Implementing BRIM

Balanced Rotational Instructional Model

Formerly called Balanced CARE (Computers Assisting Reading and English) Secondary Intensive Reading is using a modified version of BRIM, called “RIM”

A balanced literacy, interactive approach to teaching and learning across the curriculum

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# Balanced Rotational Instruction Model (BRIM)

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The Balanced Rotational Instruction Model assists English Language Learners (ELLs) in ESOL programs by providing a balanced approach to language acquisition and competency that also addresses the essential components of literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension) required by the National Reading Panel, the International TESOL Standards, and the instructional standards of most states.

Research by the Department of Defense Education Activity (DoDEA) states that students in need of intensive instruction, including ELLs, are frequently frustrated by scholastic challenges, and alienated toward reading and academic learning in general. Students who need remedial or intensive classes must be taught differently from “regular” students if they are to become successful. Brain research suggests that in order to make such learners want to learn, the affective part of the brain must be stimulated before the cognitive part will begin working. Because of this, intensive teacher support and the interaction with peers that is created in a community of learners are both very important. Also, the shortened duration of specific activities in the BRIM rotational classroom design aids struggling students and students with limited attention spans to maintain academic focus. The structure of the BRIM instructional model provides the level of interaction that has been demonstrated to be successful for academically underachieving students. DoDEA also maintains that a minimum of 90 minutes of daily instructional time is necessary to achieve maximum student growth in reading ability.

The rotational instructional model from which BRIM has evolved was originally developed by Dr. Janet Allen and Dr. Ted Hasselbring as part of the Orange Co. (FL) Literacy Project, 1994-1998. Orange County was faced with high rates of absenteeism, student drop-outs, and illiteracy. This instructional design, involving whole class instruction and small groups comprised of computer-assisted instruction, independent reading, and small group teacher direction, met the needs of these students, and demonstrated that a structured program could best serve the challenging, unique needs of underachieving and struggling students of all ages who need alternative delivery methods that include greater interaction and individualized, differentiated instruction.

Studies of the effectiveness of the Orange County model indicate that reading skills learned in the rotational instructional model carry over into content area academic subjects such as English, science, social studies, and even mathematics. This literacy model was adopted by Scholastic for use in its successful READ 180 reading intervention program, and is recommended by several states for use in intensive reading classrooms at both the elementary and secondary levels.

Diagram of the Orange County Literacy Project Instructional Model:
The Orange County model provided the inspiration for BRIM, but Limited English Proficient students need more listening and speaking opportunities than the Orange County model provides. Therefore, a fourth rotation was added so that students could communicate orally. It is natural for students learning a new language to go through a “silent period,” and real communication and speech should be allowed to emerge naturally in stages as students listen to and discuss topics that are relevant to their interests. Providing opportunities for students to interact with one another in a low risk situation allows struggling speakers to feel freer to experiment with language than they might be when communicating with a teacher. This fourth rotation transforms the Orange County literacy model into the BRIM instructional design, and makes it more appropriate for the needs of English Language Learners.

**BRIM Instructional Design** (90 minutes total time*)

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min.</td>
<td>Independent reading with audiotapes or leveled trade books</td>
</tr>
<tr>
<td>15 min.</td>
<td>Literacy instruction through technology (or writing alternative)</td>
</tr>
<tr>
<td>15 min.</td>
<td>Student-student interaction (listening, speaking, or editing)</td>
</tr>
<tr>
<td>15 min.</td>
<td>Small group teacher directed instruction with 5-6 students</td>
</tr>
<tr>
<td>10 min.</td>
<td>Whole-class wrap-up/closure with all students</td>
</tr>
</tbody>
</table>

*Times are suggested, and may be adjusted to accommodate the needs of individual classrooms and schedules. The ratio of the time in rotations should remain balanced, however.

The model is flexible: for example, writing can be substituted for computer-assisted instruction in technology-challenged classrooms, or even added as an additional rotation for larger class sizes. The BRIM instructional model can also be adapted for varying time frames. The recommended student-teacher ratio is 16:1.

Although it may appear that 15 minutes isn’t enough time, try “becoming” a second language learner. Imagine you have just come to a country which has a language similar to English, but there is no “n” in the alphabet. Now, explain what you are wearing, but remember—there is no longer an “n” in your vocabulary. Try it.

It’s tiring, isn’t it? That is what English Language Learners deal with all the time. Rotating helps decrease stress, fatigue, and keeps learning interesting.

BRIM is designed on the premise that the “literacy animal” has four legs: reading, writing, listening, and speaking. As with most animals, all four legs must be strong if the destination of literacy in a second language is to be efficiently reached without limping. The technology component of BRIM can be likened to a smooth path that the animal travels. Without technology, the road may not be as easy to
travel. Strong teacher support, leveled books, and listening, speaking, and writing opportunities are the food for the healthy growth of this “literacy animal.”

Some classrooms are technology or time “challenged,” and teachers have questioned whether they will be able to implement BRIM. Their questions, and some suggested answers, are as follows:

**Alternative Scheduling for BRIM**

**Question 1: What if I don’t have 90+ minutes of instructional time?**

You can still have the whole group instruction at the beginning and end of each period. Having 4 rotations will make each rotation too short to be beneficial, so it is suggested that you alternate rotations. A suggested schedule is shown:

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Small group w/ teacher</td>
<td>Reading</td>
<td>Listening-Speaking</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Computer</td>
<td>Small group w/ teacher</td>
<td>Reading</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Listening-Speaking</td>
<td>Computer</td>
<td>Small group w/ teacher</td>
</tr>
<tr>
<td>Thursday</td>
<td>Reading</td>
<td>Listening-Speaking</td>
<td>Computer</td>
</tr>
<tr>
<td>Friday</td>
<td>Small group w/ teacher</td>
<td>Reading</td>
<td>Listening-Speaking</td>
</tr>
</tbody>
</table>

The following week the above schedule would begin with Computer in the first box for Group 1, and so on. To create your own schedule, just follow the pattern: Small group with teacher, Reading, Listening-speaking, Computer, etc. in the boxes.

**Question 2: I don’t have computers in my classroom; I also don’t have 90+ minutes of instructional time. How can I use BRIM?**

You can still have the whole group instruction at the beginning and end of each period. If you are on a schedule that has only 55 minute periods, for example, you can use a set-up similar to the one above, but try to get the students into the computer lab at least once a week. Your schedule might look like this:

<table>
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<th>Group 3</th>
</tr>
</thead>
<tbody>
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<td>Listening-Speaking</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Listening-Speaking</td>
<td>Small group w/ teacher</td>
<td>Reading</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Reading</td>
<td>Listening-Speaking</td>
<td>Small group w/ teacher</td>
</tr>
<tr>
<td>Thursday</td>
<td>Computer Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Small group w/ teacher</td>
<td>Reading</td>
<td>Listening-Speaking</td>
</tr>
</tbody>
</table>
Question 3: I have 90+ minutes of instructional time, but I don’t have computers in my classroom? Can I still do BRIM?
Yes, your problem is similar to question 2, but you are in a better position to have 4 rotations. Your schedule might look like this:

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Small group w/ teacher</td>
<td>Reading</td>
<td>Listening-Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Reading</td>
<td>Writing</td>
<td>Small group w/ teacher</td>
<td>Listening-Speaking</td>
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<td>Reading</td>
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</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td>Computer Lab</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Listening-Speaking</td>
<td>Small group w/ teacher</td>
<td>Writing</td>
<td>Reading</td>
</tr>
</tbody>
</table>

Question 4: I only have 55 minutes of instructional time, and still want to do 4 rotations. I do have computers in my classroom. How can I do this?
It is possible to have 4 15-minute groups going in a 55 minute period because only one station will have the teacher. Each day will look like this:

Groups 1-2  Teacher   Computers or Writing
Groups 3-4  Independent Reading  Listening Speaking

Students will have only 2 rotations a day, but 4 groups will occur at the same time.
Every 2 days, it will look like this:

<table>
<thead>
<tr>
<th>Day</th>
<th>15-20 minutes</th>
<th>Group</th>
<th>15 minutes</th>
<th>15 minutes</th>
<th>5-10 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Whole Group</td>
<td>1-2</td>
<td>Teacher</td>
<td>Computers or Writing</td>
<td>Wrap up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-4</td>
<td>Independent Reading</td>
<td>Listening Speaking</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Whole Group</td>
<td>1-2</td>
<td>Independent Reading</td>
<td>Listening Speaking</td>
<td>Wrap up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3-4</td>
<td>Teacher</td>
<td>Computers or Writing</td>
<td></td>
</tr>
</tbody>
</table>

Every day there are 4 groups, but only 2 rotations. The teacher meets with 2 different groups each day, but only meets with each group every other day. The arrows indicate the groups that switch with each other each day.
What constitutes English proficiency?

Success for second language learners is defined as “English learners reaching eventual full educational parity with native-English speakers in all school content subjects (not just in English proficiency) after a period of at least 5-6 years” (Thomas & Collier, 1997, p. 7). The goal of ESOL instruction must be to help English language learners (ELLs) to eventually match the achievement levels of native English speakers in all areas of the curriculum, including the high stakes testing in English that is required by the No Child Left Behind Act.

There are two levels of second language development:

1. **Basic Interpersonal Communicative Skills (BICS)** development, or the skills necessary to interact in everyday social settings. Development of BICS in a second language usually takes two to three years. The part of the linguistic iceberg above the horizontal line is the surface structure, or BICS of language. This includes conversational language spoken and heard in everyday situations, and includes mastery of sounds, grammar, and vocabulary.

2. **Cognitive Academic Language Proficiency (CALP)**, is the more complex cognitive and academic language proficiency needed to succeed in academic settings (Cummins, 1981). Cummins and others have determined that it takes five to seven years to develop cognitive academic language proficiency (CALP) in a second language.

The part of the “iceberg” below the horizontal line is CALP. It is the aspect of language not apparent in normal everyday social situations. It is the academic language associated with books and school, with higher order thinking skills, writing, and with literature, math, history, and science.

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The part of the “iceberg” below the horizontal line is CALP. It is the aspect of language not apparent in normal everyday social situations. It is the academic language associated with books and school, with higher order thinking skills, writing, and with literature, math, history, and science.
The linguistic processes going on in CALP are more complex and abstract than those going on in BICS. Their complexity requires increased time to master, and can take ELL students five to seven years. Development of English BICS usually takes less than three years, as the necessary social environment is almost always present. CALP can only occur in a stimulating and academically oriented environment.

Research by Virginia Collier (1995, 2001) indicates that secondary ELL students in traditional English as a second language (ESL) programs in which development in social English is emphasized, do not do as well on standardized tests in English as do students in ESL programs in which academic English is emphasized. With each succeeding grade, academic work increases in complexity. Postponing or interrupting academic development is likely to promote academic failure in the long term. Therefore, the learning environment of ELL students should be academically rich. Instructional strategies for ELL students should link English language development to academic content whenever possible. Classroom instruction for ESOL students needs to focus not on oral, social language, but on academically related language, as proficiency in oral communication does not predict proficiency in the content-academic language of assessment.

Additional factors are also important and can influence a student’s response to learning a new language. Sociological factors, including self-esteem, anxiety, prejudice or fear can affect acculturation. Also, the level of a student’s literacy in his first language is important: researchers say a student only learns to read once—after that he is merely transferring vocabulary and skills.

Some students enter kindergarten knowing almost 4 times as many words as other children. Those children continue learning at the rate of about 3-5,000 words a year. (“Knowing" words at this age means recognizing and responding appropriately to those words.”) By the time they reach middle school, there is over 5 years of difference in vocabulary knowledge.

The relationship between vocabulary in Kindergarten, and reading comprehension by the end of grade seven, shows that as students progress through the grades, the difference between vocabulary background and reading comprehension becomes wider. Or, in other words, the relationship of vocabulary to reading comprehension gets stronger as reading material becomes more complex and the vocabulary becomes more extensive as students move upward through the grades. This may be why elementary students seem to score better on FCAT than secondary students—the gap between vocabulary and reading comprehension isn’t as large.

In order to develop cognitive academic language proficiency, schools must simultaneously encourage both oral and written English language development among ELL students. Students reciting the Pledge of Allegiance were heard to say, “I pledge a legions to the flag of the United States of Ameriga and to the Republicans for witches stand...” By involving more modalities, by speaking and seeing the words simultaneously, students can distinguish the actual vocabulary; learning is not only accelerated, but is more meaningful, and is retained. Therefore, instruction in written English should occur simultaneously with oral instruction in English, and vice-versa. Research supports this approach.

Why is content teaching difficult? Understanding any curriculum assumes prior historical, geographical, and cultural knowledge to which many English Language Learners may not have been exposed. The specialized vocabularies of content area studies often refer to abstract concepts that are difficult to visualize, and instructional adaptations of textbook materials are often too difficult for many ELLs. Teachers know that the ones who do the work do the learning. If the teacher is doing all the work, who’s doing the learning? For these reasons, ESOL teachers have adapted the BRIM instructional model for the study of academic concepts because the instructional design involves students and it works.
**BRIM Literacy (Reading & Writing) Instructional Design** (90 minutes total time*)

*Times are suggested, and may be adjusted to accommodate the needs of individual classrooms and schedules. The ratio of the time in rotations should remain balanced, however.

The model is flexible: for example, writing can be substituted for computer-assisted instruction in technology-challenged classrooms, or even added as an additional rotation for larger class sizes. The BRIM instructional model can also be adapted for varying time frames. The recommended student-teacher ratio is 16:1.

**Suggested Mathematics Model:** (90 minutes total time)

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Suggested Social Studies Model: (90 minutes total time)

20 minutes of Whole group social studies instruction with all students

15 min. Social studies instruction through technology, 5-6 students on 5-6 computers (or paper-pencil alternative)

15 min. Student-student interaction (working together, discussing social studies issues)

20 minutes of Whole group social studies instruction with all students

15 min. Small group teacher directed instruction with 5-6 students

15 min. Whole-class wrap-up/closure with all students

15 min. Independent reading of social studies materials

15 min. Whole-class wrap-up/closure with all students

10 minutes

Four 15-minute rotations

Suggested Science Model: (90 minutes total time)

20 minutes of Whole group Science instruction with all students

15 min. Science instruction through technology, 5-6 students on 5-6 computers (or paper-pencil alternative)

15 min. Student-student interaction (working together on science labs)

20 minutes of Whole group Science instruction with all students

15 min. Small group teacher directed instruction with 5-6 students

15 min. Independent reading of science materials

15 min. Whole-class wrap-up/closure with all students

10 minutes

Four 15-minute rotations

Times are suggested, and may be adjusted to accommodate the needs of individual classrooms and schedules. The ratio of the time in rotations should remain balanced, however.

As these diagrams illustrate, with a little imagination this model is easily adapted for math, social studies and science instruction as well. It is essential to use good ESOL literacy strategies in every academic subject area, at every level of academic growth, because literacy in academics is critical if ELLs are to reach parity with native English speakers in all levels of achievement.
Brain Research

Average Retention Rate per Instructional Method after 24 Hours

- Lecture 5%
- Reading 10%
- Audio-Visual 20%
- Demonstration 30%
- Discussion Group 50%
- Practice by Doing 75%
- Teach Others/ Immediate Use of Learning 90%

- The one who does the work does the learning
- Activities that involve talking and moving increase retention
- Emotion is the gatekeeper for learning
- Cooperative learning engages more of the brain’s neural networks
- Several short lessons are likely to result in more retention than one long lesson

_P. Wolfe, Brain Matters_, 2001

The BRIM instructional design addresses all of these needs.
Chapter 2

Preparing Your Classroom for *BRIM*

Setting-up for Success

You will want your reading classroom to be special, different from traditional classrooms, and a place where success is practically unavoidable.

♦ Make it an inviting and comfortable place, a room where students think, "What a cool room" as soon as they enter the door.
♦ Print should be everywhere. You have only one chance to create a first impression; so let the classroom arrangement and décor invite the students to learning.
♦ Invite students to help decorate the classroom. After all, it is their room, too. For example, students may make “travel posters” of important locations or activities in their native countries, and draw flags depicting their homelands. Display these prominently around the classroom.

Establish a Print Rich Environment

♦ One bulletin board should be devoted to a “Literacy Banner” that lists reading or writing strategies, terms, or ideas that were learned in class. If bulletin board space isn’t available, a long sheet of butcher paper will work. The list should be ongoing, could get additions during the daily whole group wrap-up, and should grow through the year.
♦ An alternative to a single banner could be separate banners or bulletin boards for writing, literary reading, content area reading, study skills, new terms, and so forth. The idea is to let students *visually* see how much they are learning.

Word Walls are important

♦ If wall space is not available, string a clothesline, or use a pocket chart. The main purpose of Word Walls in ESOL classes is vocabulary development.
♦ Word walls should be more than wall decoration. Words connected to math, literature, science, social studies, high frequency words, sight words, bilingual or multilingual words (illustrated where possible) are all suitable on word walls.
♦ Keep “old” mastered words on a ring or in an easily accessible decorated box for future review.
♦ Watch the list of known words grow.
♦ Involve students in word selection and in drawing illustrations for words.
♦ If a student asks for a spelling of a word, refer him to word wall.
♦ Practice word sorts, definition games, syllabication, and phoneme segmentation.
♦ Say sentences with words from the word wall omitted. Ask students to fill in the missing word with a choice from the word wall. Be sure to provide context clues.
♦ Create a list of synonyms for words on a word wall.
♦ Use the walls
  ♦ With partners, ask students to “read the room.”
  ♦ Use the word walls: Refer to them frequently.
  ♦ Call attention to the words on the wall.
  ♦ Play guessing games by giving clues related to the words on the wall.
  ♦ Add new and interesting words regularly.
  ♦ Relate content area words to daily activities.
  ♦ Make semantic networks
  ♦ Look for cognates, roots, prefixes, and suffixes
  ‣ Beginning-ending sounds
Immerse students in language by using

- Advertisements of interest
- Interactive computer games
- Picture books
- Art and music
- Magazines
- Poetry
- Book talks
- Newspapers
- Speeches
- Books on tape
- Nonfiction
- Stories that are relevant to students’ lives
- Games such as Mad Libs, riddles, cartoons
- Novels at a wide range of reading/interest levels
- Student writing
- Speeches

The Layout of the Room

The teacher's desk should be as unobtrusive as possible. It is best off to the side or in a corner, but should face into the classroom. While the teacher will not spend much time at the desk, certain necessary paperwork functions, such as taking attendance, will probably occur there. For instructional and safety reasons, the teacher should always have an unobstructed view of the students.

Four distinct areas are needed for the students, and each should be clearly labeled with large letters or a sign. Signs such as “Reading Station,” “Computer Station,” “Teacher Station,” or “Group Work Station” will serve to orient visitors to your classroom (after all, it will look different from traditional classrooms!) and to remind students of why they are in a particular location. Plan the layout of the classroom with “traffic flow” in mind so there will be unobstructed movement from one station to the other. Students should be able to move freely in a clockwise rotation. Depending on room size, the general layout might look similar to one of these diagrams:

Figure A

Whole Group Instruction Area
Small Group Teacher Instruction Area
Oral language & Vocabulary Area (listening-speaking)
Reading Area
Computer Area

Figure B

Whole Group Instruction Area
Small Group Teacher Instruction Area
Oral language & Vocabulary Area (listening-speaking)
Reading Area
Computer Area

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Technology
The computer area, where the technology portion of the rotations will occur, is probably the most obvious area for set-up of the room, as the computers will need to be where the wiring is. Be sure to face the computers so that you will be able to view the monitors from several parts of the room. You will want to be able to see what your students are doing. If you do not have computers in your classroom, be sure to plan time to take your students to the computer lab. In this case, you might wish to have a writing center in place of computers for the rotations.

Writing
Ideally, writing is incorporated into all activities. A writing center can be used instead of a technology rotation in classrooms where computers are scarce and students go periodically to a computer lab. Writing can be an additional block, or can be a part of each block. Writing can also be part of an interactive listening/speaking center, where students discuss and edit one another’s work.

If a separate writing center is being set up in place of a computer center, be sure to stock it with paper, pencils, pens, markers, or other supplies that will enhance the writing area and make it welcoming. A writing lamp adds a nice touch, but some schools will not allow it for safety reasons. If you do use one, be sure to place the cord where it won’t trip students.

Independent Reading
Try to keep the independent reading area at the opposite “corner” from the student-to-student interaction area so that students trying to read won’t be distracted by noise factors. Always obey fire laws when considering furniture. Comfort is important, but it is imperative to always put safety first! Also, be sure that tape players for audiobooks are placed in such a location that students won’t trip over cords from headphones or electrical wires. Be certain students become familiar with the proper use of audio equipment.

Provide a wide variety of genre and interest areas so students have real choices. Allow students to choose their own books. Choosing books on their level and in their interest areas gives students a feeling of control over their time and their learning. Also, exhibit book selections in an inviting way. Book spines are much less “attractive” to a casual eye than are books that are standing open and appealingly displayed with their covers showing. Remember, the goal is to encourage students to explore titles and select their own reading.

Student-to-Student (listening-speaking) Interaction is where interactive oral language & vocabulary activities will take place. Round tables work well for the essential student-to-student interaction rotation, although student desks can also be pushed together and grouped for this purpose. Grouping helps build the “sense of community” and promote the active listening and speaking that is a necessary ingredient for success in second language literacy classrooms.

Small Group Teacher Instruction
Most teachers prefer the interactive features afforded by round or kidney-shaped tables, but groupings can also be made by pushing the traditional student desks together. Locate the teacher’s chair so that the rest of the room can easily be scanned during small group instruction. You never want to position yourself so that you cannot see all the students in your class. It is also helpful to provide a container containing pencils, pens, hi-lighters, stapler, etc. so that valuable instructional time is not lost if students come to the teacher instruction area without proper supplies.

In addition, you will need a storage area for student folders. File cabinet drawers work well, as do plastic bins, (one bin per class), carts, etc. for student storage of their reading logs, quick-writes assignments, audio-books, graphic organizers, and other on-going academic work.
Chapter 3

Tips for Classroom Management
In the BRIM Classroom Model

No matter what date you choose to begin BRIM, the first two-to-three weeks of instituting this instructional design are crucial for setting the tone for learning. This is where you will establish your routines and procedures that will become automatic to students for the rest of the year. Time spent here will more than “pay” for itself in increased efficiency and cooperation from students during the balance of the school year. It is critical to have students practice “dry-runs” of rotations and role-playing of rules so there will be efficient movement and clear understanding of the expectations, routines, and procedures.

Most teachers who have trouble with classroom management using the BRIM model try to do too much too quickly. Introduce one rotation per day, and have students practice it often. After 2-3 days of smooth going, another rotation can be introduced. 2-3 days later, introduce a third rotation and practice often. All procedures must be rehearsed frequently, step-by-step, until they become routines—that is, until they can be done without teacher supervision. Reinforce correct procedures, reteach incorrect ones. It is necessary for students to experience the procedure correctly. This is not a waste of time. It is necessary if the class is to run efficiently for the rest of the year.

Definitions:

Procedures: What the teacher wants done. It is the responsibility of the teacher to clearly state procedural expectations. Procedures explain what students do when they enter a classroom, what to do when the bell rings, when a pencil breaks, when work is finished early, when there’s a question, where to find assignments, when there is a need to use the rest room, etc.

Routines: What the students do automatically after rehearsal and experience with doing procedures correctly.

Sample implementation schedule:

Scaffolding is the educational term that describes the best way to introduce BRIM rotations. According to definition, instructional scaffolding is the provision of sufficient supports to promote learning when new concepts and skills are first introduced to students. These supports may include resources, compelling tasks, templates and guides, guidance on cognitive and social skills, reinforced practice, and so forth. These supports are gradually removed as students develop independent learning strategies, thus promoting their own learning skills and knowledge.

Every day must begin and end with whole group instruction. The first day you explain the model, then have a whole group wrap up so students can share what they recall. There are no rotations. You just explain the rotations and rules.

The second day, students practice either technology or writing. Once learned, this rotation requires minimal supervision. When a rotation is introduced, a small group of students serves as the demonstration group while others watch and ask questions. Then another group tries it, while the rest of the class observes and asks questions, or offers suggestions. This continues until everyone has had a chance to practice the rotation. No more than one rotation per class should be introduced.

On the third day, students do the same as they did on day 2, but this time they get less teacher direction, and more input from their peers.
The 4th day, independent reading is modeled and practiced in the same manner as technology or writing was. It is another low supervision rotation that students can manage primarily on their own. The 5th day is practice of whole group instruction, technology or writing, and independent reading, along with the whole group wrap-up.

Introduce student-student interaction on the 6th day. Again, explanation, modeling and practice are important. Begin with whole group instruction, end with whole group wrap up.

On the 7th, 8th, and possibly even 9th day, try 3 rotations. You may want to hold this pattern for several days so you can supervise the flow of the rotations and make sure students are able to work independently before beginning your small group instruction.

When you feel the students are comfortable working without your direct supervision, begin small group instruction. By this time, students should feel confident with the rotations and the tasks they need to do at each one. Don’t hesitate to use whole group time to introduce new tasks or refine procedures, but try not to introduce more than one new thing at a time.

### Recommended schedule for introducing rotations

<table>
<thead>
<tr>
<th></th>
<th>Whole Group</th>
<th>Technology or Writing</th>
<th>Independent Reading</th>
<th>Oral Language &amp; Vocabulary</th>
<th>Small Group w/ teacher</th>
<th>Whole Group Wrap Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Day 2</td>
<td>X X</td>
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<td>X X</td>
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<tr>
<td>Day 3</td>
<td>X X</td>
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<td></td>
<td>X X</td>
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<tr>
<td>Day 4</td>
<td>X X</td>
<td>X</td>
<td></td>
<td></td>
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<td>X X</td>
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<tr>
<td>Day 5</td>
<td>X X</td>
<td>X</td>
<td>X</td>
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<td>X X</td>
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<tr>
<td>Day 6</td>
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<td>X</td>
<td>X</td>
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<td>X X</td>
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<tr>
<td>Days 7-9</td>
<td>X X X X X</td>
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<td>X X</td>
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<tr>
<td>Days 10+</td>
<td>X X X X X</td>
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<td></td>
<td></td>
<td>X X</td>
</tr>
</tbody>
</table>

Begin and end EVERY day with the whole group. Introduce those rotations which require the least intense teacher supervision first so students can get used to working independently. Take at least one day to introduce, practice, and supervise each rotation, and a second day to apply it with previously learned rotations before introducing any new rotations. The Xs above indicate the recommended schedule for introducing rotations. This timetable may seem to “waste” instructional time, but if recommendations are followed, you will soon appreciate the smoothness with which the class practically runs itself.

### Suggested Procedures to Practice:
- Practice entering the classroom.
- Practice the rotations until everyone understands how to do this correctly.
- Practice working in the rotations and using the software and audio equipment.
- Practice getting work materials out and putting them back, practice the correct way to participate in discussions, and how to show respect for other people’s opinions and personal space.

All this may seem rather “elementary” for older learners, but it is important to establish procedures until they become routine. Then the rest of the year can be spent learning rather than managing behavior. Newcomers can be assigned a buddy to help them through the routines.

### Rotations:
The rotations are necessary to provide a balanced approach to reading instruction, and to allow students the movement necessary to maintain their interest and attention.
• One rotation will involve computers or writing alternative, one will be for independent reading, one for student-to-student interaction and/or writing, and one will be with the teacher for small-group directed instruction.
• If the schedule allows, students should complete each rotation every day.
• It might be useful to group students with similar abilities or instructional needs in each of the groups, but groups must be flexible and responsive to similar skill needs. Grouping ELLs by language skills or literacy skills is acceptable, but at all costs, avoid grouping kids into the types of groups that have inspired such names as “Bluebirds” and “Buzzards.”
• Note: Classes with 100 or 110-minute blocks, and classrooms with very few computers have found that adding an additional rotation for writing has helped use time wisely, reinforce essential skills, and keep rotational groups small.

**Rules:** Each teacher will want to establish his or her own rules for rotations, but here are some guidelines:
• Appoint a reliable group “captain” to monitor the activities at each rotation; or appoint a “captain of the day” for all rotations that day. The “captain” should participate in all activities, and not be the “dictator.”
• Establish clear rules and expectations. This is critical, as students from different cultures may have different perspectives concerning appropriate classroom behavior.
• Enforce rules consistently and fairly. Students will be confused if you say one thing on Monday, and another on Tuesday. Be consistent but reasonable.
• Use a signal to change stations, such as music, a kitchen timer, a distinctive rhythmic clapping sequence, or a bell.
• Decide as a group how students will signal to attract assistance from the teacher so they will not be shouting across the room.
• List the names of students in each group, and post the list in a prominent location.
• Place student names on index cards or some other label, and affix it to computers to indicate which computer each student will use.
  o If something goes awry, you will know which students used that computer.
  o Students won’t waste time deciding upon (or competing for) a particular workstation.
• Attach sticky-back hooks to computer monitors so students will have a place to neatly hang their headphones at the end of their technology rotation. Similarly, establish a location for the neat storage of headphones used with audio books and tape players in the independent reading area. This also helps avoid accidents from students who may trip over them.
• Empower students: every student should know the target skill for the day, week, or semester, and is actively involved in his/her own learning. Each student should know, “You are a part of our success” in this community of learners, and everyone must do their part.
• Provide extra help when needed.
• Celebrate every success.

**Additional considerations**

Classroom management is often easier when students find the curriculum engaging and relevant, and when they can control their own activities. Hands-on lessons provide opportunities to do, make, create, share, talk, and usually minimize discipline problems.

Here are some suggestions to meet students’ needs.

♦ **Instruction should be comprehensible** to all learners. Students cannot learn if they do not understand what is being presented or what they are supposed to do. Students who are frustrated often “act out,” believing it is “cooler” to appear “bad” than to appear stupid.
Learning should be interactive, with the emphasis on active. The one who does the work does the learning.

Instruction should be cognitively challenging, and help students move from where they can easily do work independently, and proceed to where learning actually takes place because they stretch to gain new academic ground.

Instruction should connect school to students’ reality because new learning builds on prior experiences. If the work isn’t relevant to a student’s needs, why should s/he bother to learn it? Sometimes students need help seeing how something actually is relevant to their needs, so teachers need to do a good “selling job” on their topic when presenting it.

Instruction should develop language across the curriculum. Every academic subject involves reading, writing, listening, speaking, viewing, and presenting. Content teachers are good at what they do because they know how to gain information from reading about their specialized area. They need to become cognizant of how they do this so they can share their strategies and help their students achieve a similar level of proficiency. Language development and content knowledge are interdependent. One cannot exist without the other.

Instruction should value and validate what students already know. Students do not arrive at school as clean slates. They come with experiences. Show you care in words, deeds, body language, and so forth. Prior experiences need to be valued and validated by being used to build foundations for future successes.

Ask 3 before me is a lifesaver for teachers. Instead of repeating directions, encourage student-student interaction by requiring students to ask 3 peers their question before asking the teacher. If 3 students cannot respond to a question, then the original directions weren’t clear enough.

Individual Responsibilities in a Classroom Community
All members in a community of learners must take responsibility for their own learning and the learning of their peers. Self control, organization, and even little things like putting things back where they belong will help everyone learn and build a feeling of “community.”

Involve students
Involved students are engaged students, and do not usually create discipline problems. The ones who do the work do the learning, so teachers should not be doing most of the work in the classroom. Many time-strapped, test-conscious teachers present material in a primarily expository manner, telling students what content is important, rather than involving them in their own learning, which can be more time consuming and could potentially result in less content being “covered.” Student involvement, however, results in more long-term, in-depth knowledge acquisition.

Graphic organizers are helpful tools to assist in this task, but teachers need to beware of handing out an organizer and having students “fill it in.” Used in this way, the organizer becomes just another format for a worksheet. If students are taught to create their own graphic organizers, the learning is more personalized, and more in depth. Teachers need to remember that the ones who do the work do the learning, and if teachers are working harder than their students, who’s doing the learning?
Lesson Plan Template

State Benchmark(s) or Grade Level Expectation(s):

<table>
<thead>
<tr>
<th>A-- Whole group literacy instruction (15-20 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Read-Aloud Title: ____________________________ Page # ___________</td>
</tr>
<tr>
<td>▪ Language Development Objective:</td>
</tr>
<tr>
<td>▪ Academic (Content) Objective:</td>
</tr>
<tr>
<td>--What I will do:</td>
</tr>
<tr>
<td>--What students will do:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Rotations (15-20 minutes each)</th>
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</thead>
<tbody>
<tr>
<td>B-- Literacy instruction through technology or writing: Students will:</td>
</tr>
</tbody>
</table>

| C—Oral language & vocabulary: Students will: |

| D-- Independent reading: Students will be reading trade books, audiobooks, articles, or |

<table>
<thead>
<tr>
<th>E-- Small group teacher-directed instruction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Language Development Objective:</td>
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<td>--What I will do:</td>
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<tr>
<td>--What students will do:</td>
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<tr>
<td>▪ How will I know students are successful?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>F-- Whole class wrap-up and closure (5-10 minutes)</th>
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<tbody>
<tr>
<td>--What I will do:</td>
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<tr>
<td>--What students will do:</td>
</tr>
</tbody>
</table>

Materials needed:
Lesson Plan Template

State Benchmark(s) or Grade Level Expectation(s):
LA.B.1.4.2, La.A.1.4.1, LA.A.2.4.1, LA.C.1.4.1

A-- Whole group literacy instruction (15-20 minutes)

- **Read-Aloud Title:** Elie Wiesel (Sarah Houghton)  
  **Page #** 18-22

  While it is desirable that the Read Aloud relates to the lesson objective, it is not required

- **Language Development Objective:**
  Student uses appropriate listening strategies for intended purpose

- **Academic (Content) Objective:**
  Use pre-reading strategy (TICPGR*) (*attached)

  --What I will do:
  Put blank form on overhead transparency and have students preview Elie Wiesel. As a whole class activity, fill in blanks as students provide input

  --What students will do:
  Using Elie Wiesel book in pairs, students will provide input to fill in the blanks.

B-- Literacy instruction through technology or writing:

Use First English or Riverdeep Destination Reading II

C-- Oral language and vocabulary:

Readers Theater, TE pp 40-41. Make copies. Students will “act out” the selection to give a “flavor” of the book & provide Background

D-- Independent reading:

Students will be reading trade books, audiobooks, articles, or Elie Wiesel book, ch. 1

E-- Small group teacher-directed instruction:

- **Language Development Objective:**
  Develop vocabulary skills by using new words in context to build reading comprehension

- **Academic (Content) Objective:**
  Use bold faced words in the text (bottom of pages) to practice using the glossary located in back of the book

  --What I will do:
  - Write words from the bottom of the book page onto the board, then have students work with me to check the glossary and Compare the glossary definition to the way the word is used in the story. Explain
  - Use List-Group-Label strategy (TE p. 36) with words in Chapter 1

  --What students will do:
  - Find words listed at the bottom of the page & find them in the glossary.
  - Use those words with the List-Group-Label activity.

  **How will I know students are successful?**
  Students will be able to successfully complete the activity during the allotted time with 85% accuracy.

F-- Whole class wrap-up and closure (5-10 minutes)

  --What I will do: Ask students to write 3 big ideas they recall or learned during class, then stand. Wait until everyone stands.

  --What students will do: Take turns saying 1 thing from their list. Nothing may be repeated. When all things from your list have been said (by you or by someone else), sit down.

Materials needed:
Copies for each student of TE 40-41. Transparency of TICPGR.
Lesson Plan Template

State Benchmark(s) or Grade Level Expectation(s):

A-- Whole group literacy instruction (15-20 minutes)
- Read-Aloud Title: ____________________________ Page # ___________

- Language Development Objective:
- Academic (Content) Objective:
  --What I will do:
  --What students will do:

Rotations

<table>
<thead>
<tr>
<th>B-- Technology or writing</th>
<th>C--Oral language &amp; Vocabulary</th>
<th>E-- Independent reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Students will read from leveled trade books, audiobooks, articles, or</td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
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</tbody>
</table>

D-- Small group teacher-directed instruction

<table>
<thead>
<tr>
<th>1-- Language Development Objective:</th>
<th>2-- Language Development Objective:</th>
<th>3-- Language Development Objective:</th>
<th>4-- Language Development Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic (Content) Objective:</td>
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<td>--What students will do:</td>
<td>--What students will do:</td>
</tr>
</tbody>
</table>

How will I know students are successful?

F-- Whole class wrap-up and closure (5-10 minutes)
  --What I will do:
  --What students will do:

Materials needed:

The numbers 1, 2, 3, 4 refer to the groups of students in each rotation. This differentiates plans that will meet varying student needs.
Lesson Plan Template

State Benchmark(s) or Grade Level Expectation(s): LA.A.1.4.1, LA.A.2.4.1, LA.B.1.4.2, LA.C.1.4.1

**A-- Whole group literacy instruction** (15-20 minutes) -- to arouse interest
- Read-Aloud Title: ____ Elie Wiesel (Sarah Houghton) ____ Page #: __18-22______
  - While it is desirable that the Read Aloud relates to the lesson objective, it is not required.
- Language Development Objective: Student uses appropriate listening strategies for intended purpose
- Academic (Content) Objective: Use pre-reading strategy (TICPGR) attached

  --What I will do: Put blank form on overhead transparency and have students preview Elie Wiesel. As a whole class activity, fill in blanks as students provide input

  --What students will do: Using Elie Wiesel book in pairs, students will provide input to fill in the blanks

**Rotations**

<table>
<thead>
<tr>
<th>B-- Technology or writing</th>
<th>C-- Oral language &amp; Vocabulary</th>
<th>E-- Independent reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 First English</td>
<td>1 Readers Theater, TE pp 40-41. Make copies. Students will act out the selection</td>
<td></td>
</tr>
<tr>
<td>2 Riverdeep Destination Reading (DR) 1</td>
<td>2 to give a “flavor” of the book and provide background</td>
<td></td>
</tr>
<tr>
<td>3 Riverdeep DR 2</td>
<td>3 copies. Students will act out the selection</td>
<td></td>
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<tr>
<td>4 Riverdeep DR 2</td>
<td>4 Students will read from leveled trade books, audiobooks, articles, or Elie Wiesel Ch 1</td>
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</table>

<table>
<thead>
<tr>
<th>D-- Small group teacher-directed instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-- Language Development Objective:</td>
</tr>
<tr>
<td>vocabulary development</td>
</tr>
<tr>
<td>Academic (Content) Objective:</td>
</tr>
<tr>
<td>--What I will do: Write the words from the bottom of the page</td>
</tr>
<tr>
<td>--What students will do: Find words listed at the bottom of the page</td>
</tr>
</tbody>
</table>

How will I know students are successful? Students will be able to successfully complete the activity

**F-- Whole class wrap-up and closure** (5-10 minutes)

--What I will do: Ask students to write 3 ideas they recall or learned during class, then stand. Wait until everyone is standing.

--What students will do: Say 1 thing from their list. Nothing may be repeated. When all things have been said in review, sit down.

Materials needed: copy of TE 40-41, Overhead transparency of TICPGR

The numbers 1, 2, 3, 4 refer to the groups of students in each rotation. This differentiates plans that will meet varying student needs.
Chapter 4

Whole Group Instruction
A motivational, meaningful beginning

Whole group instruction should occur daily during the first 10-20 minutes of a 90-minute block, or 5-10 minutes of a shorter period. This is where the teacher takes attendance and ensures that everyone gets the information they will need to achieve success with the activities they will be doing in class that day. Depending on room size and arrangement, students may sit in a special whole-group instruction area where they can see the teacher easily, or they may sit at any of the rotation areas, including computers.

The Goal
English language learners frequently feel alienated from the rest of the school culture because they miss their homelands and native cultures, so building a sense of community in the BRIM classroom is critical. This goal, to build a community of learners, is of prime importance any time the entire class meets together as a team. It sets the tone for the day and helps to build a positive, safe environment for learning. Whole group instruction also gives teachers an opportunity to explain the activities within each day’s rotations, set objectives, and motivate students to succeed on the tasks for the day.

The Teacher

Read Aloud
Every class should begin with a read-aloud. Read-alouds are excellent for a number of reasons, but a prime one is to build listening vocabulary. Reading aloud also gives the teacher an opportunity to model fluency so that students know what good reading sounds like. Read-alouds expose students to literature they might not be able to read on their own in an enjoyable way and help build background knowledge and vocabulary, and also develop listening skills. They also help develop listening and discussion skills, develop interests in independent reading, and provide concrete models of good writing.

Teachers may also incorporate “think-alouds” into the read aloud to demonstrate (model) reading strategies, introduce new vocabulary, and link cultural topics while sharing his or her own enjoyment of reading.

The read-aloud may or may not relate to the topic being studied that day. If it does relate, this is excellent, but sometimes a teacher may choose to read a poem or a chapter a day from a novel to the class. There is nothing wrong with that. The benefits of hearing a novel read by the teacher can be just as beneficial as a reading that relates to the day’s objective, especially if
each reading is followed by general class discussion of what has happened, making predictions of what might happen next, or re-enacting certain scenes. All these activities can build comprehension skills.

**State the objective**
Point out to students, both orally and in writing, the objective of each lesson (why they are doing it), then refer to it frequently during the lesson presentation. This allows students’ brains to anticipate the critical features and ideas being studied, and relevance will be increased because students will understand why they are doing an activity. This also increases the likelihood that the brain will focus on and remember the essential information.

The teacher should use the whole class instructional time to tell the class about the day’s learning objectives, or any other academic or language goal identified by the teacher. This time can also be used to introduce mini-lessons on specific skills. Understanding what is needed for success helps to build a positive, safe, risk-free environment for learning, and fosters teamwork.

**Shared Reading**
Try to avoid round-robin or “popcorn” reading. This is where students take turns or are chosen at random to read aloud. Only one student at a time is actually reading, while the others, who should be “following along,” rarely do so. Encourage silent reading, followed by discussion. Or, ask students to locate information they’ve already read silently, and then select a volunteer to read just that portion. While reading silently, students should be allowed to get help from peers if they encounter difficulty.

**Writing**
The teacher may use whole group instruction time to demonstrate writing skills.

**Students and the teacher** should use whole group instruction time to set goals together, resolve problems or conflicts, share ideas, and discuss the objectives for the day.

**Other ideas for whole-class literacy instruction**
- Respond to a read-aloud.
- Draw beginning-middle-end (or conflict, climax, resolution) of what was read.
- Write a paragraph telling beginning-middle-end (or conflict, climax, resolution).
- “Draw ideas” using Thinking Maps or graphic organizers.
- Conduct discussions of current events.
- Write an entry in a journal or portfolio.
- Demonstrate content area reading strategies.
- Recognize outstanding student achievement.
- Update reading logs.
- Introduce, review, or study vocabulary words.
- Highlight grammar or punctuation considerations.
- Review class rules, schedules, etc.
- Read and discuss periodicals.

At the end of the whole group instruction, be sure each person within every group knows which rotation they should move to next. The teacher, not the students, should be “in charge” of signaling students to begin their rotations.
Chapter 5

Literacy Practice through Technology

There are several reasons why technology is important to the success of students using the BRIM instructional model:

♦ Technology in the form of videos, DVDs, internet images, audiotapes, or voice recognition software (to name only a few) can help bridge the span between prior knowledge and new concepts.

♦ Computers do not get tired. Students may practice skills repetitively, giving them time to process and reprocess concepts, and move skills from short term to long term memory. Students can control their learning

♦ Computers are patient and non-judgmental, and while every software program offers different features, most technology instruction is individualized. One shy student said, “The computer doesn’t embarrass me.”

♦ Technology can also assess, provide controlled response times, give corrective feedback, allow students to practice learned information and mentally visualize text, organize ideas for storage and retrieval and provide opportunities to explore ideas and concepts.

♦ Computer software accommodates a variety of learners and learning styles.

♦ Use of computers in the classroom prepares students for using them in the world of work.

For all of these reasons, and because technological literacy is a fundamental part of what it means to be “literate” in today’s society, technology is a necessary component of BRIM.

But what if I don’t have enough computers for everyone in the rotation?

Not every school or classroom is technology rich. One suggestion is to put as many students in front of computers as possible, and assign the others in the rotation to use the time for writing. Create a schedule so that everyone has an equal amount of time on the computer each week.

Another alternative, albeit a less desirable one, is to follow the recommended rotations four days a week, substituting writing for computer times. This should not imply that writing is less
desirable than using a computer—both are quite valuable—but students do need time on the computer. Schedule time in the computer lab at least once a week.

**The Goal:** To engage students in individually adjusted instruction and practice, using high interest, meaningful activities to develop skills that are essential for struggling readers and language learners.

Instructional software provides continuous support and immediate feedback while students practice at the skill level they need to address their reading needs without discomfort. The computer doesn’t embarrass them.

**Teacher:**
- While students are at the computers, the teacher will probably be involved with small-group instruction. Periodically monitor students who are working at the computer.
- Follow up on computer activities/lessons during small and whole groups.
- Distribute hard copies of computer activities for take-home practice or for small group collaborative listening-speaking activities.
- Model expected behaviors for the computer area.
- Display a checklist of rules or procedures for use of technology.
- Alternate independent practice activities using the suggested software.
- Assign appropriate activities to students who are writing while waiting for their turns at the computer.

**Students:**
- Sit at their assigned computers.
- Complete literacy activities at the computer (electronic worksheets, pronunciation activities, reading and writing practice, etc.) using the software provided.
- Leave their computer area clean and ready for the next student.
- May write while waiting for their turns at the computer (if computers are limited)

**Software**

*Literacy level, not age level,* should be a consideration when selecting software for English Language Learners. However, early literacy material that has a childish appearance should never be given to older learners. The ideal software incorporates academic learning with language learning, and is enjoyable and fun for the students.
Chapter 6

Writing

If you don’t have computers in your classroom

In BRIM, writing should be related to the academic work students are doing, and used by English Language Learners as a natural part of the learning process. As such, writing is an integral activity within each of the rotations and ideally, is not taught as a separate subject.

For those classrooms without computers, and whose students must travel down the hall to a computer lab once a week for their technology time, a separate writing rotation on the non-lab days is an excellent use of instructional time.

If the classroom has a separate writing rotation, then there should be an area where students can write. Stock it with paper, pens, pencils, erasers, markers, and so forth, depending on the developmental levels and needs of the students. ELLs benefit from interaction with peers, so allow them to share their ideas and develop their writing.

The teacher

- Announce the writing format for the day: writing a creative narrative story, letter writing, 5-paragraph expository essay, poetry, persuasive writing, responding to reading, journal entries, note taking, writing test questions, etc.

- Select the grammar or writing topic for the day’s focus: capitalization, topic sentences, descriptive adjectives, using adverbs correctly, subject-verb agreement, spelling, sequencing, voice, figurative language, development, etc. Only one topic should be selected at a time.

- Grading student writing can be tedious. One suggestion is to announce that “Today I will only be looking for correct use of quotation marks.” (Or subject verb agreement; or development of topic sentences.) This allows focused grading, and helps eliminate red marks all over the place.

- Provide lots of high quality reading materials. Students become good writers by reading good writing.

- Model desired behavior: write and share your own stories.
• Create opportunities to share student work with various audiences. Bind all the final drafts that students write into a book and place it in the school media center to share with others.

• Ask students to bring their own stories or other writings from home to share with classmates.

• Teach basic skills—but also encourage students to try new words, ideas, and writing models.

• Teach students how to plan and organize writing with the use of graphic organizers.

**Students**

The “Ask three before me” technique is a lifesaver, and encourages careful editing, good listening, and polite speaking. Students write, then pass their work to a peer, who politely suggests improvements, and initials the bottom of the paper to indicate they have read and edited it. Once revisions or improvements are made, the work goes to a second peer, and the process is repeated. After the third classmate has seen the work, and any suggested revisions are made, the work is submitted to the teacher. The teacher can see that three sets of initials are on the paper. If all three missed an item, then a mini lesson on that aspect of writing is called for. This cuts down on teacher grading time considerably, and greatly improves the writing and editing skills of all students.

In the writing rotation, students are encouraged to write about what they read. A few strategies for encouraging students to interact with text, or to create their own, are suggested:

♦ **“Quick writes”** may range from one to several sentences in length, and integrate reading, writing, and content study, reinforce meaning, and encourage students to process information. They take 3-5 minutes, and can be used at the beginning, middle, or end of a lesson.

♦ **Writing journals** enable students to engage in thoughtful reflection about learning activities or daily events.

♦ **Note taking practice** involves summarizing, paraphrasing, synthesizing and listening skills.

♦ **List new or unfamiliar vocabulary** and the location and page number where it was found on a sheet of notebook paper or in a notebook. These words can become part of a class vocabulary list to study and define, or be posted on a word wall.

♦ **Use sticky-notes** to make notes in texts, jotting relevant ideas, vocabulary, reactions, or questions to interact with text without marking in books.

♦ **Imitate published authors** by identifying what is effective in the writing that is being read. This helps students recognize what makes good writing good, and can be followed by efforts to imitate the writing style.

♦ **Dictionary mix and match.** Students open a dictionary and write down an interesting noun. On another page they write down an interesting verb. These two words become the basis for a creative writing story.

♦ **Write Backward.** Students come up with a story ending. They then have to write a beginning and middle that makes sense of the ending.

♦ **Autobiography.** ELLs usually have interesting stories about their lives before arriving in American classrooms. What were their lives like in their native countries?

♦ **Interview** classmates and write about their peers’ opinions, experiences, pets, favorite foods, or other topics of relevance. This adds the authenticity, listening, and speaking.
Chapter 7

Independent Reading

**The goal:** To give struggling readers and second language learners the ability to independently read books, texts, and other reading materials with a high degree of comprehension. Do daily, during the 15-20-minute rotations.

**Why? Several BIG reasons:**
1. Reading is an essential part of a balanced literacy program.
   
   Increasing the *teaching of grammar has no impact* on reading and writing. More recreational reading, however, has a strong impact on performance on tests of reading and writing. Those in classes that emphasize pleasure reading acquire more grammar and vocabulary than those in traditional classes. Massive amounts of interesting reading allow students to absorb the complex writing style of English, gradually acquire the huge English vocabulary they need, as well as complex grammatical rules. --Stephen Krashen

2. ELL students who engage in pleasure reading experience subsequent vocabulary growth and higher reading and writing test scores.

**Teacher:**

- Assists students to locate books and other reading materials at their appropriate reading levels or areas of interest.
- Sits in the small group teacher instruction area in a position that will allow monitoring of the whole class, taking care to ensure that students in the other rotations are appropriately engaged.

**Students use:**

- Audiobooks or leveled trade books.
- Lexiled literature at or below their Lexile level.
- Comprehension, self-monitoring, and vocabulary strategies.
- High interest titles at independent reading levels as indicated by Lexiles.
- Picture books with text that is suitable to their grade level.
- Independent practice to build fluency.
- Just as students learn language skills by reading, the best predictor of writing quality is the amount of reading done. There is no evidence linking writing ability to the formal study of grammar. –Stephen Krashen
- Individuals do not learn to read twice. They acquire the vocabulary of the target...
language and then transfer the skills involved in reading from their first language to the target language.

**Using Audiobooks**

*Audiobooks* are authentic literature accompanied by expert, fluent readers on audiocassettes. Because of the audio support, it is not critical that students stay within their Lexile range when selecting and using audiobooks. The use of audiobooks helps students to:

- Hear good English being modeled.
- Be exposed to new vocabulary in meaningful contexts.
- Enjoy age-appropriate literature with support.
- Hear what fluent reading sounds like.
- Develop comprehension strategies.
- Develop self-monitoring strategies (i.e., “Does this make sense?”).
- Apply vocabulary strategies.

Frequently check that students are “following the text” as they listen; this will build word-sound relationships and increase fluency.

**Using Paperbacks and Other Books**

Students learn to read by reading, and they won’t read if they encounter frustration at every turn. For this reason, students should know their Lexile or reading level (when possible) and select books at or below that number or level when selecting books for independent reading. This allows them opportunities to understand what they read, enjoy reading, build fluency and vocabulary, and experience the satisfaction of completing a book independently. For accountability, require reading logs.

**Classroom Library**

To encourage wide reading, a classroom library with a broad variety of leveled genre is essential. Most librarians recommend at least 10 books per pupil. Remember to include lots of multicultural literature, because students like to read about others with similar backgrounds.

**Lexile “rule of thumb”**

Lexiles are scores of reading comprehension that are derived from a formula that evaluates complexity of sentence structure and frequency of word use in English. It is measured by tests such as the Scholastic Reading Inventory, and is generally used to match students and appropriate reading materials. For independent reading, students should be encouraged to read about 100 Lexiles below their tested ability, and no more than 50 Lexiles above it.

There is a direct relationship between the amount of reading done independently, the number of vocabulary words to which a student is exposed, and standardized test scores, as shown in the chart on the next page.
The Relationship Among Time Spent Reading, Reading Achievement, and Vocabulary Acquisition

<table>
<thead>
<tr>
<th>Average Percentile Rank on Standardized Reading Test</th>
<th>Minutes of Independent Reading Per Day</th>
<th>Estimated Number of Words Exposed to Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>98</td>
<td>90.7</td>
<td>4,733,000</td>
</tr>
<tr>
<td>90</td>
<td>40.4</td>
<td>2,357,000</td>
</tr>
<tr>
<td>70</td>
<td>21.7</td>
<td>1,168,000</td>
</tr>
<tr>
<td>50</td>
<td>12.9</td>
<td>601,000</td>
</tr>
<tr>
<td>20</td>
<td>3.1</td>
<td>134,000</td>
</tr>
<tr>
<td>10</td>
<td>1.6</td>
<td>51,000</td>
</tr>
</tbody>
</table>

Chapter 8

Students Interacting with Students
Listening and Speaking Builds Oral Language Development

Limited English Proficient students need listening and speaking opportunities to practice language in socially and culturally appropriate ways, so this rotation encourages students to communicate orally. It is natural for students to go through a “silent period,” and real communication and speech should be allowed to emerge naturally.

Students who have limited English proficiency may:
- Have apprehension about speaking.
- Resist participation in activities.
- Perceive physical closeness differently.
- Refrain from seeking help.
- Avoid eye contact.
- Prefer to work in cooperative learning activities.

Providing opportunities for struggling speakers to interact with each other in low risk situations allows them to feel freer to experiment with language than they might be when communicating with a teacher. Oral language development is the essential initial step in lesson development.

Oral language acquisition is absolutely crucial for second language acquisition. Meaningful interaction is the key. Students placed in structured classrooms where the teacher does most of the talking, and the activities are mostly written have little chance for meaningful interaction or language development. You don’t learn to swim until you jump into the water. Actually speaking encourages learners to process language more deeply than they do when simply listening. Teachers who do most of the talking are unintentionally slowing down the language acquisition and academic progress of their students.

**The goal:** To allow English Language Learners to practice good listening and speaking skills daily during the 15-20-minute rotations, build confidence in their ability to communicate orally, and practice oral fluency through varied classroom interactions.

**The Teacher:**
- Plans interesting activities to engage students’ interests.
- Incorporates activities and hands-on performance tasks.
The Students:
- Work in groups to interact and discuss as necessary to complete their assigned tasks.
- Help each other stay on task.
- Share ideas.
- Work together to edit and revise each other’s written work.
- Monitor pronunciation of self and peers.
- May use gestures or native languages to assist peers to acquire oral English.
- Use the “Ask 3 Before Me” strategy: Students must try to get help from at least 3 peers before requesting assistance from the teacher. (This helps build language skills, self-confidence, independence, and ownership of learning.)

Activities
Oral language development in school does not mean teaching children to speak so much as providing them with the skills and opportunities to communicate more effectively. Expose students to lots of words. Not all of the words encountered by students will be learned, but if they never encounter them, they will never learn them. Exposure provides students with opportunities to recognize and possibly use new words when they hear or see them again.

The interactive activities listed alphabetically below are only a few of the vocabulary development activities available, and more are listed in the complete BRIM manual. Many of the ones here can be done without teacher assistance, and will foster positive associations with learning new words. They will also stimulate higher-level thinking skills, build vocabulary and increase reading comprehension.

Acronyms
Acronyms are vocabulary words, too. Select a few from the list below. (Some may only be of interest to adults and/or inappropriate for young students.) Encourage students to work in groups. Provide only the letters and see how many the students can name. Provide answers in whole group wrap up. Challenge students to think of other acronyms. Some of those listed here will be too difficult for young students or newcomers, but for older students or more advanced speakers, this can be an interesting discussion-starter activity:

- ACLU American Civil Liberties Union
- ACRONYM A Contrived Reduction of Nomenclature Yielding Mnemonics
- ACT American College Testing
- AFL-CIO American Federation of Labor & Congress of Industrial Organizations
- A.M. Ante Meridian (before the meridian, or high point of the sun in the sky)
- AWACS Airborne Warning and Control System
- BIONICS Biology and Electronics
- BMX Bicycle Motocross
- CAR-RT Carrier Route
- CD-ROM Compact Disc, Read Only Memory
- CELLA Comprehensive English Language Learning Assessment
- CNN Cable New Network
- DDT Dichlorodiphenyltrichloroethane
- ESPN Entertainment & Sports Programming Network
- FCAT Florida Comprehensive Assessment Test
- FedEx Federal Express
- FIAT Fabricana Italiana Automobile Torino
FTD  Florist Telegraph Delivery
GAR  Grand Army of the Republic
GIGO  Garbage In, Garbage Out (Computer jargon)
GMT  Greenwich Mean Time
GOP  Grand Old Party
GPA  Grade Point Average
ISSN  International Standard Serial Number
Mafia  Morte Alla Francia Italia Aneia (Death to the French is Italy’s Cry)
MAYDAY  m’aidez (French for “help me.”)
M&Ms  first letters of the last names of Forrest Mars and Bruce Murrie
MOPED  Motorized Pedal Cycle
MPH  Miles per hour
NASDAQ  National Association of Securities Dealers Automated Quotations
P.O. Box  Post Office Box
P.M.  Post Meridian (or after the sun is highest in the sky)
PSAT  Preliminary Scholastic Aptitude Test
Q.T.  Quiet (as, “on the q.t.”)
RADAR  Radio Detecting and Ranging
RIF  Reduction in Force
SAM  Surface to Air Missile
SAT  Scholastic Aptitude Test
SCUBA  Self Contained Underwater Breathing Apparatus
SIDS  Sudden Infant Death Syndrome
UPS  United Parcel Service
USO  United Service Organization
USPS  United States Postal Service
VCR  Videocassette Recorder
YUPPIE  Young Urban Professional
ZIP  Zone Improvement Program (as in ZIP code)

Affixes
Copy the lists of affixes. Cut them apart, putting prefixes in one container, suffixes in another. Shake them up. Ask for a student or student group to draw from a container, think of a word containing that prefix or suffix, and use it correctly in a sentence. Set a time limit. Students may assist one another. Award points for correct answers. You may want to combine this activity with “Roots” described under “R” below, or use as a word (part) sort.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ab</td>
<td>away from</td>
<td>-able, -ible</td>
<td>likely to be</td>
</tr>
<tr>
<td>ad, ap, at</td>
<td>to, toward, near</td>
<td>-al</td>
<td>referring to</td>
</tr>
<tr>
<td>bi</td>
<td>two</td>
<td>-ence, -ance, -ancy</td>
<td>act of, state of</td>
</tr>
<tr>
<td>com, con, col, co</td>
<td>with, together</td>
<td>-er, -or</td>
<td>someone who does</td>
</tr>
<tr>
<td>de</td>
<td>from, reverse</td>
<td>-ful</td>
<td>full of, able to</td>
</tr>
<tr>
<td>dis, dif</td>
<td>not, opposite from</td>
<td>-ian</td>
<td>an expert in</td>
</tr>
<tr>
<td>em, en</td>
<td>in, into</td>
<td>-ic, -ial</td>
<td>like, referring to</td>
</tr>
<tr>
<td>ex</td>
<td>out, former, beyond</td>
<td>-ist</td>
<td>one who believes in</td>
</tr>
<tr>
<td>in, im</td>
<td>in, into, not</td>
<td>-less</td>
<td>without</td>
</tr>
<tr>
<td>mono</td>
<td>one</td>
<td>-ly</td>
<td>in the manner of</td>
</tr>
</tbody>
</table>
“Ask three before me” encourages careful editing, good listening, and polite speaking. Students write, then pass their work to a peer, who suggests improvements, and initials the bottom of the paper to indicate having read and edited it. Once the original author makes revisions or improvements, the work goes to a second peer, and the process is repeated. After the third classmate has seen the work, and any suggested revisions are made, the work is submitted to the teacher. The teacher can see that three sets of initials are on the paper. If all three missed an item, then a mini lesson on that aspect of writing is called for. This cuts down on teacher grading time considerably, and greatly improves the writing and editing skills of all students.

Barrier Games
Barrier Games are a great language tool as they provide opportunity to develop skills for both speaking and listening (comprehension). Barrier Games require pairs of players to give and receive directions while being separated by some kind of obstruction (such as an open, upright book, piece of cardboard, or box lid). Battleship, a hit and miss game using coordinates, is a common barrier game. Students can draw a picture with geometric shapes (square, rectangle, circle, star, or triangle) and have the receiver reproduce it from spoken directions (ex, put the star on top of the left end of the rectangle); students may also enjoy using lego-type blocks to re-create shapes directed by a speaker-partner who has a completed structure in front of him.

Board Games
While a steady diet of games is not recommended, for variety and occasional “just for fun” word play, Scrabble, Password, crossword puzzles, MadLibs, and other word games can be used in the listening-speaking rotation of BRIM. Dictionary “races” (who can find a word and give its meaning first) are also good activities. The goal is to expose students to lots of words, and to make vocabulary acquisition a focus of interest.

Buddy/ Paired Reading
Paired (buddy) reading can be an effective strategy for second language learners. There are many variations of this listening-speaking-reading activity.
- Partners who each have a copy of a book may read to each other, taking turns or reading simultaneously.
- Stronger readers can read to less fluent ones, then the less fluent reader can echo (re-read) the same passage or page to the stronger one.
- Sometimes students need to read an entire passage silently before reading it aloud. This is particularly true with content area text books.
- Students may “rehearse” a passage, then tape record it to demonstrate their reading fluency. These recordings may be used at listening centers.
Cognates
Cognates are words that are related across languages that share similar meanings, spellings, and pronunciations. Students often use cognates from their first language as a tool for understanding a second language. Not all languages share cognates with English, but some Spanish examples are bicycle-bicicleta; family-familia; computer-computadora; biography-biografia; accident-accidente, and so forth. A Google search on cognates will yield lists of cognates from many languages. Ask students in respective groups to work together to compile lists of cognates. Award points to the group that can list the most.

(Note: Be aware of false cognates. These are words that look alike but do not have the same meaning. In the English and Spanish example, embarrassed (ashamed) in English and embarazada (pregnant) in Spanish are very different. In English, pie is a dessert, and foot in Spanish. Fortunately, false cognates are not as prevalent as true cognates.)

Dictionary Activities
• Select an academic or generally useful word, such as compare, contrast, whenever, although, etc. The group captain may ask others in the group to locate the word quickly in a dictionary and raise their hands when they find it. Points may be given to groups or individuals. This is great practice for familiarizing students with the dictionary as a quick-reference book.

• Another activity is to write a word on the chalkboard. Ask students write possible definitions for a word on index cards or slips of paper. Incorrect definitions might be written, and that’s ok. The teacher writes the correct definition. All the papers are shuffled; then students choose the definition(s) that are correct. Teams get points for choosing correct definitions.

• BEWARE of incorrect dictionary usage. When asked to look up a word, students often choose the first definition, or the shortest one. It is helpful to identify the part of speech, such as noun, verb, adjective in order to help students locate correct definitions.

Draw word meanings
Creating graphic representations of word meanings has been widely recommended. Encourage students to share their representations. In that way, they will have an opportunity to see lots of different pictorial renderings of word meanings, and may be able to enhance or revise their own mental images and drawings. Stick figures and facial expressions in a “head” (circle) are preferred over elaborate artistic efforts since the goal is to pictorially represent a word, not to create a work of art.

Entry Slips
Entry slips are the opposite of exit slips. Exit slips are used as a “ticket” to leave at the end of class. Entry slips are “tickets” to enter. Each student brings one word to class which they believe the entire class should learn. This could be a word from television, conversations, the newspaper, advertisements, etc. Students may give the entry slip to the teacher upon entering, or write the word on the board as they enter. The teacher selects 2-3 words from the entry slips, and the student who brought it in should explain where the word was found, and why s/he thinks the class should learn it.
Examples/non-examples
This graphic can be used to develop vocabulary in any subject area. Students who draw upon their background knowledge and experiences, and have multiple exposures to new concepts, will gain valuable perspectives on words as they help each other think through the various pieces of information demanded from this graphic based on the Frayer Model. Put a diagram like this on a chalkboard or overhead transparency, write the concept being developed in the middle, and ask students to help you fill in the rest of the chart. It does not matter which section is filled in first.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word</td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td>Non-examples</td>
</tr>
</tbody>
</table>

Fascinating language
Another activity that uses the tape recorder is for students to record themselves sharing words and language that fascinates them, and then use those phrases to make a bulletin board or add to the word wall. This activity encourages students to listen for new ways to use language, and to talk with each other regarding follow up activities.

Graphic Organizers
Use graphic organizers to help students organize ideas about words.
- One example is a concept wheel, where the word is put in the middle of a circle, and concepts surround it: examples could be words that answer who, what, when, where, why, or how. Other words could be related to a specific topic: photosynthesis, for example, could be surrounded by words like sunshine, making food, sun, chlorophyll, oxygen, carbon dioxide.
- A Venn diagram could be used to explain what similarities/differences there are among words
- There are many graphic organizers. A web or tree can also be used to show relationships.

Listen & Respond
Using thumbs up or thumbs down, indicate if you’d like to be called impish, stern, etc, and be ready to explain why.

Listening Center
Students hear poetry, articles, and stories read aloud, using headphones if they are available, or sit in a small group to listen to the (softly playing) tape recorder if headphones are not available. Professionally made tapes can be purchased, or teachers or other volunteers who are fluent readers can record onto tapes for student listening. The text should be available so that students can “follow along” and see what the words look like. Place the listening center as far as possible from other areas if headphones are not used. Require an extension activity for the listening center to check comprehension. This could be a written paragraph, an illustration, group skit, oral retelling, or any other activity that is appropriate for the literacy level of the students.
**Literature Study**
This activity goes by several names: literature circles, book clubs, lit clubs, and reader’s circles are a few. Regardless of the name, the activities are similar: students read and think about a story they have read in pairs or as a group. Often, a group “captain” is selected to coordinate the discussion and keep it on track. Students collaborate to reflect, analyze, and criticize the literature and characters, deepen their comprehension of the story, and extend these understandings through talk, writing, or other projects. When students share their understandings of a literary work, they are not only deepening their communication skills through an authentic task, but deepening their knowledge of setting, character, plot, illustrations and the language of literature as well.

**M&M – Model, and provide Models**
This doesn’t require much additional description. Model good vocabulary strategies for students, and provide completed models so they can see what you’re saying and doing. Encourage students to also do this for their peers. Good oral language communication should be 2-way, ongoing, instructional and enjoyable.

**Mile a Minute**
In this game, students are divided into 2-person teams. One is a “talker” and one is a “guesser.” The talker faces a list of words on the board and tries to get the “guesser” (whose back is toward the board) to say each of the academic words being studied by quickly describing them without saying any of the words in the category title, or using rhyming words. For example, in the first list below, the word “animal” may not be said. For “mammal, however, the talker may say “These are living things that give birth to live young. Examples are horses and monkeys.” The talker keeps describing, talking, and pantomiming “a mile a minute” until the guesser identifies the term, then moves to the next term, until all words have been named. When a list is finished, the hands of the team go up, and they are the winners. For the next round, team members switch roles. If desired, you may limit the time each team has to one minute. Here are some examples to get you started.

<table>
<thead>
<tr>
<th>Types of Animals</th>
<th>Shapes</th>
<th>Parts of Speech</th>
<th>Units of Measure</th>
<th>Civil War</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mammal</td>
<td>Square</td>
<td>Noun</td>
<td>Inches</td>
<td>Robert E Lee</td>
</tr>
<tr>
<td>Reptile</td>
<td>Square</td>
<td>Verb</td>
<td>Meters</td>
<td>Ulysses S Grant</td>
</tr>
<tr>
<td>Amphibian</td>
<td>Circle</td>
<td>Adjective</td>
<td>Gallons</td>
<td>Gettysburg</td>
</tr>
<tr>
<td>Bird</td>
<td>Triangle</td>
<td>Preposition</td>
<td>Hours</td>
<td>Slavery</td>
</tr>
<tr>
<td>Insect</td>
<td>Right triangle</td>
<td>Conjunction</td>
<td>Quarts</td>
<td>Antietam</td>
</tr>
<tr>
<td>Fish</td>
<td>Oval</td>
<td>Adverb</td>
<td>Square yards</td>
<td>Emancipation</td>
</tr>
<tr>
<td>Spider</td>
<td>Diamond</td>
<td>Pronoun</td>
<td>Liters</td>
<td>Proclamation</td>
</tr>
<tr>
<td>Canine</td>
<td>Rhombus</td>
<td>Interjection</td>
<td>Miles</td>
<td>Abraham Lincoln</td>
</tr>
</tbody>
</table>

**Morning Meeting**
Begin the day with 15-30 minutes of interactive time that builds a community of learners, builds academic and social skills, and provides opportunities for communication. This can also be used during the Whole Class sharing time of BRIM. There are four components:
1. Greetings – Encourage students to greet each other by name, shake hands, sing, clap, and learn greetings in different languages.
2. Sharing – Similar to “show and tell,” allow students to share activities and respond to classmates’ questions.
4. Announcements – The teacher writes a chart with the date, the day’s schedule, or some other news. Students follow along as the chart is composed, read aloud, and shared.
Morphological relationships
Compare such words as Tyrannosaurus and tyrant; pedestrian and pedal; duplicate and duplicity. Also talk about words that seem similar but aren’t, like gargle and garden. Also explore cognates, such as university and universidad, computer and computadora, and so forth.

Notebooks or vocabulary logs
Require students to keep vocabulary notebooks or vocabulary logs. Words, definitions, and graphic representations can be listed (in any order) on alphabetically organized pages. About twice a week, engage students in activities that help them interact with their notebook words. The more often the words are reviewed and used, the better chance the student will have of storing them in their background knowledge and remembering them. Here is a vocabulary log.

| Vocabulary Word __________________________ | Student Name __________________________ |
| Where was the word heard or found? (If found in a book, write the sentence where it was found.) |
| Definition ____________________________________________________________ |
| Simple Synonym ______________________________________________________ |

Object Box
The Object Box or “feely bag” is a simple, ordinary box (or bag), such as a shoe box which is large enough to contain a number of simple familiar household and school objects. Students use oral language to guess what they’re touching. A variation is to use the negative descriptor (This cannot be a ___ because ____).

Paraphrasing
Encourage paraphrasing of information. Receptive oral language refers to a person’s ability to understand what is being said to him. Paraphrasing activities help strengthen receptive oral language skills by encouraging students to think about what has been told, and to later express the given information in a clear manner. Paraphrasing activities can take the following forms:
- Give instructions and ask students to repeat/explain them to another student.
- Get a student to help with a task. Explain what you are doing and encourage rephrasing of what you have said.
- Make reading an interactive experience:
  - Discuss pictures in a book with students.
  - Ask students to paraphrase the story.
  - Require students to predict what will happen next in the story.
  - Encourage students to make up different endings for a story.
  - Discuss what is liked / disliked about the story and characters.
  - Act out the story or create a puppet show based on the story.
**Picture File**
The method of using a picture file is simple. The teacher and student(s) select a subject and discuss the related pictures. Using the vocabulary the student already has, the teacher can explain the content of the pictures as s/he teaches new words. Students are encouraged to ask questions and extend the conversation to related topics. Student-cut pictures from magazine advertisements and other such sources can add great variety. Several pictures can be used together to form a large contextual background, and for making up stories about the pictures, and for sequencing activities. Students can make collages and explain them orally or in writing.

**Picture games**
Picture games might also be used as guessing games when the child is fairly comfortable with the language. One student draws a card from a stack of picture cards or magazine clippings and starts to describe it. For example the pupil holding the picture might say "It is blue." "You wear it". "It keeps you warm," pausing after each sentence to see whether the others can guess the item on the clipping or card.

**Pocket Chart Activities**
Pocket charts are like fabric “posters” with clear plastic or vinyl “pockets” attached across the front. Index cards or sentence strips can be slipped into these pockets and remain easily visible. There are many ways to use pocket charts. They are useful for matching vocabulary words and definitions, games of jeopardy, sequencing events, writing poems or songs, word sorts, and more.

**Read Aloud**
Read alouds are essential for students of all ages. When listening to good English being modeled, students increase their understanding of how language works and hear vocabulary being used in context. Asking students to verbally summarize what they’ve heard is a good follow-up activity to check comprehension and develop synthesizing skills. Encourage students to interact with read-alouds with a “thumbs up” when they hear a new word, or recognize a vocabulary word being used in the story.

**Readers Theater**
In Readers Theater, reading, writing, listening, and speaking are combined. Students read a story, then write a “play” based on what they have read. Props and elaborate stage sets are not necessary. When students read their roles, they are practicing fluency and building prosody (correct phrasing, expression, and emphasis). If your students aren’t ready to write their own plays, literally hundreds of them can be found online by simply “doing a search” on “Readers Theater.”

**Reading the Room**
Students “buddy up” and take turns reading aloud all of the print displayed in the room. They may read the word wall, copies of student work that is posted on bulletin boards, computer schedules, maps, posters, picket charts, etc. This raises awareness of environmental print and reinforces instructional vocabulary.
Roots
Explain that many words in English have origins in Greek or Latin. Teach word families, have groups of students list on a chart as many words as possible that contain the root, as in this example: Port: export, import, transport, teleport, portable. Let students add to the chart as new words are discovered. Combine this activity with “Affixes” above.

<table>
<thead>
<tr>
<th>Common Greek Roots</th>
<th>Common Latin Roots</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Root</strong></td>
<td><strong>Meaning</strong></td>
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<tr>
<td>arch</td>
<td>chief</td>
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<td>ast</td>
<td>star</td>
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<td>life</td>
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<td>cycl</td>
<td>circle, ring</td>
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<td>gram</td>
<td>letter, written</td>
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<td>soph</td>
<td>wise</td>
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<tr>
<td>spec</td>
<td>see</td>
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</tbody>
</table>

Sentence completion
To avoid sentences like “I saw a philanthropist,” ask students to write complete sentences that indicate a word’s meaning, such as, “The rich man was a philanthropist because…”

Sentence starters
“Describe a time when you (blank—ex, urged) someone to (blank).” What happened?

Sequencing
Students frequently have difficulty following the sequence of events in a story/passage. The following activity can help pupils become familiar with the concept of sequence:
- Retell several familiar stories such as "The Three Little Pigs", "Snow White", etc.
- Purposely misread, mix up, or omit items and events. Give students the opportunity to correct you.
**Sorting**
Sorting involves manipulating vocabulary words on cards. Students work together to group, or sort, words based on commonalities such as word beginnings or endings, vowel sounds, parts of speech, rhymes, meanings, or some other common feature. Students may compare, contrast, or identify similarities while building automatic recognition of words, thus promoting fluent reading and writing. The specific ways in which words are classified or grouped is not of foremost importance—most important is the fact that students are manipulating words and talking about the reasons for their sorting.

Ask students to write the reasons why the sorted their words in the ways they did; or ask students to write a story and incorporate the words they sorted. Then ask them to sort the same words in a different way. This often results in very creative thinking.

**Storytelling**
Storytelling is a creative way to build oral language skills. Provide students with a sentence that is the beginning of a story; for example, "The boy who lived next door had a very strange pet." Have students complete the story, and then retell in their own words. Focus on the sequence of events and sentence structure. Remember to wait patiently while students put thoughts together, and praise students’ efforts to use new words and sentence patterns.

**Synonyms/antonyms**
Knowing synonyms (words with same or almost the same meaning) and antonyms (words with opposite meanings) can be beneficial in developing wide vocabularies. Encourage students to make lists, use the thesaurus, or ask friends to develop lists of words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonyms</th>
<th>Antonyms</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

**Tongue Twisters**
These tongue twisters are great for practicing articulation, and fun, too. You will need to explain any unfamiliar vocabulary words, especially to ELLs. Students may write their own tongue twisters, but here are a few to get you started:

Mixed biscuits.
Unique New York.
Sly Sam sips Sally’s soup.
For sheep soup, shoot sheep.
Super thick sticky tape.
Miss Smith dismissed us.
Six sleek swans swam swiftly southward.
Rubber baby buggy bumpers.
She sells seashells by the sea shore.
If a good cook could cook cuckoos, how many cuckoos could a good cook cook, if a good cook could cook cuckoos?

**Video/DVD**
Play a short video or DVD showing just the pictures without the sound. Silence is the same language for everyone. Then discuss what might be happening. This is a way to stimulate conversation in a controlled way. Play a portion with sound. Stop the film, and ask what is happening? What do you think might happen next? Encourage lots of discussion. Finish viewing, and ask students to confirm their predictions, or discuss why things didn’t happen as they’d predicted. Then show the whole video again, this time without interruption.
**Word Associations**
From a list of words (i.e., crook, hospital, piano, kindergartner, novice, virtuoso, philanthropist, accomplice) associate pairs that might belong together, such as piano-virtuoso. The real learning comes when you ask students to explain their lists.

**Word Box**
Place a decorated (ex, *Talk about Words!*) shoebox in an easily accessible location. Invite students to write new or interesting words on a piece of paper or card located nearby, and put the word into the box. During a lull in classroom instruction, while waiting for buses to be called, etc. pull a card from the box and talk about it. Note to teachers: share *your* new words, too!

**Word Journal**
In a Word Journal kept for new words, students should write down each new word that is introduced by the teacher or another person, or one that is encountered in reading, or overheard outside of class, or heard on TV. A suggested journal format is shown here. You may add columns for synonyms, antonyms, parts of speech, etc. if desired, but requiring too much detail might deter students from using it. The first 2 columns are the most important. The others can be filled in later.

<table>
<thead>
<tr>
<th>Word</th>
<th>Where found or heard</th>
<th>Possible definition</th>
<th>Meaningful sentence</th>
</tr>
</thead>
</table>

If the word was heard, misspelling should not be penalized. If the word was found in reading, students should write the word, the page number (and book) of the word’s occurrence, and a short definition, if they know it. Later, students can get into groups, compare/share word journals, add to their lists, and work in groups to write definitions and meaningful sentences, or even compositions using the words. Teachers can borrow student journals to provide writing prompts: example: Do you ever feel *sophisticated*? What does it feel like? Keeping and using a word journal will build an awareness of vocabulary, and students will actually be able to see their word knowledge grow as their journal’s list expands.

**Word Sorts**
Word sorting involves comparing and contrasting words in order to discover categories and features. Words can be sorted by category, sound, initial or final letters, spelling patterns, affixes, vowel sounds, word families, and numerous other ways. *Open sorts* occur when students choose the categories for sorting, and others try to “solve” the sort by guessing why words were organized in a particular fashion. *Closed sorts* happen when the teacher decides the categories and the sort is limited to specific words. Much discussion can surround both types of sorts, which makes this a wonderful listening-speaking activity that also includes vocabulary development.

**Word Talk**
During independent reading time or class discussion, ask students to each pick one word that interests them. During the whole class wrap up, students will share their word along with the sentence from the story (if it was found in a story or book), tell why this word was chosen, and discuss the word’s meaning. Award extra points to students who participate.

**Wordless books**
Wordless books, cartoons, and comics can assist in encouraging oral language development as students make up stories or explain the meanings of cartoons and comics. Using “white out” in the speech bubbles of comics is another way to encourage discussion and/or writing as to what the cartoon character might be saying.
**Words in a Cup**
Hold an empty cup and ask, “How many words are in this cup?” (The answer is 7: segmenting words heard in English is a phonological awareness activity.) Vary the activity: How many words do you think are in this cup?” (10) “How can I take words out of the cup and still have words in a cup?” (Answer: just say, “Words in a cup.”)

**Word Walls In the K-12 ESOL Classes**
The purpose of word walls is not decoration, but vocabulary development. Word walls provide repeated exposures to words, but they should be much more than wall adornment. Words can be written on cards and taped to walls, strung on a clothesline, hung from coat hangers, or be used in pocket charts.

Suitable words for inclusion on word walls include:
- Bilingual or multilingual words, illustrated where possible
- High frequency words
- Words connected to content studies in math, literature, science, or social studies
- “Old” words for future review
- Unusual words, content studies words, or interesting phrases

Involve students in word selection and in drawing illustrations for words. Illustrations help reinforce meaning. Watch the list of known words grow. If a student asks for a spelling of a word, refer him to the word wall. Practice word sorts, definition games, syllabication, phoneme segmentation. Say sentences (with words from the word wall omitted) and have students “fill in” the correct word. (Be sure to provide context clues if more than one word will “fit”.) Also, create a list of synonyms or antonyms for words on a word wall

Use the walls:
- With partners, ask students to “read the room.”
- Use the word walls: Refer to them frequently.
- Call attention to the words.
- Play guessing games by giving clues related to the words on the wall.
- Add new and interesting words regularly.
- Relate content area words to daily activities.
- Make semantic networks. Look for:
  - Cognates, roots, prefixes, and suffixes (Cognates are words in different languages that are related in origin, or derived from the same root. Example, *dificile* in French is a cognate of *difficult* in English.)
  - Beginning-ending sounds, vowel sounds, blends
  - Common characteristics, such as compound words, similar prefixes or suffixes
  - Synonyms, antonyms

Remember:
1. Most teaching approaches yield greater vocabulary growth than no instruction at all
2. No one tactic has been found to be better than others
3. There is a benefit to using a variety of techniques
4. Repeated exposures to words are very beneficial
**Word Walls/Word Box**
Not every new word needs to go onto a word wall, and not every word should stay on it. Monitor student reactions to decide how many new words is too many; it's ok to focus on just a few new words at a time to avoid confusion. When a word is really learned to the point of fluency, remove it from the wall and put it into a box. Periodically review the words in the box, and enjoy the visual reinforcement and satisfaction of seeing the stack of new now-known words grow.

**Writing Center**
Writing is a good activity to enhance the listening-speaking rotation if students are encouraged to collaborate on creating a group document, and are encouraged to discuss word choices, editing and even illustrating. This is listening-speaking for an authentic purpose. When writing is used at a listening-speaking center, it helps when paper, pencils, markers, a stapler, scissors, crayons, glue, and other items that will facilitate creativity are readily available. Students may collaborate to create stories, letters, lists, directions, picture captions, posters, maps, journals, surveys, or other academically-related items.

**Writers' Workshop**
Writing Workshop is also a way to encourage oral language. The word “workshop” implies interaction, and—that is the goal of the listening-speaking rotation. Although there are many variations, the basic structure of writers workshop begins with a minilesson, moves to writing with conferring, and then concludes with group sharing and interaction. Through the whole process, peers should be helping each other. Students are encouraged to comment on a peer's writing with what they notice in the written piece. Oral language is also used to rehearse what students can write about. This is a perfect place to also implement the “Ask 3 Before Me” group editing process.

Remember:
Good oral language communication activities should be two-way, ongoing, comprehensible, instructional, and enjoyable.
The goal: To engage students in direct instruction and guided reading through teacher-student interaction during the 15-20-minute rotations in a small group setting, allowing for personalized instruction that meets each student’s differentiated needs.

The Teacher
The teacher is the most essential element in the classroom; s/he provides:
- Alignment of literacy activities to State Standards.
- Customized skill instruction based on individual needs. Whenever possible, students should be grouped according to skills to be taught, or needs to be met. Groups should be flexible.
- One-on-one conferencing with students as needed.
- Direct instruction based upon student needs & teacher decisions.
- Reinforcement of Whole-Group instruction.
- Mini-lessons on specific skills related to state and TESOL standards.
- Reading, writing, listening, speaking, and comprehension activities.

Students and teacher:
- Work together to develop background knowledge on a topic.
- Interact to develop a sense of cooperation, support, & sense of community.
- Work toward achieving literacy goals.

Students:
- Receive instruction in specific skills and strategies.
- Participate in guided reading and writing.
- Respond to books.
- Use dialogue journals.
- Discuss paperbacks, audiobooks, and software

Some ideas for small group teacher directed instruction:

The main goal of reading is comprehension. There are many strategies teachers may choose to use before, during, or after reading to check for understanding. Again, many books have been written on this topic, and several ideas are listed in the Appendix.
Guided literacy

Guided Reading:
Teacher and students each have a copy of the text. Together they think, talk, and question their way through the reading material.

Guided Writing:
Teacher guides students, responds to them, and extends their thinking while they compose text.

These are only very short definitions on the topics of guided reading and writing. Entire books have been written on these topics, and teachers are encouraged to refer to them.

Individual book projects
Book projects can take many forms. Students may do book reports, create a project such as a diorama, illustration, or 3-D model from a book being read, give oral reports, write a book, poem, play, essay, or any other project that encourages students to delve deep into books they are reading.

Individual conferences
Lucy Calkins (1986) suggests that the conferences in which teachers learn the most are those in which students talk the most. The goal should be teaching the reader or writer, not “fixing” an individual piece of text.

Before conducting student conferences, teachers may need to teach students how to be prepared with “discussion starter” questions on issues important to them, and think about how the teacher might be of help. Teachers should prepare a list of such questions for the first conference and encourage students how to come up with more meaningful ones on their own.

Mini Lessons
Teach using mini lessons, which are “short and to the point” instructions designed to target specific learning needs.

Quick Writes
Quick-writes are just what the name implies—quick writing on a topic specified by the teacher. Students may write words or entire paragraphs related to a topic but the point is to quickly access prior knowledge and get students to put it down in writing.

Reading discussions
Encourage students to discuss what they have read. Verbalizing recollections or ideas with the teacher and peers helps to clarify misconceptions, link new ideas to old concepts, summarize, and assist in extending mental frameworks. It also enables the teacher to know what has been comprehended, and what concepts need to be reinforced or clarified.

Visual Tools for Literacy
Visual Tools are graphic organizers or Thinking Maps. Graphic organizers are visual diagrams that enable students to “see” what they are thinking and show relationships among ideas. While literally hundreds of graphic organizers are pre-made and commercially available, most are not student created and amount to little more than worksheets for students to fill in. Thinking Maps© as created by Dr. David Hyerle are types of graphic organizers, but the student must determine the proper organizer for the topic, and create the content. Thinking Maps© are pictured below.
This graphic of Thinking Maps® was taken from their web site, http://www.thinking_maps.com, and shows their eight graphic organizers. From left to right and moving down the page, they are:

- Circle Map with Frame of Reference for defining in context
- Bubble Map for describing with adjectives
- Flow Map for sequencing and ordering
- Brace Map for identifying part-whole relationships
- Tree Map for classifying or grouping
- Double Bubble Map for comparing and contrasting
- Multi-Flow Map for analyzing cause and effect
- Bridge Map for seeing analogies

The advantage of using Thinking Maps® over most other graphic organizers is that there are only eight, and students choose the format and create the content for the maps. Thinking Maps® are visual teaching tools that foster learning from preschool through college. Used across all grade levels and subject areas, they enable students to organize their thinking and retain information.

Helpful Websites
http://www.nea.org/reading/, the official website of the International Reading Association.
http://www.csun.edu/~hcedu013/esplans.html, a site for ESL lesson plans, activities, and resources.
http://www.everythingesl.net/, which features lesson plans and activities.
http://www.ncela.gwu.edu/library/policy/guidance.pdf, the National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs.
http://home.earthlink.net/~eslhome/index.html, ESL Home, a site for teachers and English Language Learners.
http://www.cal.org/, the Center for Applied Linguistics.
Chapter 10

Interactive whole-class review and wrap-up
Reflectively concluding as a team

The goal: This occurs during the 5-10 minute (end-of class) whole-group wrap-up (see diagram). Just as the group started the day together as a community of learners, the class should end the period together to reflect as a team on the day’s activities, link new ideas to old, share successes, present what they’ve written, summarize and review learnings, voice ideas, and preview the next day’s meeting. Too frequently, the bell schedule interrupts this critical portion of the lesson, so be sure to plan time to include this essential activity.

The end of period review is probably the most important element in conducting any lesson. The many ideas and concepts presented during a lesson can be likened to the ends of a frayed rope, wafting about in a breeze. The end of class review pulls all these strands together into a tidy, connected body of knowledge where relevance and remembering are established, making concepts more easily retained in long term memory for retrieval and application.

Students actively participate and teacher observes, coaches, and listens to the following:

- Students share what they’ve read or written, or connect old ideas to new ones.
- Group sharing: If students can explain ideas in their own words, teachers can be pretty sure they “own” the concepts. ELLs may have difficulty finding appropriate words, so encourage them to discuss ideas with each other in small groups before “reporting out” to the whole class.
- Self-assessment: Students should be encouraged to ask themselves, “How am I doing?” on a daily basis. When students keep track of their daily grades and periodically average them, they are taking control of their own learning. This is one way to help self-assessment and keep end-of-grading-period grades from becoming complete surprises.
- Journal writing: Ask students to keep a journal of the day’s events, list concepts covered that day, and questions or comments about the day’s activities.
- Discuss books: If a book has been read, encourage students to share their review of the book with classmates. This encourages summarizing, oral language production, and presenting skills.
• Read today’s writing activity to the class: If a student has completed a writing activity, encourage him/her to share it with the class. This version of “author’s chair” is good practice for students at all grade levels and increases their abilities to write for an audience. Classmates should be prepared to offer positive comments or constructive feedback. “Put downs” are never acceptable.

• Oral Reflecting: Whereas journal writing is personal, oral reflection can be done as a group activity. Students should be encouraged to brainstorm as a group and create a list of concepts or strategies learned, activities completed, works in progress, etc. The main idea is to encourage students’ recall of what they’ve been doing and not just walk out of class without a thought regarding their accomplishments.

• Exit Slip: Students write a given number of ideas learned on a piece of paper. (The teacher sets the number: 3-4 is most common.) Then everyone must stand and read one of their ideas. The listing goes around the room with each student taking a turn until all ideas have been read. No idea may be repeated, so good listening is critical. Once everyone’s ideas have been said (either by themselves or by someone else), they sit down. The piece of paper, however, becomes the “exit slip” to hand to the teacher to exit the class. This slip can be used to evaluate which ideas were retained, and which need to be retaught during another class.

Teachers
• Clarify homework assignments: Never send a child home with a “fuzzy” understanding of what is required to complete a homework assignment satisfactorily. Question and answer sessions conducted for the purpose of clarifying expectations are excellent for an end-of-class listening-speaking activity. They show students “what a good one is” and build academic self-confidence.

• Periodically ask students to conduct the end of class review while you observe the interactions to determine who “got” the idea, and who didn’t!

• Discuss program issues: Sometimes lessons or other instructional plans just don’t go well. When this happens, ask the kids what might make it better. They usually have pretty good ideas!

• Review goal setting and achievement: Ask students to write goals for their lives: what do they want to accomplish this week? This month? This year? In the next 5 years? Periodically set aside time to review progress toward those goals. To encourage listening and speaking, ask volunteers to report on their progress, but don’t force anyone to share personal achievement targets.

• Plan for the next meeting: Encourage oral discussion of what needs to be accomplished at the next meeting of the class. Will the class be preparing for a new computer program, sharing stories, reading a new book, or writing in a new format? Preparing the students in advance for what they will encounter helps them to start thinking about new challenges and reinforces the fact that they are a community of learners.
BRIM Activity Record

Write down the activity you did at each rotation, and what you learned. If you did not get to that rotation today, just say, “Did not do this today.”

<table>
<thead>
<tr>
<th>Computer or Writing</th>
<th>Listening-Speaking, Vocabulary Work</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>Independent Reading</td>
<td>Work with Teacher</td>
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</tbody>
</table>
INDEPENDENT READING LOG

Name: ______________________________________________________   Period:_____

<table>
<thead>
<tr>
<th>Date</th>
<th>Title of Book or Article</th>
<th>Author</th>
<th>Pages I read today</th>
<th>Today I read that…</th>
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# Classroom Library Check-out Sheet

<table>
<thead>
<tr>
<th>My Name</th>
<th>Name of Book</th>
<th>Author</th>
<th>Date Borrowed</th>
<th>Date Returned</th>
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A-Z Think-Pair-Share

A-Z Think-Pair-Share is a variation of the traditional Think-Pair-Share. Ask students to write the entire alphabet vertically along the left side of a piece of paper. The entire alphabet is not reproduced in the example shown here. More than one word may be used on some lines, while other lines might remain blank.

<table>
<thead>
<tr>
<th>A</th>
<th>amphibian</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>biosphere, biome, biology, biped</td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>dissect</td>
</tr>
<tr>
<td>E</td>
<td>environment, ecosphere</td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>genus</td>
</tr>
<tr>
<td>W</td>
<td>water</td>
</tr>
<tr>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td>zygote</td>
</tr>
</tbody>
</table>

The example above relates to topics students might find in biology class, and also builds listening, speaking, and vocabulary skills. The alphabet letter serves as a “hook” and to jog ideas:

1. Have students independently brainstorm to think of words related to the topic for about one minute. (Odd time limits work best: 53 seconds, for example.) The words or phrases used should begin with the alphabet letter on the side of the paper.
2. Students then “pair” with another student for one minute and try to fill in missing letters or add ideas.
3. A whole class teacher-directed group share then takes place to fill in even more words and ideas.

This strategy works well to activate prior knowledge or review information that has been covered at the end of a lesson, or before an exam. It can be used with either literary or content-area material.

Numbered Heads Together

This activity gets all students involved in responding to a question.

1. Ask students to count off by 4s. (1-2-3-4, 1-2-3-4, etc.)
2. Pose a problem. The entire group of 4 discusses possible responses.
3. Call upon any number (1-4). Those individuals with the number called must respond for their entire group.
From KWL to BKLW

| Traditional KWL |
|-----------------|-----------------|----------------|
| Topic           |                  |                |
|                 | What I Know     | What I Want to Know | What I have Learned |
|                 |                  | Teach          |                  |

New idea: BKLW

<table>
<thead>
<tr>
<th>Topic</th>
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</table>

The advantage of the BKLW is that it establishes Background knowledge before discussing what is Known about the chosen topic. Very few students know enough about a topic, or care enough, to provide meaningful input on "Want to know," so leap right in! Teach the content and fill in the "What I have Learned" column. Then, to encourage critical thinking and extend thinking beyond the lesson, ask the Wonder or Want to know question.

Example:

<table>
<thead>
<tr>
<th>Seasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Background Information</th>
<th>What I Know</th>
<th>What I have Learned</th>
<th>What I still Wonder about or Want to know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Times of the year (rather than growing seasons, tourist season, etc.)</td>
<td>Winter Spring Summer Fall</td>
<td>Seasons are caused by the rotation of the earth around the sun</td>
<td>Why is the earth closer to the sun in winter, but the weather is cooler?</td>
</tr>
</tbody>
</table>
Inferring and Visualizing
Ask students to tell you what is happening in this scenario.

He put down $10.00 at the window. The woman behind the window gave $4.00. The person next to him gave him $3.00 but he gave it back to her. So, when they went inside, she bought him a large bag of popcorn. (From a workshop by Dr. Kyleen Beers)

Ask questions similar to the following:
How many people are in this scene?
Where are they?
Who are they?
How old are they?
Why did she give him $3.00?
Why did he give it back?
What time of day did this happen?
When (in time) might this have happened?

The answers generated by this approach will lead to new questions, but the end result will be that students will visualize the scene and infer what is happening. Help them to do this with their classroom reading.

Most Important Word
A strategy to determine main idea, author’s purpose, theme, etc.

<table>
<thead>
<tr>
<th>Most Important Word</th>
<th>Reason <em>Most Important Word</em> was chosen</th>
<th>Main Idea of Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Taken directly from text)</td>
<td>(Supported by examples from the text)</td>
<td>(Based on selection of <em>Most Important Word</em>)</td>
</tr>
</tbody>
</table>

Adapted from Reading Skills and Strategies, Reaching Struggling Readers (2003) by Dr. Kylene Beers

Comprehension is enhanced when students debate the reasons why a particular word was chosen as the most important word of a passage or story. This strategy can be used with both literary and content area reading materials. A variation of this approach is to have teams (rather than individuals) decide upon the most important word and try to convince other groups to go along with their reasoning. This activity also encourages authentic listening and speaking.

Who’s Who? Pronoun Confusion
There is a loss of comprehension due to pronoun confusion (anaphora).
Examples:
- “After Arlene greeted Helen, she told her how happy she was that she was going to live next door to her.”
- “After they brought them in, I thanked them.”
Anaphora is particularly difficult for English Language Learners. Be ready to explain such confusing sentences.
“Tell a Friend”
After a lesson presentation, or after reading a portion of text, ask students to “Tell a friend” sitting near them what they recall. This is a very simple, effective summarizing activity that teaches paraphrasing, main idea, and promotes authentic listening and speaking. Sometimes this activity is called “Turn and Talk.”

The Think Pad (Exit Slip)
Research confirms that review is necessary at least 3 times within a lesson:
1. A lesson-initiating review at the beginning
2. A topic summary within the lesson
3. A review at the end of the lesson

For a lesson-ending review where the students do the work:
- Have students put their name on a paper, then list 3 (number may vary) concepts learned.
- When all 3 (number may vary) ideas have been written down, the student stands up.
- Going “round robin” around the room, ask each student to read one of the items on their paper out loud to the class.
- Students must listen carefully, for no idea may be repeated.
- If all of a student’s ideas or concepts have been said by someone, that student must sit down.
- Continue going around the room as many times as necessary until all ideas have been shared and everyone is sitting.

Collect the papers and use as “exit slips” to evaluate the learning that occurred in your class that day. And congratulate yourself, because the one who does the work does the learning, and you just had the students do the work and review the material covered in your class!

Think, Pair, Share
- **Think**: Have each participant (student) think, then, in an unusual time frame (Example, 1 minute, 7 seconds.) write as much as s/he can remember (in response to a question). Research confirms that the novelty of the unusual time frame stimulates the brain.
- **Pair**: Have each person share (and add to) their list with a person sitting near them. (Allow 1 minute, 36 seconds, for example, or any unusual time frame to stimulate the brain.)
- **Share**: Each pair or small group shares the total number of responses with the whole class. The teacher calls upon the group with the greatest number of responses, and either writes down those responses or shares them orally. After the most prolific group shares, other class members can add ideas which weren’t already generated. It is important to listen carefully so ideas aren’t repeated.

Recycling Suggestion:
Use laminating film from the trash can in the media center—it makes great overlays for a text book so students can “mark” important passages books without books. It can also be used to draw graphic organizers for sharing with the whole class on an overhead projector. These are less expensive than transparency film and just as effective.
Reflecting on a video, teacher presentation, or speaker

Reflecting helps tie new ideas to prior knowledge. Sometimes visual representations can help fix ideas in the mind. On notebook paper, ask students to draw and label the following shapes before a lesson, video, or presentation. This serves as an advance organizer, the reason for paying attention. They can either fill them in as they listen or after the presentation.

A question going around in my mind…

Something I learned that squares with what I know or believe…

3 points to recall…

Another graphic for organizing information might look something like this:

<table>
<thead>
<tr>
<th>Observations</th>
<th>2 things I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways I can apply this information</td>
<td>How this fits in with previous information or Other thoughts on this topic</td>
</tr>
</tbody>
</table>

3-column note-taking can also help students to focus on information presented either orally or during their reading. Have students fold notebook paper into thirds and label the columns. Kinesthetic activities like this assist remembering and recall.

| Key ideas, vocabulary, or concepts | Definition or description in my own words | Sketch or doodle to help me remember this idea |

None of these suggestions require photocopying.
Strategies for Reading Instruction in all Content Areas

Before Reading: (Prereading) Establish a purpose, build background, motivate.

Help the student to:
- Set a purpose for reading—why are we reading this? This answer should be relevant to the student.
- Recall prior knowledge on the topic
- Preview and predict what they will read
  - Identify key terms, title, subtitles, graphic aids, read first and last sentences of paragraphs.
  - Assess the length of the selection and level of difficulty
  - Gain a general idea of the topic and related sub topics
  - Understand the general organization of the text (chronological, cause/effect, etc.)
  - Determine how the new information relates to what is already known on the topic.

During Reading: (Reader-Text Interactions) Prompt active response for reading.

Help the student to:
- Look for key concepts and main ideas.
- Make inferences (suppositions, guesses) and read to confirm them.
- Address comprehension problems as they arise.
  - Good readers read for information. Poor readers “read” (scan their eyes over text) to get done. Students need to develop metacognition: Do I understand what I am reading? If not, what should I do about it?
  - Why am I reading?
  - Agree or disagree with the author
  - Use text clues such as graphics, photos, picture captions, bold or italicized type, headings, subheadings, etc.

After Reading: (Post reading) Reinforce and extend ideas

Help the student to:
- Confirm key concepts and main ideas, connecting what they’ve read to what they already knew. If the connection isn’t made, students may sit through an excellent lesson on Monday, but by Tuesday act as if they’ve never heard the information before.
- Reread if necessary. Review what has been read. Form opinions.
- Take notes
  - Providing students with teacher-made outlines does not help the students: only the one who does the work does the learning.
  - Assist students to decide upon the main points of a reading.
  - Encourage students to summarize: put the ideas into their own words. Provide time for students to “Tell a Friend” about what was read. That’s summarizing!
  - Require each student to create and submit for credit a concept map, graphic organizer, oral summary, Venn diagram, quiz questions, etc. instead of answering text-created end-of-chapter questions.
  - Students who take notes recall almost 80% of what they write down, but only recall 5-34% of the information they don’t write.
  - Have a follow-up activity such as demonstration, speech, questions, quiz, skit, drawing, etc. and link it to other activities or assignments.
Activities on a Florida website

http://www.palmbeach.k12.fl.us/Multicultural/ESOLCurriculumDocs/All/SmallGroupInteractiveReadingActivities031004.pdf

These K-12 activities are great beginning, intermediate, and advanced English Language learners, are aligned with the Florida State Standards, and discuss specific strategies for semantic, syntactic, and phonological language development.

Strategies and Activities That ESOL Teachers Have Found Helpful

Ask numerous higher order thinking questions
Biographies related to students’ cultures
Build on prior knowledge
Cartoons
Choral reading
Comic books that portray history or novels. Picture supports are helpful.
Control number of new vocabulary words at one time
Cooperative groups
Cooperative learning groups
Cultural events
Demonstrations
Diagrams, drawings
Field trips
Films, videos
Graphic organizers
Journal writing
Language experience
Learning centers
Limit the number of problems to be worked
Limit the number of variables in an assignment
Manipulatives
Newspaper clippings
Number games that can be played by pairs
Outline maps
Pair students for team learning
Pairing ESOL and non-ESOL students
Paraphrasing
Pictures, tables, maps, diagrams, globes, and other visual aids
Read alouds
Reference materials
Repeat information in different ways
Repetition
Rhymes, chants, songs
Speaking clearly and not too rapidly
Story starters
Students should compile notebooks of vocabulary

Dr. Lisa R. Troute
Teach timelines  
Think alouds  
Underline or circle key words  
Use language experience techniques in subject areas  
Use of visuals, realia  
Using all modalities (seeing, hearing, touching, moving, speaking)  
Vocabulary should be explained in terms of what is already known to the students  
Word walls  
Write directions using simple sentences

**EFFECTIVE INSTRUCTIONAL STRATEGIES FOR ELL STUDENTS**

- **Activate Prior Knowledge**: Scaffolding of new information based on students’ past experiences. One of the most important variables with learning is a student's prior knowledge. By tapping into what students already know, teachers help with the learning process. This is because learning is relating the new information, or concepts, to what we already know. Activating prior knowledge is “like preparing the soil before sowing the seeds of knowledge,” says researcher Jim Cummins. Strategies to activate prior knowledge include KWL or BKLW (attached), pre-reading activities, brainstorming, graphic organizers, and introduction of key words.

- **Alternative Assessments**: Utilizing different ways to accurately evaluate and measure student progress. Alternative assessment is any type of assessment in which students create a response to a question or task. (In traditional assessments, students choose a response from a given list, such as multiple-choice, true/false, or matching.) Alternative assessments can include short-answer questions, essays, performance assessment, oral presentations, demonstrations, interviews, checklists, writing samples, exhibitions, and portfolios.

- **Community Language Learning Groups**: Grouping students to stimulate interaction between/among students in the target language. Students are often less anxious when communicating with other students than when communicating with a teacher. When the stress level is lowered by grouping pupils to talk over their answers and responses prior to replying to a teacher, students are able to learn more efficiently.

- **Cooperative Learning Groups**: Grouping students to accomplish a learning task or activity. Work with a buddy or peer tutor is also suggested. Cooperative learning occurs when students work together in small groups to accomplish shared goals. Working cooperatively leads to higher group and individual achievement, higher-quality reasoning strategies, more frequent transfer of these from the group to individual members, more metacognition, and more new ideas and solutions to problems. Students working in cooperative groups tend to be more motivated, curious, and learn more quickly.

- **Graphic Organizers**: Utilizing pictorial or visual representations that help organize information. Graphic organizers are used to illustrate prior knowledge about a topic or section of text, show similarities and differences between two things, describe central ideas, sequence events, show causal information or hierarchies, depict interactions, and more. As one student said, “It helps me see what I’m thinking.”

- **Heritage Language Support**: Utilizing the student’s native language to facilitate learning, including peers at school, community language facilitators, and parental home support.
Students learn English better when they are familiar with reading materials and concepts that are presented in their native language first, followed with the same content in English. An added benefit is that students maintain their heritage language while learning English.

• **Individualized Instruction**: Adapting differentiated instruction, assignments, and assessments to individual student’s needs. Because each child is unique, individualized instruction, programs, assignments, and assessments can increase student success. Children have diverse learning styles, learn at different rates, have varying backgrounds, and diverse intellectual strengths. Individualized instruction and assessment methods recognize the uniqueness of each child, and promote both motivation and learning. Alternative assessments may include modified paper-pencil tests, portfolios, oral interviews, checklists, projects, demonstrations, presentations, etc.

• **Modification of Text**: Adapting the text to ensure comprehension. Methods to do this include supplementing text using audio-visual materials, drawings, picture cards, listening centers, cassette players, and computer software, and using parallel instructional materials that are written at the student’s reading level. Often, teachers tell students what they will be reading, assist them as they read, and explain as needed.

• **Total Physical Response**: Demonstrating comprehension through kinesthetic activities. Total Physical Response is a language learning method based on the coordination of speech and action. The more often a memory connection is repeated, the stronger the memory will be. When students respond physically to spoken language, they learn better. Matching drawings or pictures to appropriate items is one way to do this. Example: provide a picture of a farm and pictures of animals which students or the teacher could cut out. Give commands to place the animal somewhere in the picture—*Put the cow in the barn. Put the chicken on top of the cow*, etc. Students may also make their own small clocks using brass paper connectors to hold the hands on the clock to practice telling time. They may also get out of their seats to pantomime or physically demonstrate understanding of a concept.

• **Use of Visuals**: Making information comprehensible with concrete or pictorial representations such as charts, timelines, maps, outlines, photographs, movies, illustrated texts, and realia (real objects) for academic subjects as well as for literature. This helps build prior knowledge and link concepts on topics that may be unfamiliar.

• **Integration of Oral and Written English Language Instruction**: Ensuring that all four skill areas (listening, speaking, reading and writing) mutually support each other. The BRIM instructional design does this. Also, teachers need to identify the specific aspects of English that students will need to know and apply in order to succeed in the lesson, such as *write, read, or give an oral presentation*. Make sure students understand the language demands of the lesson (reading, vocabulary, writing, listening, speaking, idioms, prewriting planning, graphic organizers, etc.) and emphasize development of academic vocabulary, emphasizing phrases such as *in comparison, as a result, …*

• **Encourage home-school communication**. Parents are the students’ first teachers. Encourage them to participate in school activities, and in reading with their children—even if the reading is in their native language. Students do not learn to read twice—they carry skills over from their first language to their new language.
## Self-Review -- BRIM Instructional Program

### 1. Instructional Model

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<th>Not Evident</th>
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<tbody>
<tr>
<td>5 + 3 + ii + iii *</td>
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</table>

- 50 minute block / 90 minute block (Circle one)
- ≤ 20:1 Teacher/Student ratio
- The classroom is set up as a rotational model with 4 distinct areas
  1. Technology or Writing
  2. Listening-Speaking
  3. Reading
  4. Small Group Teacher-Directed

### 2. Learning Environment

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<th>Not Applicable</th>
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<tbody>
<tr>
<td>5 + 3 + ii + iii *</td>
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</table>

- Whole group orientation at beginning of class
- The classroom is print rich with student work displayed and free of distraction
- Students are allowed to use their native language for discussions
- Students are organized into flexible learning groups, and are actively engaged
- Students are encouraged to interact and work cooperatively
- Teacher shows consideration for cultural diversity
- Whole group interactive debriefing / sharing at end of class

### 3. Evidence of Best Practices

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<tbody>
<tr>
<td>5 + 3 + ii + iii *</td>
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</table>

- Key terms are linked to student experiences and prior learning
- Teacher speech is aligned with students’ English proficiency
- Content activities and English language development activities are interrelated
- Teacher models strategies
- Teacher differentiates instruction for students’ needs
- All students are actively engaged in whole group instruction or a rotation.

### 4. Alignment of Curriculum

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<th>Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>5 + 3 + ii + iii *</td>
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</table>

- Instruction is aligned with Sunshine State Standards and the District curriculum
- Agenda and objectives are displayed and explained
- Teacher provides leveled materials in a variety of literary genre for instruction and independent reading (to include native language materials)
- Supplementary materials and meaningful activities are used
- Students demonstrate understanding of lesson content and purpose

### 5. Assessment Interpretation

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<td>5 + 3 + ii + iii *</td>
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</table>

- Screening: WLDI, OLDI, SRI
- Diagnostic: Fluency probes, SSS Diagnostic
- Progress Monitoring: Ongoing oral and silent fluency probes, Teacher made tests, SRI

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*5 (“Fab 5” of phonemic awareness, phonics, fluency, vocabulary, comprehension) + 3 (assessment types: screening, diagnostic, & progress monitoring) + ii initial instruction + iii immediate intensive intervention = improved literacy instruction*