



Signal Words



COMPONENT: Building Background

(Sarah Russell, ESL teacher, Hug High School, Washoe County School District)

Grade Levels: 3–12

Subject Levels: All

Grouping Configurations: Independent writing and reading

Materials: Signal Word Posters (see Figure 3.2–3.5)


Description:


Sarah Russell, a high school ESL teacher in Reno, NV created the posters that you see in Figures 3.2–3.5. She discovered her English learners were having difficulty reading and

Signal Words

If you are asked to
compare
two or more things, use
these words:

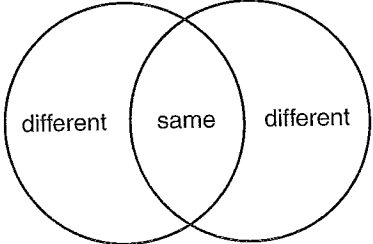
- as well as
- also
- too
- like
- much as
- similarly
- similar to





If you are asked to
contrast
two or more things, use
these words:


- however
- but
- on the other hand
- while
- although
- different from
- less than
- though
- yet
- whereas




Venn Diagram

FIGURE 3.2 *Signal Words: Compare/Contrast*

Sarah Russell, Hug High School, Washoe County School District



Signal Words



If you are asked to describe
cause and effect
 or
problem and solution,
 use these words:

- because
- since
- therefore
- consequently
- in order that
- so that
- as a consequence
- as a result
- then
- if...then
- thus
- due to

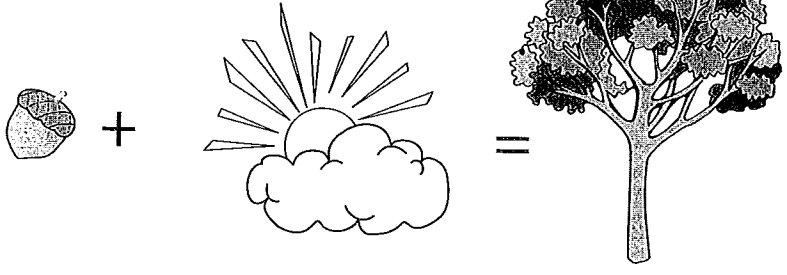




FIGURE 3.3 *Signal Words: Cause and Effect*

Sarah Russell, Hug High School, Washoe County School District

writing because of the varied types of text structure found in textbooks (e.g., compare/contrast, sequence, description, cause/effect). Sarah created a list of words and phrases that “signal” the four types of text structure and made them into posters which she hangs in her classroom. Her English learners routinely refer to the posters while reading and writing. The content and language objectives below are from a lesson that Sarah teaches. Note that younger English learners will also benefit from instruction in and exposure to these signal words.


Signal Words



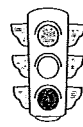
If you are asked to describe the
Sequence or order
in which things happened, use these words:

- first
- second
- third
- in the first place
- first of all
- then
- before
- after
- last
- meanwhile
- now
- finally
- for one thing
- next

FIGURE 3.4 *Signal Words: Sequence or Order*
Sarah Russell, Hug High School, Washoe County School District



Signal Words



If you are asked to write a
Description or list
 use these words:

- To illustrate
- For instance
- In addition
- And
- Again
- Moreover
- Also
- Too
- Furthermore
- Another
- First of All

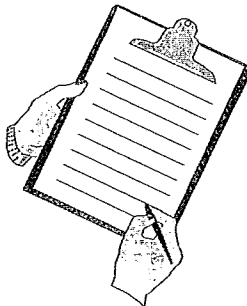


FIGURE 3.5 *Signal Words: Description or List*

Sarah Russell, Hug High School, Washoe County School District



SIOP® Connection

Content Objective:

(For a lesson on events leading up to the Civil War) Students will be able to (SWBAT) . . .

- Compare and contrast the North and South's positions in the weeks preceding the first battle of the Civil War.

Language Objective:

Students will be able to (SWBAT) . . .

- Select the appropriate signal words for comparing and contrasting the North and South's positions.
- Write five sentences about the North and South's positions in the weeks preceding the first battle of the Civil War.



Progressive Maps



COMPONENT: Strategies

(Adapted from Shelly Frei, Long Beach Unified School District)

Grade Levels: All

Subject Areas: History and social studies (also other subjects)

Grouping Configuration: Small groups, whole class

Approximate Time Involved: Ongoing process

Materials: Chart paper and markers

Description:

Progressive Maps encourage students to visually organize old and new information. A unit begins with a directed drawing on a map (the chart paper).

For example, for a unit on Native Americans, students might add grass and streams to an empty map, indicating that no one has lived there yet, adding various landforms (desert, forest, mountain range). New information is added to their maps (or map, if it is a whole class activity) as students learn more. A picture of the buffalo that came from the north can be added, as well as drawings of the people that followed. Markers or labels can be used to indicate where various tribes settled.

These same maps are brought out again as the class begins to study the westward movement of the European settlers in the United States. The information on Native Americans is already on the map; students can now add the exploration ships, the new colonies, and the covered wagons that traveled near Native American settlements. As the map goes through changes, students receive visual support to develop higher thinking skills as they evaluate changes, hypothesize possible cause and effect situations, and defend opinions about what happened and why. When a timeline and labels are added to the map, students connect the visual representations to the key vocabulary and concepts.



SIOP® Connection

Content Objective:

Students will be able to (SWBAT) . . .

- Visually represent their knowledge of (a topic) by creating drawings on a Progressive Map.

Language Objectives:

Students will be able to (SWBAT) . . .

- Describe what that they have visualized about (a topic) through the use of key phrases, including:



SIOP® Connection (continued)

“In my head I see _____.”

“I picture _____ because _____.”

“I visualize _____ because _____.”

- Use sequence words that represent time:

“In the fifteenth century, _____.”

“What followed was _____.”

“But today, _____.”

“In the future, _____.”



T-Chart Graphic Organizer

SHELTERED INSTRUCTION
SIOP[®]
 OBSERVATION PROTOCOL

COMPONENT: Strategies

Grade Levels: All (teacher records information for lower grades)

Subject Areas: All

Grouping Configuration: Individual, partners, small groups, whole class
 brainstorming

Materials: Chart paper for whole class T-Chart, or T-Charts for students to complete individually

Description:

A T-Chart is a graphic organizer to help students classify information (see Figure 5.3). First, model the process by drawing a large T-Chart on chart paper; write on the T-Chart while the class brainstorms information about a topic. Then ask partners to fill out a T-Chart to classify the previously brainstormed information. A teacher can further scaffold this activity by providing students with information that is then classified into two lists. Eventually, the students are asked to generate their own items for the T-Chart. A triple T-Chart (sometimes called an M-Chart) allows for three categories.

For example, the general topic is Animals and the two categories are Wild Animals and Domesticated Animals (or animals that are pets). Students brainstorm examples and explain their rationale for placing each animal in the appropriate category.

ANIMALS	
Wild	Domesticated

FIGURE 5.3 T-Chart Graphic Organizer

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SIOP® Connection

Content Objectives:

Students will be able to (SWBAT) . . .

- Brainstorm what they know about (a topic).
- Classify their ideas about (a topic) on a T-Chart.
- Explain their rationale for classifying information about (a topic) in a particular category.

Language Objective:

Students will be able to (SWBAT) . . .

- Use classifying language when determining which examples belong to each category, and justify the reasons for their classification, using sentence frames such as:

“I think _____ belongs to this group because

_____.”

“I am not sure which group this _____ belongs in because

_____.”



Split Page Note Taking



COMPONENT: Strategies

Grade Levels: 3–12

Subject Areas: All

Grouping Configuration: Small groups, whole class

Approximate Time Involved: Depends on text length and difficulty

Materials: Binder paper

Description:

Before the lesson begins, students divide a piece of paper in half. On the left side of the paper, direct them to write down a few questions about the topic. As the class reads through the text (individually, in partners, or in a group), each student writes notes to answer the questions on the right side of the paper. After practicing this technique several times, students can be taught to write their own questions by previewing the text, and/or using the headings by turning them into questions. After much modeling of the activity, students will be able to independently create the questions.

It is helpful to teach students (especially English learners) the following:

- A “who question” indicates that the answer will include a person’s name.
- A “what question” indicates that the answer will include a description of an action.
- A “when question” indicates that the answer will include a time frame for something happening.
- A “where question” indicates that the answer will include a place where something happened.
- A “why question” indicates that the answer will include an explanation of a person’s actions.
- A “how question” indicates that the answer will include a description of a process.

When students have completed a Split Page Note Taking activity for an article or chapter, the notes/answers they have written on the right side of the paper can be used as a foundation for summary writing and for reviewing the material prior to a quiz or test. Keep in mind that students who have learned to ask and answer questions in their native language need to learn the corresponding English vocabulary. Students who have not developed literacy in their native language will need more explicit instruction and modeling of asking and answering questions.



SIOP® Connection

Content Objective:

Students will be able to (SWBAT) . . .

- Identify five benefits of universal health care for people in poverty after reading an opinion-piece. (Notice how this content objective relates to the actual content of the



SIOP® Connection *(continued)*

article students will read. The Split Page Note Taking activity is the “means to the end,” not the “end”.)

Language Objective:

Students will be able to (SWBAT)...

- Read an article and identify information based on key words in questions: *who, what, when, where, why.*



Stop and Think



COMPONENT: Strategies

(Adapted from Shelly Frei, Long Beach Unified School District)

Grade Levels: Developing readers (of varying ages)

Subject Areas: All

Grouping Configuration: Individual, small groups, whole class

Approximate Time Involved: 5 minutes

Materials: Narrative or expository text

Description:

As they read through a short passage in a text, proficient readers accomplish many tasks; make predictions, infer information, visualize a scene, and generate questions. They usually do these tasks without even realizing they are doing them. But beginning readers often don't realize that they are supposed to do this, in part because they are focusing on decoding words. These students may be confused after reading when their classmates can answer questions and they can't because they're not comprehending. As teachers, we tell our struggling readers to re-read, but they often do so with the same results.

There are a number of ways to scaffold skills and strategies for beginning and developing readers. First, be aware of all that you do "in an instant" of reading; explicitly explain the skills and strategies good readers use. During read-alouds, model your reading processes one at a time in a think-aloud, such as, "When I read this, I think of . . ." During shared and guided reading, give a hand signal (like placing a finger to the side of the head) or sound signal that tells students to "stop and think." During this time they are to stop reading, practice the skill or strategy they are learning that day, share their thinking with a partner, and then continue reading. Explicitly teach thinking strategies such as: *imagine, remember, think of a question, predict, pretend, recall, listen, look, think about, visualize, solve mentally, summarize to yourself, or make an inference (or infer)*. Model what you mean by each of these terms; think-alouds provide a great mental model for students. They'll learn what you do when you engage in these varied thinking and reading strategies.



SIOP® Connection

Content Objectives:

Students will be able to (SWBAT) . . .

- Make personal connections during the reading of (a text) as they practice the "Stop and Think" strategy.
- Use the signal of placing a finger to the side of their head to demonstrate that they are taking the time to "Stop and Think."

**SIOP® Connection** *(continued)***Language Objective:**

Students will be able to (SWBAT) . . .

- Articulate how they are making connections to what they know and what they have experienced, using the following sentence frames:

“When I read _____ it made me remember when

_____.”

“This part of the story/article/chapter makes me think of a time when

_____.”



Reader-Writer-Speaker Response Triads



COMPONENT: Interaction

Grade Levels: All (K–1 use illustrations for jobs)

Subject Levels: All

Grouping Configurations: Partners, small groups, whole class

Materials: Construction paper; marking pen; pencil or pen

Description:

The purpose of Reader-Writer-Speaker Response Triads is to give students the opportunity to read, write, listen, and speak to each other while working in a small group. The key to this activity is that each triad can only use one paper and one writing utensil (pencil/pen/marker). Assign each student to a triad; each student takes a turn reading, writing (recording), and speaking (reporting the answer). Everyone in the triad helps the other team members: the reader reads an article, chapter, or adapted text; the writer (recorder) writes or draws the group's response; the speaker (reporter) shares the group's responses with the other class members. This activity can be used for brainstorming (e.g., naming all the proper nouns they know), for review (e.g., writing all the fact families they know), or even for drawing the cycle of something (e.g., the water cycle). This can also be used for test preparation.

Barbara Formoso (Gunston Middle School, Arlington, VA) makes simple construction paper "tents" in three different colors. Each group has one Reader tent, one Writer tent, and one Speaker tent; the tents are then rotated among each student within the triad based on the lesson's objectives.



SIOP® Connection

Content Objectives:

Students will be able to (SWBAT) . . .

- Summarize three key reasons why the Confederacy chose to secede from the Union.
- Work effectively in a group, sharing their knowledge and understandings about the causes of the Civil War.

Language Objective:

Students will be able to (SWBAT) . . .

- Read an article, write a response to it, listen to triad members' ideas, and discuss why the Confederacy chose to secede from the Union.