

The GO TO Strategies:
Scaffolding Options for Teachers of
English Language Learners, K-12

by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood

Developed as part of Project EXCELL
(EXceptional Collaboration for English Language Learning),
a partnership between
the University of Missouri-Kansas City
and North Kansas City Schools
under a 2007 National Professional Development Grant
from the U.S. Department of Education PR Number T195N070316



This document may be reproduced and distributed without permission, either in part or as a whole. However, no changes can be made to this document. And no portion of this document, nor this document in its entirety, may be reproduced in any other document or publication, in any medium, without permission in writing from the authors. All inquiries should be addressed to Laura Lukens, NKCS ELL Program Coordinator, email: llukens@nkcschools.org

The GO TO strategies and this document were developed under Project EXCELL (EXceptional Collaboration for English Language Learning), a partnership between the University of Missouri–Kansas City and North Kansas City Schools with funding from a 2007 National Professional Development Grant from the Office of English Language Acquisition (OELA) of the U.S. Department of Education (ED), PR Number T195N070316. The Center for Applied Linguistics provided professional development and technical assistance for Project EXCELL. The opinions expressed in this paper do not necessarily reflect the positions or policies of OELA or ED.

Recommended citation in APA style:

Levine, L. N., Lukens, L., & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316. Available online at www.cal.org/excell.

Table of Contents

I.	Overview of the GO TO Strategies	2
II.	Strategic Teaching and Learning Guided by the Five Principles of Instruction for English Language Learners	7
III.	The GO TO Strategies Matrix	19
IV.	Inventory of the GO TO Strategies	23
V.	Glossary of the GO TO Strategies	67

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Roving Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

* Starred strategies are described in the summary document on the following page, "The Go To Strategies Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A. (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCEL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

The GO TO Strategies Matrix: Scaffolding Across Language Proficiency Levels

Listening

Level 1 Teacher Talk is accompanied by hand and body gestures. Talk is clearly enunciated, directions are modeled, speech is slower, and idioms are avoided.

Level 2 Patterned Oral Language uses a similar sentence structure and vocabulary within the context of a familiar classroom activity to help learners comprehend classroom routines.

Level 3 Wait Time of three to eight seconds provides the time needed for ELLs to comprehend the teacher's question.

Level 4 Paraphrase Passport encourages learners to listen to their peers' responses.

Level 5 Video Observation Guides pose guiding questions, topics, or chronology to activate a students' prior knowledge and to increase auditory comprehension of the video before, during, and after viewing.

Speaking

Level 1 Choral Reading includes learners in the classroom conversation.

Level 2 Think-Pair-Share Squared encourages students to speak with other students.

Level 3 Collaborative Dialogues between the teacher and student promote academic language through strategies such as repeat, recast, reformulate, and prompt.

Level 4 Students can begin to give oral reports at this level, if their reports are scaffolded with note cards and opportunities to practice the presentation.

Level 5 Academic debates on various viewpoints can be scaffolded with **Graphic Organizers** or **Outlines**.

Reading

Level 1 Teacher Read Alouds scaffold the text content and provide an excellent model of reading in English.

Level 2 Shared Reading scaffolds the reading process through enlarged texts, activation of prior knowledge, pre-teaching vocabulary, and teacher instruction of basic reading skills.

Level 3 Guided Reading scaffolds the reading process through targeted instruction at a student's proficiency level, increased teacher intervention, and leveled texts.

Level 4 Jigsaw Reading scaffolds independent reading by limiting the amount of the text provided and requiring students to share text information orally with peers.

Level 5 Reciprocal Teaching scaffolds the independent reading process through instruction and practice of four critical strategies: summarizing, clarifying, questioning, and predicting.

Writing

Level 1 Key Sentence Frames structure early attempts at writing when supported with word and picture banks.

Level 2 Think-Write-Pair-Share scaffolds early independent writing with extra time and a supportive learning partner.

Level 3 Cloze Passages that begin with sentences and lead into paragraphs provide structure and can be scaffolded with word or picture banks.

Level 4 Longer pieces of independent writing can be scaffolded with **Report Frames** that structure the discourse.

Level 5 Instruction in the process of writing a research paper can be scaffolded with opportunities for multiple conferences with teachers and peers

Inventory of the GO TO Strategies

TABLE OF CONTENTS

INTRODUCTION.....	27
CATEGORIES OF STRATEGIES	27
LEVELS OF STRATEGIES	28
Community Building Strategies.....	29
1. Marvelous Modifiers	29
2. Team Names.....	29
3. Things in Common.....	30
4. Three Truths and a Lie / Whale of a Tale.....	30
Interactive Strategies.....	31
1. 10-2	31
2. Four Corners.....	31
3. Gallery Walk / Brainstorm Carousel	32
4. Give One - Get One	32
5. I Have...Who Has...?	33
6. Information Gap /Barrier Games	33
7. Inside - Outside Circle.....	34
8. Line Up	34
9. Numbered Heads Together	35
10. Paraphrase Passport.....	35
11. Round the Clock Learning Partners	36
12. Roving Charts	36
13. Snowball	37
14. Stir the Class	37
15. Think-Pair-Share	38
16. Think-Pair-Share Squared.....	38
17. Think-Write-Pair-Share.....	38
Teaching Strategies.....	39
1. Collaborative Dialogues.....	39
2. Comprehension Checking.....	39
3. Contextualize Language	39
4. Graphic Organizers	40
5. K-W-L Charts.....	40
6. Key Sentence Frames	41
7. Model Academic Language	41
8. Patterned Oral Language.....	41
9. Reader's Theatre	42
10. Rubrics.....	42
11. Signal Responses	43
12. Teacher Talk	43
13. Total Physical Response (TPR).....	43
14. Varied Grouping Formats	44
15. Varied Presentation Formats	44
16. Varied Questioning Formats.....	44

17. Video Observation Guides	45
18. Wait Time	45
19. Wait Time Two	45
Student Learning Strategies	46
1. Concept/Idea Maps	46
2. Cornell Notes	46
3. Structured Note-Taking	47
4. T Charts	47
Vocabulary Teaching Strategies	48
1. Closed Sort Tasks	48
2. Cognates	48
3. Key Sentence Frames	49
4. Mix and Match	49
5. Open Sort Tasks	50
6. Self-Assessment Scales for Vocabulary Learning	50
7. Word/Picture Banks	51
8. Word Squares	51
Reading Strategies	52
1. 4 to 1	52
2. Anticipation Guides	52
3. Choral Reading	53
4. Cloze Passages	53
5. Directed Reading/Thinking Activity (DRTA)	54
6. Guided Reading	54
7. H Charts	55
8. Jigsaw Reading	55
9. Language Experience Approach	56
10. Peer-Assisted Learning Strategies (PALS)	56
11. Picture Walks	57
12. Question Answer Relationships (QAR)	57
13. Reciprocal Teaching	58
14. Shared Reading	58
15. Story Maps	59
16. Teach the Text Backward	59
17. Teacher Read Aloud	60
Writing Strategies	61
1. Content Learning Logs	61
2. Dialogue Journals	61
3. Dictation	61
4. Graphic Organizers for Writing	62
5. Person of the Week	62
6. Report Frames / Outlines	63
7. Shared Writing	63
8. Text to Graphics and Back Again	64
9. Ticket to Leave/Exit Ticket	64
10. Write a Letter	64
REFERENCES.....	65