling Graphic Organizer K

Name

Beginning	Middle	End

Setting	Characters

Is this a complete story?   Yes   No

Story map

Support Description

This graphic organizer is a flow chart that students use to record a story arch. It allows students to think about the big picture of a story as they read or listen to it. A story map generally includes characters, settings, problem, events, solution, and ending.

Main characters

Setting

Problem of the story

A story event

A story event

How the problem is solved

The ending

T charts

Support Description

The purpose of a T chart is to help students contrast two concepts. On each side of the T chart students record the traits of the two concepts they are learning about.
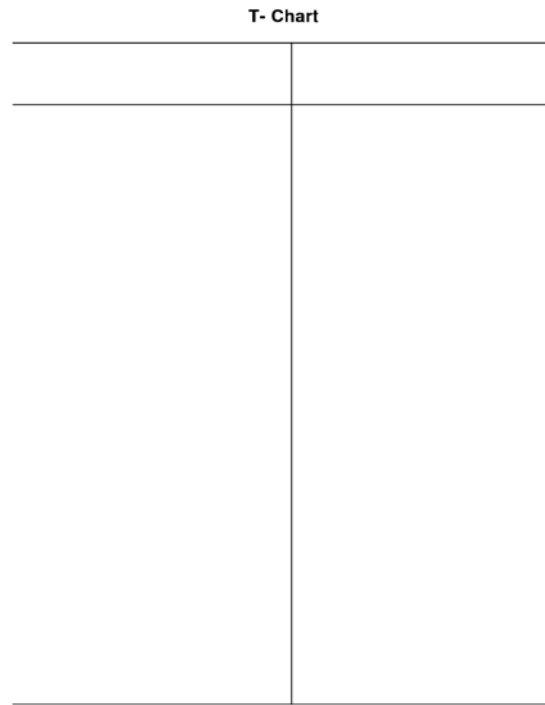
T- Chart

Timelines

Support Description

Timelines allow students to take abstract statements about time and organize them graphically. This kind of organization allows ELLs to order events they learn about so that they not only understand what happened, but also when it happened in relationship to other events. This is especially helpful for students who do not have a good grasp on culturally specific history that is taught in American schools.

Venn diagram

Support Description

A Venn diagram is a support that allows students to compare and contrast two concepts that they are learning about. Students write differences in the outer sections of the Venn diagram, and similarities in the middle section. This graphic allows students to understand abstract ideas by organizing similarities and differences.
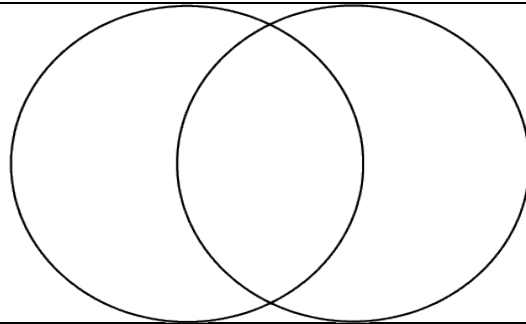
Webs

Support Description

A web supports learning by allowing students to graphically show what they know about a certain subject by linking terms/sentences/pictures with a word or phrase that is in the center.
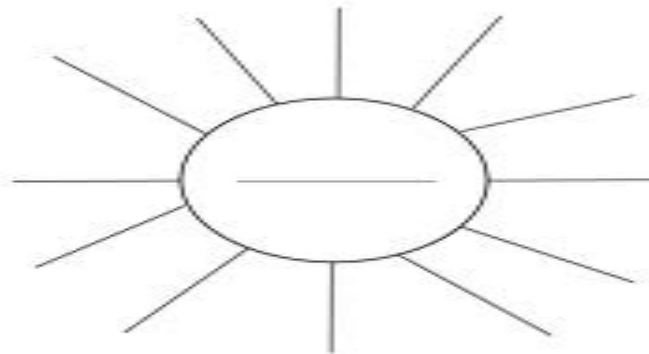
Illustrations, diagrams & drawings

Support Description

Illustrations, diagrams, and drawings help students understand the words that are written or spoken. Students often get confused by multiple meaning words, cultural vocabulary, and complex sentences. They can look at these supports for meaning clues.

In triads or small groups

Support Description

When students work in triads or small groups they are able to support each other's learning by giving each other input and filling in gaps in background. Students often work best when they have defined roles (surrounding the content they are studying) that they are responsible for.

Native Language Supports

Bilingual dictionary

Support Description

Students can use bilingual (paper or electronic) dictionaries to clearly define words that they do not know. This support allows students to reference their native language so that they can make connections between their native language and their second language. It is important to note that not all students can read their native language; make sure that they can read in their native language before providing this support.

Native language explanations

Support Description

Teachers, aides, peers, [technology](#), and text can provide ELLs with native language explanations of terms and concepts. This will assist students as they try to understand ideas in their new language that they may not be able to comprehend without connecting those ideas to their native language.

Native language discussion

Support Description

Teachers, aides, and peers can work with ELLs during native language discussions. This allows students time to use their native language as well as ask clarifying questions. It also builds self efficacy in that it allows them to show their ability to grasp concepts without the constraints of the language they are learning.

Native language texts

Support Description

Native language texts are complete passages or books that mirror the main ideas that are being presented in the classroom text. These are great resources for beginners who can read in their native language.

Language Reference Sheet

A Language reference sheet is a list of conventions of standard English grammar and usage. Teachers can give students a reference sheet that they can use to help them write and speak correctly.

Language Ladders

Support Description

Language ladders are specific supports to help students use language structures to express themselves when speaking or writing. The ladder, a visual graphic organizer, includes several options that address proficiency levels and ranges of formality. Each language ladder focuses on only one language function. See an explanation at:
http://www2.education.ualberta.ca/staff/olenka.bilash/Best%20of%20Bilash/LanguageLadders.html

Language Reference Sheet

Support Description

A Language reference sheet is a list of conventions of standard English grammar and usage. Teachers can give students a reference sheet that they can use to help them write and speak correctly.

Letter Tiles

Support Description

Letter tiles are individual alphabet tiles that students can manipulate to form words and then pronounce the different sounds in the word. They provide a tactile approach to forming words and making the corresponding sounds.

Manipulatives

Support Description

Students can use manipulatives to further their understanding of the vocabulary being used to support a certain subject. As student view and manipulate real object, they are able to better absorb the vocabulary associated with those objects.

Narrative Writing Diamond

Support Description

A narrative writing diamond is a graphic organizer which guides students to include key features of a narrative.
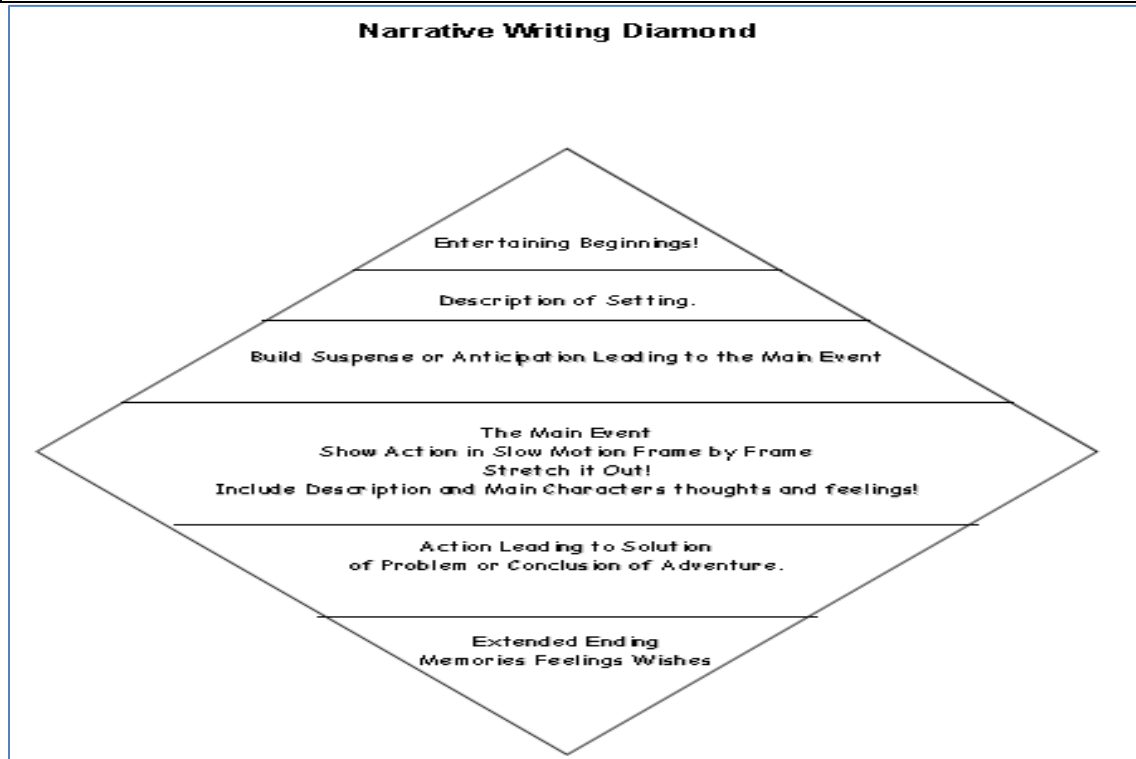
Narrative Writing Diamond

Entertaining Beginnings!

Description of Setting.

Build Suspense or Anticipation Leading to the Main Event

The Main Event
Show Action in Slow Motion Frame by Frame
Stretch it Out!
Include Description and Main Characters thoughts and feelings!

Action Leading to Solution
of Problem or Conclusion of Adventure.

Extended Ending
Memories Feelings Wishes

Native language texts

Native language texts are complete passages or books that mirror the main ideas that are being presented in the classroom text. These are great resources for beginners who can read in their native language.

Paraphrasing

Support Description

Paraphrasing is a support that helps students think through specific academic vocabulary that they come across in academic reading and summarize the big idea contained within. When students paraphrase, it helps teachers assess whether students truly understand what they are reading.

Picture dictionaries

Support Description

Picture dictionaries are supports that are extremely effective for students who have low literacy levels in their native language (and therefore cannot use a bilingual dictionary) and younger learners. There are not only general picture dictionaries for everyday use, but there are also content area specific picture dictionaries for math, social studies, science, etc. These can be powerful tools because just one look at a picture can unlock the meaning of a word.

Pictures & photographs

Support Description

When pictures and photographs are shown to ELLs, they support class vocabulary and concepts. Pictures can be found in personal photo albums, publications, picture dictionaries, and internet search engines.

Plot Diagram

A plot diagram is a visual map that shows the exposition and rising action of the plot as it reaches the climax, and then falls toward resolution. The diagram includes steps along the rise and fall for students to write details.

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Post-it Notes

Support Description

Post-it notes, actual notes or electronic notes, can be used as places for questions and ideas, reminders or quick notes for small group discussions, exit cards for lessons, spaces for thinking and brainstorming.

Question Stem Bank

Support Description

A question stem bank scaffolds question-formation by providing the beginnings of questions to ask:
How does the author…? Why is it that…? What evidence is there of…?

Recorded or live production

Support Description

Provide a recorded or live production of a play or recorded novel or poetry.

Reference sheets

Support Description

A reference sheet serves as a resource for students during task completion. Reference sheets are teacher-created tools which include: checklists of expectations, rubrics for speaking or writing performance, or content-based, such as charts of past-tense irregular verbs for students to access during a lesson.

Role Play

Support Description

Role play in a simulation exercise where persons take on assumed roles in order to act out a scenario in a contrived setting. The learners or participants can act out the assigned roles in order to explore the scenario, apply skills (maybe communication, negotiation, debate etc.), experience the scenario from another view point, evoke and understand emotions that maybe alien to them. It helps to make sense of theory and gathers together the concepts into a practical experience.

Rubric

Support Description

A teacher can use writing or speaking rubrics to grade students' work. Students can also use the same rubric to understand the teacher's expectations and to help guide their work.

Name:_____ Date:_____ Title of the Skit Performed _____	0 Needs Improvement	1 Room to Grow	2 Excellent Work!
Voice- Did you speak clearly and loudly enough so everyone in the audience could hear you? Did you speak to your audience and NOT into your paper?			
Eye Contact- Did you look at the audience as you were speaking? Could the audience see your eyes?			
Fluency- Did you stumble over a lot of your words? Were you speaking at a good pace- not too slow and not too fast?			
Actions- Did you use expression and get involved with the story? Did you change your voice to fit the character? Did you use any props?			

Source : http://www.yale.edu/ynhti/curriculum/units/2008/2/08.02.01.x.html

Schema

Support Description

Prior knowledge or background experiences that assist students before, during, and after reading to aid comprehension.

Sentence frames

Sentence frames are given to students to help them structure their thoughts in English. Each frame is made of a mostly completed sentence and one or more blank spaces. Students need to fill in the blanks with their own ideas. The same sentence frame can apply to multiple characters, settings, etc. in the text.

Huck goes to _____, so that _____. He sees Injun Joe _____. Now Huck feels _____.

Sentence starters

Support Description

Sentence starters allow teachers to help students begin their response to a question. This support allows teachers to provide students with the language they need to write at a pace that is closer to their peers. It also teaches students the appropriate sentence structure to use when responding to certain kinds of questions.

Wilbur was sad because _____
_____
_____.

Sentence Citations

Support Description

Sentence citations are actual sentences copied from the text that communicate targeted concepts to reduce the linguistic complexity. In this way, ELLs at lower proficiency levels can interact with grade-level text and match the information to visual representations.

Sentence frames

Support Description

Sentence frames are given to students to help them structure their thoughts in English. Each frame is made of a mostly completed sentence and one or more blank spaces. Students need to fill in the blanks with their own ideas. The same sentence frame can apply to multiple characters, settings, etc. in the text.

Huck goes to _____, so that _____. He sees Injun Joe _____.   Now Huck feels _____.

Shared Writing

Support Description

Teacher and students write a story to be used as a class model; or with their peers, students are allowed to share their work to build upon their writing task.
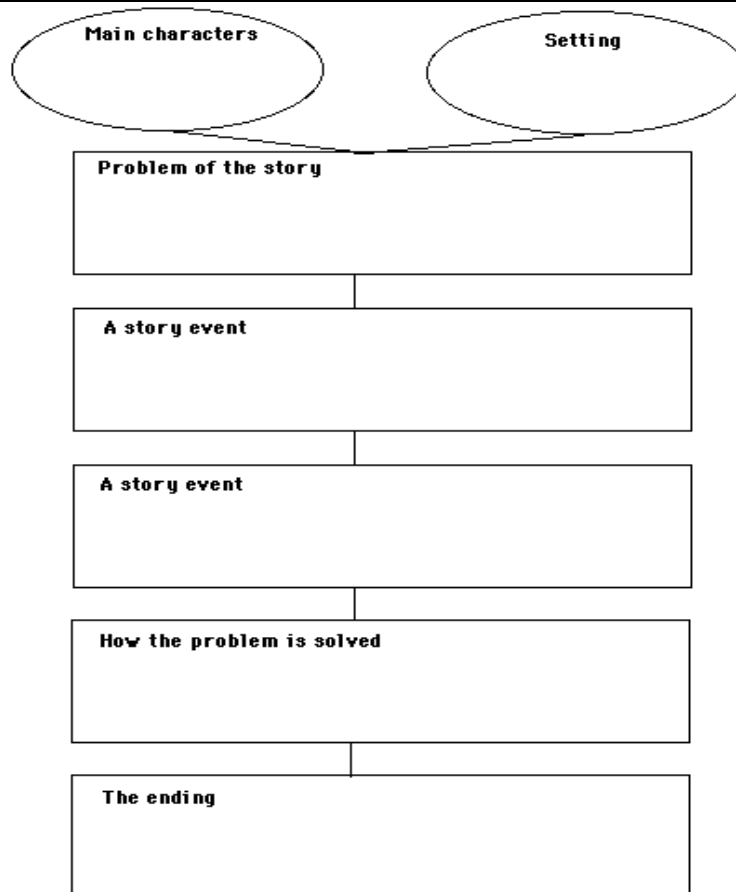
Simple Scripts/Readers' Theater

Support Description

Simple scripts/ Readers' Theater provide simple, leveled scripts that students can perform in the classroom without the need for props, costumes, or a set. Reading scripts aloud gives students essential practice in oral reading fluency. Teachers can monitor students' oral fluency as well as their ability to follow along silently and listen to spoken cues as other students read. The scripts also give students practice in public speaking, and they provide a great opportunity for group interaction and student cooperation. Use of simple scripts offers an easy and dynamic way to practice reading.

Story map

Support Description

This graphic organizer is a flow chart that students use to record a story arch. It allows students to think about the big picture of a story as they read or listen to it. A story map generally includes characters, settings, problem, events, solution, and ending.

Main characters

Setting

Problem of the story

A story event

A story event

How the problem is solved

The ending

Technology

Support Description

Technology includes websites, iPADS, wordles, digital books, Power Point, photo story, Skype, etc. It can be used in a variety of ways, but it must relate to classroom content in a meaningful way. These supports often provide native language resources to support language learning.

Think-alouds

Support Description

A think-aloud is a support that allows students to discuss how they are processing information. With a teacher, or with their peers, students are allowed to work through information to find an answer or form a response.

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Timelines

Support Description

Timelines allow students to take abstract statements about time and organize them graphically. This kind of organization allows ELLs to order events they learn about so that they not only understand what happened, but also when it happened in relationship to other events. This is especially helpful for students who do not have a good grasp on culturally specific history that is taught in American schools.

Total Physical Response (TPR)

Support Description

Just like its name suggests, this support involves listening to vocabulary in a second language and responding to that language with physical movements. TPR consistently groups certain language with specific, representative physical movements.

In triads or small groups

Support Description

When students work in triads or small groups they are able to support each other's learning by giving each other input and filling in gaps in background. Students often work best when they have defined roles (surrounding the content they are studying) that they are responsible for.

Videos clips & films

Support Description

Video clips and films are engaging mediums that build background knowledge and that can clearly demonstrate ideas that rely on abstract language.   When using these supports it is important to make sure that they clearly relate to the material being taught, and that they are contextualized before they are shown. Educational video sites like brainpop.com, video search engines, and DVDs are all great places to find video clips and films.

Vocabulary Flash Cards

Support Description

Vocabulary flash cards are cards that can be created digitally or on paper to define, review, and reinforce content-based vocabulary and concepts through visualization and memorization.
Examples: http://www.muskingum.edu/~cal/images/flash2.gif
Read more: How to Use Flash Cards to Help Learn Vocabulary | eHow.com
http://www.ehow.com/how_7726026_use-flash-cards-learn-vocabulary.html#ixzz2COuY2vnB
Read more: How to Use Flash Cards to Help Learn Vocabulary | eHow.com
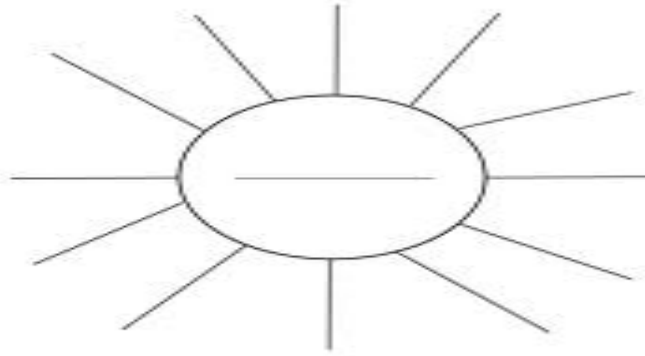http://www.ehow.com/how_7726026_use-flash-cards-learn-vocabulary.html#ixzz2COtLUi2L
http://www.ehow.com/how_7726026_use-flash-cards-learn-vocabulary.html

Webs

Support Description

A web supports learning by allowing students to graphically show what they know about a certain subject by linking terms/sentences/pictures with a word or phrase that is in the center.

Word wall (illustrated/non-illustrated)

Support Description

A word wall is a list of key academic vocabulary words (from a specific unit) that are placed in a classroom so that everyone can reference them. Often, for ELLs, words are accompanied by matching pictures. When words are placed on a word wall, they should be defined and emphasized in lessons so that students know where words are when they need to reference them.

Word Sort Cards

Support Description

Utilizing word sort cards is especially helpful for beginning and struggling readers.
Students will
- Demonstrate an ability to sort words into word families by identifying word patterns
- Practice reading words in the word family sort accurately and fluently
- Spell words in the word family sort correctly

Word wall (illustrated/non-illustrated)

Support Description

A word wall is a list of key academic vocabulary words (from a specific unit) that are placed in a classroom so that everyone can reference them. Often, for ELLs, words are accompanied by matching pictures. When words are placed on a word wall, they should be defined and emphasized in lessons so that students know where words are when they need to reference them.