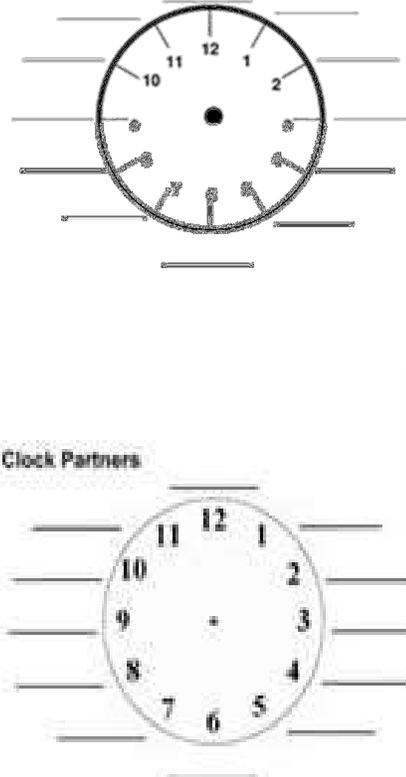


ELD and SDAIE Strategies

| Strategy Name | Strategy Definition or Explanation | Context for Strategy | Instructional Categories |
|--------------------------------|--|----------------------|--|
| Academic Conversation | <p>Giving participants opportunity to practice the taught vocabulary and/or academic language form</p> <p style="text-align: center;">Example:</p> <p>Share a summary of the article that you just read. As you say your summary you must use each of the following words at least once:</p> <ul style="list-style-type: none"> • Detroit • Auto • Chrysler • Manufacturer • Oligopoly • Industry • market | After Reading | Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade “Test Words” Power |
| Academic Language Frame | <p>The teacher offers an oral or written question, and then asks the students to respond orally or in writing, using one of a given list of sentence options.</p> <p style="text-align: center;">Examples:</p> <ul style="list-style-type: none"> • Although our views were slightly different, we think the solution lies with... • My partner and I both agree that.... • We believe the main cause... • The mostly like reason is.... • What it seems come down to is..... • One way to approach this issue is.... | After Reading | Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade “Test Words” Power |

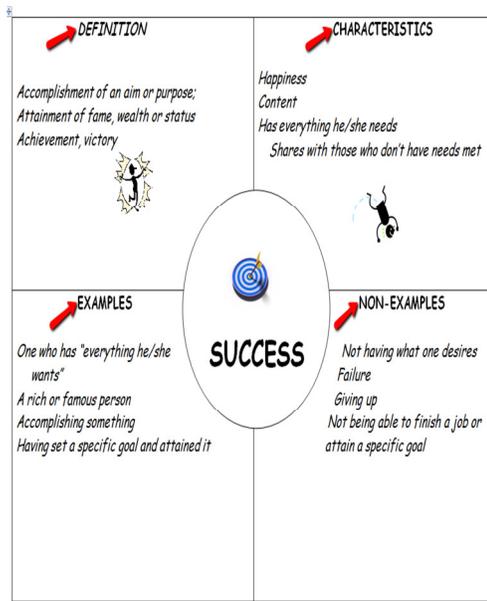
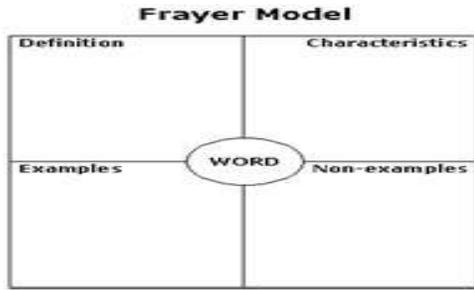
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| <p>Anticipation Guide</p> | <p>Before teaching the material, the teacher distributes a sheet of paper that accesses the background knowledge of the students in the form of a list of true/false questions, or a quiz, or graphic organizer, etc. so that the students are “anticipating” what will come in the lesson.</p> | <p>Before Reading</p> | <p>Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge Ideas of Others</p> |
| <p>Appointment Clock</p> | <p>Using predesigned sheet, students will find another student and make “an appointment:” for discussion. Each slot or space will be with different person.</p>  | <p>Before Reading</p> | <p>Predict of Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge Ideas of Others Summarize and Synthesize</p> |

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| <p>Cloze Activity</p> | <p>The teacher presents sentences or thoughts with “blanks.” Either orally or in written form.</p> <p style="text-align: center;"><u>Example:</u></p> <p>Detroit now has _____ that is made of three car companies.</p> <p>Recently the _____ has drastically changed the auto _____.</p> <p>The _____s have asked for billions in aid.</p> <p>Detroit Automobiles Chrysler Manufacturer Oligopoly Industry market</p> | <p>After Reading</p> | <p>Predict of Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade “Test Words” Power</p> |
| <p>Concept Map</p> | <p>A way to represent information visually. Begin with an “over all” concept, then chose a picture or representation of a directly related concept or tem under or in a circle around the larger concept, drawing lines to connect the related concepts together.</p> <p style="text-align: center;"><u>Example:</u></p> <pre> graph TD A((Family kayak trip to Canada)) -- stayed at --> B[Ocean Beach Resort] A -- traveled --> C[car] A -- went --> D[kayaking] B -- services --> E[rent kayaks guide services] B -- ate --> F[clams] C -- first drive --> G[1240 miles] G -- time --> H[4 days] H -- stayed in --> I[Bellingham, WA] I -- and --> J[Vancouver, BC] D -- around --> K[Quadra Island] D -- looks like --> L[beautiful beaches sand dunes lush forests] D -- other things to see --> M[fishing digging clams] K -- looks like --> N[fish] </pre> | <p>Before Reading During Reading After Reading</p> | <p>Predict of Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge Ideas of Others Summarize and Synthesize</p> |

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| <p>Exit Slips</p> | <p>A “checking for understanding” tool. A small piece of paper given to each student, where each student will write a key thought or idea, showing what they understanding a lesson. They give the slip to the teacher before they “exit” the room.</p> | <p>During Reading After Reading</p> | <p>During Predict of Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade</p> |
| <p>Four Corners (4 Corners)</p> | <p>The students are divided into 4 groups, then either assigned, or asked to choose, one of the topics in each corner</p> | <p>Before Reading After Reading</p> | <p>During Predict of Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade</p> |

Frayer Model

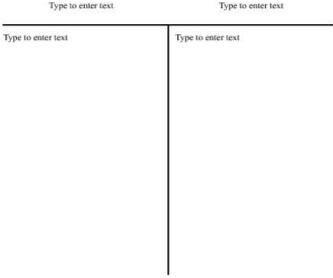
A process of making meaning of a word.
 These pages can be collected into a student dictionary or handbook.



Before Reading
 During Reading
 After Reading

- Want
- Clarification
- Analyze
- Compare and Contrast
- Report Information
- Express Cause And Effect
- Express Opinion
- Acknowledge Ideas of Others
- Summarize and Synthesize

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| Give One Get One | After reading, each student writes down an important idea, summary, or conclusion from the reading. Each member then walks around the room, and randomly stops to talk to another student to read what in his/her writing, (give one) and then the partner reads his/her response (get one). | After Reading | Predict or Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Cause & Effect Express Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power |
| Jigsaw | Students are counted off to create small "export groups." Within that group, each student is assigned a portion of a reading activity, to become an "export" of that portion. Then each expert shares their area of expertise with all the others from each group with same new number or label | Before Reading During Reading After Reading | Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge Ideas of Others Summarize and Synthesize |
| Probable Passage | The "key ideas or words" of a reading are written on strips of paper. The students are to sort these ideas or ideas by common theme or idea. They will predict how these ideas are similar or different. A classroom discussion will follow about their predictions before reading | Before Reading | Predict or infer Disagree Want Clarification Analyze Compare and Contract |

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| <p>Sentence Frames</p> | <p>The teacher offers an oral or written topic or prompt, and then asks the participants to respond using the sentence frame given.</p> | <p>Before Reading During Reading After Reading</p> | <p>Predict of Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade "Test Words" Power</p> |
| <p>T-Chart</p> | <p>T-Charts are a type of chart, a graphic organizer in which a student lists and examines two facets of a topic, like the pros and cons associated with it, its advantages and disadvantages, facts vs. opinions, etc.</p> <p style="text-align: center;">T-Chart Template</p> <div style="text-align: center;">  </div> | | |

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| Team Word Web | <p>A poster that is divided into four sections, and is placed in the middle a group of 4 students. Each section has a question or reflection connected to the reading. Each student is asked to write a sentence or two about one of the questions or reflections. Then, the poster is rotated one turn to the next topic/reflection. Each student reads the topic/reflection and the comments(s) written, then adds a response. The poster is rotated to give each student an opportunity to respond to each topic/reflection.</p> | <p>Before Reading During Reading After Reading</p> | <p>Disagree Want Analyze Compare and Contrast Report Information Express Cause And Effect Summarize and Synthesize</p> |
| Think-Pair-Share | <p>During class lesson, the participants are given a point or topic, and then are asked to “think” independently, then turn to a partner and share their thoughts and /or reactions.</p> | <p>During Reading After Reading</p> | <p>Predict of Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge</p> |

| | | | | | | | | | | | | |
|---|---|--|---|---------|-----------|-------------|--------------|----------|----------|------|----------------------|---|
| <p>Three by Three (3X3) Sentence Builder</p> | <p>The student will write a sentence that includes three of the taught vocabulary words. They will choose three in a line, across, up and down, or diagonally.</p> <p style="text-align: center;">Example:</p> <table border="1" data-bbox="479 430 1015 535"> <tr> <td>Detroit</td> <td>Market</td> <td>Emerged</td> </tr> <tr> <td>Oligopoly</td> <td>automobiles</td> <td>manufacturer</td> </tr> <tr> <td>Chrysler</td> <td>Industry</td> <td>firm</td> </tr> </table> <p style="text-align: center;">“There is a firm in Detroit that sells automobiles.”</p> | Detroit | Market | Emerged | Oligopoly | automobiles | manufacturer | Chrysler | Industry | firm | <p>After Reading</p> | <p>Predict of Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade “Test Words” Power</p> |
| Detroit | Market | Emerged | | | | | | | | | | |
| Oligopoly | automobiles | manufacturer | | | | | | | | | | |
| Chrysler | Industry | firm | | | | | | | | | | |
| <p>Numbered Heads</p> | <p>Numbered Heads is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as spokesperson for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared.</p> | <p>Before Reading During Reading After Reading</p> | <p>Predict of Infer Disagree Want Clarification Analyze Compare and Contrast Report Information Express Cause And Effect Express Opinion Acknowledge Ideas of Others Summarize and Synthesize Persuade “Test Words” Power</p> | | | | | | | | | |