

FLIP INTO SUCCESS!

Research-Based
Stra-tiquesTM
Strategies + Techniques
Volume 1

Use with all
your students!

15 Comprehensive Strategy Cards
Differentiated for ALL Proficiency Language Levels

Copyright © 2010 EL Saber Enterprises.
Patent Pending - All Rights Reserved

Stra-tiquesTM

Strategy and technique cards that can be used with your entire class in all curriculum areas. All the information needed to effectively implement these ***Stra-tiques***TM is at your fingertips.

Stra-tiquesTM are:

- Defined
- Pre-planned
- Differentiated by language proficiency level
- Adapted across curriculum areas
- Aligned to English Language Proficiency Standards

**FLIP INTO SUCCESS WITH
*Stra-tiques***TM!

*Stra-tiques*TM

Strategies + Techniques

This teacher resource was developed to guide teachers with the implementation of research-based strategies with all their students. With the varying needs of students in a classroom, it is difficult to implement strategies without differentiation. *Stra-tiques*TM has done all the planning for you.

● *Stra-tiques*TM

- Description
- Pre-planning
- Resources
- Implementation procedure

● Implementation

- Cross-curricular adaptations
- Stages of implementation
- Favorable outcomes

● Differentiated by Proficiency Language Level

This section includes sample activities English language learners at any proficiency language level can do during the implementation of the *Stra-tiques*TM

● English Language Proficiency Standards (ELPS)

- ELPS aligned to *Stra-tiques*TM
- Notes

Table of Contents

- | | |
|---------------------------------------|---------------------------|
| 1. Alphaboxes | 9. Making Connections |
| 2. Anticipation Guide | 10. Quick Write |
| 3. Concept Definition Map | 11. Read-Write-Pair-Share |
| 4. Dictogloss | 12. Survey Technique |
| 5. Directed Reading Thinking Activity | 13. T-Notes |
| 6. Gist | 14. Vocabulary Box |
| 7. Inside-Outside-Circle | 15. Word Sort |
| 8. Jigsaw | |

*Prior to implementing the **Strategies™**, content-area instruction should build the English language learners' (ELLs) background knowledge and provide them with a strong knowledge base in the unit of study. This is essential for ELLs who are at the beginning and intermediate language proficiency levels to experience success.*

Alphaboxes

Alphaboxes is an activity that expands vocabulary and supports critical thinking on a given topic. It may be used before, during, or after reading. Students compile words for each letter of the alphabet related to selected topic or reading selection. Key words related to the idea in the reading are highlighted in this activity.

Pre-planning

- Create a 4 x 6 grid on a page and assign a letter to each cell (Alphaboxes) with the letters x, y and z written in last cell
- Choose a reading selection or topic
- Generate a master completed Alphaboxes for reference

Resources Needed

- Template of Alphaboxes for each pair or group
- Alphaboxes on chart
- Reading selection

Procedure

1. Prior to reading, students brainstorm and fill in Alphaboxes with words related to the topic.
2. During reading, unfamiliar words pertaining to topic are added.
3. After reading, Alphaboxes are shared among pairs or groups. Students justify why a word was included if questioned by other students.
4. Unfamiliar words are highlighted and clarified to improve comprehension.
5. Alphaboxes may be used to support writing activities or assessment and should be kept for reference and review.

Differentiation by Proficiency Level

Beginning

- Pair with Advanced or Advanced High student(s)
- Highlight 10—15 key terms, concepts, and cognates listed in the Alphaboxes to narrow focus
- Allow the use of bilingual dictionary

Advanced

- Pair students
- Allow peer assistance
- Reference resources may be used if needed

Scaffold

Independent

Intermediate

- Pair with Advanced or Advanced High student(s)
- Highlight 15—20 key terms, concepts, or cognates listed in the Alphaboxes to narrow focus
- Allow the use of bilingual dictionary

Advanced High

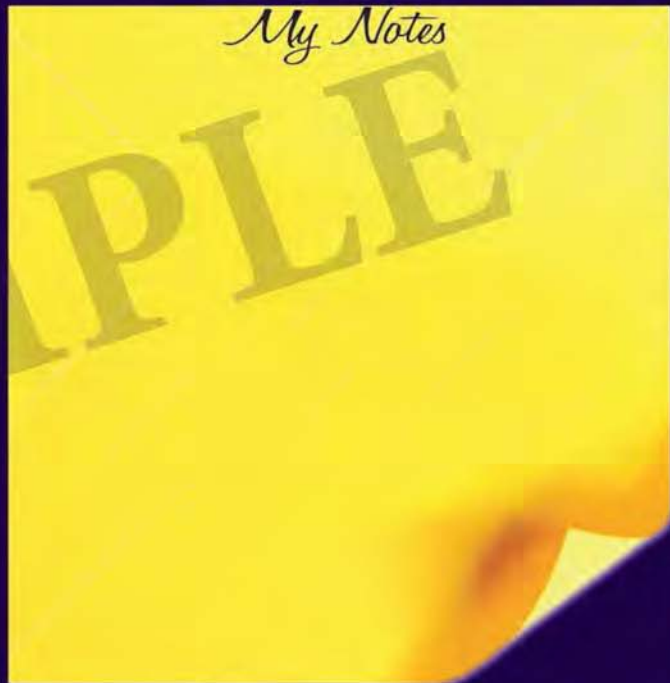
- Provide clarification if low-frequency or specialized vocabulary exists

English Language Proficiency Standards (ELPS) Alignment

Strategies - 1(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment

Reading - 4(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text

Writing - 5(A) learn relationships between sounds and letters of the English language to represent sounds when writing in English



Stra-tiques[™] Implementation

Implement this *Stra-tique*[™] to:

- Introduce Concept
- Develop Concept
- Review Concept

Favorable Outcomes

- Enhances vocabulary skills
- Develops sorting pertinent information
- Encourages searching for new words

Language Arts

While reading "A Midsummer's Night Dream," students record important characters, events and ideas in the appropriate Alphabox. Information can be used to write a summary of the play. This could be done at the end of each act or entire play.

Mathematics

As a review of linear equations, students brainstorm vocabulary to fill in the Alphaboxes. Compile into a class list. Classroom list can be used as bank for a game of Pictionary or an open or closed word sort.

Social Studies

Before beginning a study of the Russian Revolution, display photos and have students fill out the Alphaboxes of what they know about the Russian Revolution. These ideas can come from the photos or prior knowledge.

Science

After studying bonds in Chemistry have groups of 2-3 students work cooperatively to brainstorm vocabulary or ideas related to the different types of bonds and how they are formed.