

**LANGUAGE ARTS SCOPE AND SEQUENCE
FOR FOURTH GRADE ESL STUDENTS**

by

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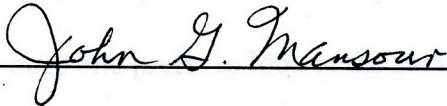
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ABSTRACT

The purpose of the study was to design a fourth grade language arts scope and sequence for ESL students which integrates academic content, language objectives and learning strategies, higher order thinking skills, individual learning styles, and considers the sociocultural dynamics of the classroom.

All the approaches herein reviewed point out that language learning is dependent upon cooperation with others and obtaining feedback from someone other than the teacher. Therefore, effective acquisition of a new language is not only a mental process but an emotional and social one as well.

Another question about learning in general became obvious during the research. Does one prefer to look at a problem or lesson as a whole, then examine the parts? Or does one prefer to look at the smaller pieces or parts of a problem or lesson before exposing yourself to the bigger picture? A yearlong theme and smaller units became an integral part of the new scope and sequence in an effort to reach all students because a yearlong theme serves as a structure from which a curriculum is developed and upon which smaller components can be added in order to aid in memory retention.

Beginning with the basic belief that social and academic content vocabulary can be learned simultaneously, a framework was begun with the district-mandated fourth grade curriculum concepts. Added to that framework were skill levels (not grade levels) as a basis upon which students progress.

Other successful approaches and their implications were studied in graduate classes and were added to the focus of the scope and sequence herein, one being the clearly stated high expectations for all students, evidenced by the Unit 1, Week 1's Procedure Book.

Further, as a result of this researcher teaching ESL to adults for Literacy Volunteers of America, another slice of the scope and sequence was ascertained; the focus being that, as children, language is learned by first hearing, then speaking, then reading and writing. Therefore, an effective scope and sequence should include all four components in the natural order.

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Significance of the Study

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This project is dedicated to my dad who always told me “You can do anything you set your mind to do,” to Todd and Shanna, and to Bill who encouraged me every step of the way.

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CHAPTER 1

THE PROBLEM

Introduction

For years, most prominently in the states bordering Mexico, language minority students (those whose first language is other than English) have represented a rapidly increasing percentage of the school-age population in the United States. Over time, many issues have arisen, such as funding demands, trained teacher shortages, failure of students in both total English immersion (sink or swim) programs, and in bilingual programs (partial instruction in the first language). These issues have generated debates among theorists, linguists, teachers, and lawmakers about which programs, approaches, and strategies are conclusively the most effective for teaching English as a Second Language (ESL). Thus, programs, approaches, and strategies vary from state to state, district to district, and even school to school within a district, all in accordance with interpretation of the laws, and all creating one of the hottest emotional and political issues of our time. Equally controversial is the topic of retention or passing on to the next grade level of ESL students based on language fluency.

The latest evidence includes a premise that basic academic vocabulary can and should be learned simultaneously with basic English language vocabulary, as a stimulus for the highest possible achievement for ESL students. Other premises investigated herein are: consideration of individual learning styles, inclusion of higher order thinking

for the highest possible achievement for ESL students. Other premises investigated herein are: consideration of individual learning styles, inclusion of higher order thinking skills and learning strategies, integrated thematic teaching, and consideration of the sociocultural dimension of classrooms, all of which are implications of second language learning theories, as well as considerations for native English-speaking students.

The results of this investigation are a composite of theory summaries already known to provide academic success to ESL students and a definitive scope and sequence for language arts, that is, a day-to-day time frame, logical sequence of objectives and strategies, and sample activities for a classroom teacher's guide.

Development of the Problem

The Arizona Department of Education, in the third draft of its Foreign Language Essential Skills Rationale, provided necessary, yet very broad, goals for ESL students:

“... The ability to communicate well for varied purposes; a solid foundation in basic subject matter and skills; and an understanding and appreciation of the diversity of languages and cultures, including one's own” (1996, p. 1).

With this goal statement as its aspiration, this study began to confirm specific programs now being implemented in United States schools with which to more narrowly define and accomplish the broad goals of communicating well for varied purposes, possessing a solid knowledge of subject matter and skills, and maintaining an appreciation of diverse cultures and languages. Four such programs are:

... pull-out ESL programs, in which students are taken from their classroom and taught part of their day in their first language and is most common where funds for special programs are limited; transitional bilingual, in which students are taught in a simplified foreign language only (no academic content); content ESL, in which content is taught in the first language; and two-way bilingual, which promotes second language learning among native English speakers. (Fitzgerald, 1993, p. 639)

Similarly, the Center for Applied Linguistics (1997) described four different types of elementary school program models which prevail nationally: Foreign Language Experience (FLEX), Foreign Language in the Elementary Schools (FLES), Partial Immersion, and Immersion. A fifth option, Two-Way Bilingual (also described by Fitzgerald, 1993), is offered as a choice by some Arizona school districts. See Appendix A for an explanation of those Foreign Language Models and their goals.

Need for the Study

The public school district for which this scope and sequence is needed uses a Structured Immersion ESL program. Immersion is defined by Krashen (1987) as a program wherein monolingual minority-language children are taught in a second language, including their academic subjects; and structured implies that simplified versions of the second language are provided (in this case, pull-out ESL services). In a 45-minute-per-day class, students are pulled from their mainstream classroom and taught language skills separately from academic content. The goals purportedly “increase contact and support ESL students in homerooms and content areas and . . . intensify instruction to meet the demands for English fluency and success outside ESL” (Haak

interview, 1998). However lofty these goals, they are abstract, or conceptual, not designed to provide deliberate teaching approaches which target the ESL student goals.

Additionally, this study leads to specific guidelines for passing on or retaining ESL students, a topic addressed by the Central Arizona Bilingual Consortium Ad-Hoc Working Group on the Impact of Assessment and Testing on Special Populations in its 1997 draft of ESL standards (see Appendix B).

The ESL students in this researcher's district are presently being passed on or retained based on whether they have minimal knowledge of the content and can read and write minimal sentences in English, a program which does not meet this district's own goal to "meet the demands for English fluency and success outside ESL" (Haak, 1998).

There is a demand then in this researcher's district for concrete, proven successful, research-based guidelines (a scope and sequence), which includes classroom teachers' approaches, encompasses standards for retention or passing on to the next grade level, includes objectives for state essential skills of language and content, and specifically supports the school district's goals for ESL students.

Purpose of the Study

The purpose of the study was to design a fourth grade language arts scope and sequence for ESL students which integrates academic content, language objectives and learning strategies, higher order thinking skills, individual learning styles, and considers the sociocultural dynamics of the classroom.

Research Question

What is the content of a fourth grade language arts scope and sequence for ESL students which integrates academic content, language objectives and learning strategies, higher order thinking skills, individual learning styles, and considers the sociocultural dynamics of the classroom.

Significance of the Study

In this researcher's district, and in the United States, until recently, Spanish was by far the most prevalent minority language, spoken by about 3 out of 4 Limited English Proficient (LEP) students (Fleischman and Hopstock, cited in Crawford, 1997). If that were still true today, finding trained bilingual teachers would be simpler. However, Waggoner found that the LEP population is increasingly diverse in that the 1990 census identified 33 home languages other than English with at least 100,000 speakers. (cited in Crawford, 1997) Thus, instruction in a student's native language by trained bilingual teachers is becoming increasingly more difficult, if not impossible.

Another difficulty arises with the fact that, of the United States' population of those who speak Spanish as a home language, 1,460,145 do not speak English at all. This information is from a 1990 National Clearinghouse for Bilingual Education report (cited in Crawford, 1997). This means that a large portion of our ESL students leave school every day and do not speak English again until the following school day. Therefore, it is left mainly up to the school system to ensure language fluency.

There is no question then that the growth of the number of minority languages and students has had a huge impact on American communities and, in particular, American schools. Classroom teachers must provide for the success of the country's growing number of ESL students. Their classroom strategies, if ESL students are to succeed in the United States, should encompass clear content and language objectives in order for ESL students to become either bilingual or literate in English, according to the individual district's established program.

CHAPTER 2

THE LITERATURE REVIEW

Introduction

This literature review first addresses the problem of discrimination of ESL students being retained in a grade level only due to lack of language proficiency, a problem which can be avoided by maintaining skill level (not grade level) guidelines by which ESL students are either passed on to the next grade level or retained for academic remediation. This Literature Review also describes the views of prominent theorists on second language learning: S. Krashen's Monitor Model/Acquisition Hypothesis embraces a developmental side of learning a second language; J. Cummins' Threshold Theory makes a distinction between two levels of language competence; Donato and Hernandez' Metacognition Theory fosters higher-order thinking skills; Spolsky's Framework takes into consideration the interaction required in a social context; Ellis' Framework makes a distinction between three parts to the development of a second language; and Collier's Sociocultural Dimension encompasses all three domains of development -- cognitive, academic, and language, each of which influences the other.

These notable views of Krashen, Donato & Hernandez, Spolsky, Ellis, and Collier are then followed by approaches/classroom implications based on those views, which are proven successful. Some of these implications seemingly point to a bilingual program,

attempting to maintain two languages, more so than an ESL program, focusing mainly on English fluency. Strong points of both views are often described for comparison and consideration.

The approaches described herein which echo the research of these renowned theorists are: first, Chamot and O'Malley's Cognitive Academic Language Learning Approach contends that basic academic vocabulary can and should be learned simultaneously with basic language vocabulary and should include student learning strategies. Second, Finley's Adaptation of Bloom's Taxonomy of Higher Order Thinking Skill Objectives more clearly outlines and promotes higher expectations. Third, Kovalik and Olsen's Integrated Thematic Instruction focuses on teaching in units which are centered around a theme. Fourth, Lazear's Seven Ways of Knowing takes examines the importance of individual learning styles. Finally, Faltis's Joinfostering takes into consideration the sociocultural dimension of the classroom.

Retention Vs. Passing On To Next Grade Level

The Office of Civil Rights in 1970 said it is discriminatory to retain a student or to place a student in Special Education classes based on language ability (cited in Lehr & Harris, 1994).

Therefore, in an effort to eliminate retention in a grade level and act as a bridge to achievement of the Arizona Essential Standards for Language Arts, in 1997, the Central Arizona Bilingual Consortium Ad-Hoc Working Group on the Impact of Assessment and Testing on Special Populations set up a blueprint of skill levels (rather than grade levels):

Listening, Speaking, Reading, and Writing skills (see Appendix B). The Consortium justified these skill levels as follows:

Because students at any age/grade level may begin the process of acquiring English irrespective of their grade/placement in school, these levels parallel the structure of the English standards but are not to be associated with the same grade levels. They indicate a progression of English language skills. Each level represents a one- or two-years process. (p. 15)

However, these skill levels provide sequence but still no specific approaches for teaching the skills. The skill levels ideology of the Central Arizona Bilingual Consortium should be included as objectives in a teacher's curriculum guidelines, or scope and sequence.

Krashen's Monitor Model/Acquisition Hypothesis

Baker (1993) wrote of Stephen Krashen's Monitor Model as being "the most widely cited of theories of second language acquisition . . . which often dominates research and educational debate . . ." (p. 101).

Acquisition-learning hypothesis: This hypothesis distinguishes between acquisition and learning in this way:

Acquisition is a subconscious process that results from informal, natural communication between people where language is a means and not a focus nor an end in itself. Learning occurs in a more formal situation where the overt properties of a language are taught. (cited in Baker, 1993, p. 102)

Input hypothesis: Baker (1993) summarized Krashen's hypothesis in the following way:

When learners are exposed to grammatical features a little beyond their current level, those features are 'acquired' . . . 'Acquisition' is the result of comprehensible language input and not of language production. Input is made comprehensible because of the help provided by the context. If the language

student receives understandable input, language structures will be naturally acquired. (p. 103)

Natural order hypothesis: This hypothesis suggests that “. . . grammatical structures are acquired in a predictable order for both children and adults, irrespective of the language being learnt [sic]. When a learner engages in natural communication, then the standard order will occur” (Baker, 1993, p. 102).

Monitor hypothesis: This hypothesis implies a hesitancy to speak a second language due to a monitor, which Krashen defined as:

. . . an editing device that may operate before language performance . . . occurring when there is sufficient time, when there is pressure to communicate correctly and not just convey meaning, and when the appropriate rules of speech are known. (Baker, 1993, p. 102)

Affective filter hypothesis: This hypothesis was first proposed by Dulay and Burt in 1977 with the idea that a filter determines how much a person learns in a formal or informal language setting. It is determined by attitudes such as motivation, self-confidence and anxiety. Students with favorable attitudes and self-confidence have a low filter. Students with high anxiety or fear have a high filter. The level of success in becoming bilingual is thereby affected (cited in Baker, 1993).

In support of Dulay and Burt, Krashen (1987) concluded that “language acquisition occurs when language is used for what it was designed for, communication” (p. 1). This theory seems to require a bilingual teacher, but the following classroom implications presented in *Educating Limited-English Proficient Students: A Review of the Research* (1998) can also be useful in ESL program models in which the ESL teacher is not bilingual (as is true in this researcher’s case).

Children need a language-rich environment where there are opportunities to obtain the second language informally from speakers of that language or from other authentic language sources.

Children need many opportunities to use language, not just hear it.

The language presented and expected of the students must be tempered according to how much they already know and the developmental stages of natural language acquisition.

The focus of instruction should be to stimulate meaningful use of language for communication; grammar instruction should be used only to complement communication activities; and

A second language should be taught in a low-anxiety environment. (n.d., p. 17)

Threshold Theory

Baker (1993) stated, in reference to another renowned theorist, J. Cummins:

Cummins made a distinction between two levels of language competence. He expressed this distinction in terms of 'basic interpersonal communicative skills' (BICS) and 'cognitive/academic language proficiency' (CALP). BICS is said to occur when there are contextual supports and props for language delivery Context embedded situations provide, for example, non-verbal support to secure understanding. Actions with eyes and hands, instant feedback, cues and clues support verbal language. CALP, on the other hand, is said to occur in context reduced academic situations. (p. 11)

This theory then supports a lesson type discussed later in this review; that is, Total Physical Response, in which students might, for example, use body movement to learn vocabulary words. (See Multiple Intelligence Theory/Approach.)

Metacognition Theory

Donato and Hernandez (1991) contend that metacognitive skills are those which “foster higher-order cognitive proficiency and use students’ sociocultural and linguistic knowledge” (p. 27). They added, “It is ironic that as school reformers campaign for higher-order thinking skills for mainstream students, those in the low level classes continue to receive more basic skills” (p. 27). Metacognitive skills are the essence of CALLA discussed later in this review.

According to Education Limited-English Proficient Students: A Review of the Research, (n.d.), Metacognition Theory conjectures that learners are capable of directing their own learning by monitoring their thinking and performance. This capacity to “think flexibly and abstractly, particularly about language, is ‘metalinguistic’ ability” (p. 23).

Spolsky’s Framework

Baker (1993) described Spolsky’s 1989 theory of second language learning as follows:

... All second language learning takes place in a social context . . . , the home, the community, the school, the nuclear and extended family, peer groups and teachers. . . . Second language learning then interacts with (rather than causes) a learner’s other individual characteristics: previous knowledge, age, aptitude, learning style, and learning strategies and personality variables such as anxiety. (p. 83)

This interaction is echoed in the approaches of Kovalik, Lazear, and Faltis, all discussed later herein.

Ellis' Framework

Ellis' theory of second language supports the use of Central Arizona Bilingual Consortium's skill levels and makes a distinction between three parts to the development of a second language. Baker (1993) said:

First, there is the **sequence** in second language learning, . . . which refers to the general states through which children and adults move in learning a second language. Ellis argues that, irrespective of the language and of whether that language is acquired naturally or formally in the classroom, there is a natural and almost invariant sequence of development. . . moving from simple vocabulary to basic syntax, to the structure and shape of simple sentences, to complex sentences . . . a fairly universal sequence in language acquisition. . . .

Second, the order in which a language is learned may be different from the sequence. The term 'order' in this respect refers to specific, detailed features of a language. For example, the order in which specific grammatical features or situation-specific vocabularies of a language are acquired may differ from person to person, classroom to classroom.

Third, there is the rate of development of the second language and the level of proficiency achieved. . . . Ellis also suggests that situational factors (who is talking to whom, about what, where and when) considerably affect the rate of development of the second language. . . . Similarly differences in attitude, motivation, learning strategy and personality may affect the rate in which the second language is acquired and the level of final proficiency. (p. 82-84).

This theory builds on Cummins' BICS and CALP theory and suggests a need for deliberate and structured guidelines.

Sociocultural Dimension Theory

In this non-traditional approach, Collier (n.d.) related that the individual student is influenced by the "social and cultural processes surrounding that student in everyday life with family and community and expanding to school, the region and society -- in the past,

present, and future. . . . These social and cultural processes have influence on all three domains of development -- cognitive, academic, and language processes" (p. 21).

Collier's research showed that a program which ". . . emphasizes only English language development may neglect academic and cognitive development, which are equally important for future academic success and functioning in English. . ." (p. 22). This statement is the very basis of Chamot and O'Malley's CALLA, discussed later herein.

Collier (n.d.) also reiterated the research of Cummins and other theorists in this classroom implication. All use the term ". . . 'empowerment' to symbolize the struggle embodied in each group's access to education and overall success in life. Empowerment includes shared perceptions and decision-making among parents, teachers, students, and administrators" (p. 26). Faltis echoed this term in his Joinfostering Approach discussed later herein.

Another researcher in support of the sociocultural dimension of second language learning is Barbara M. Birch (1994) who proposed:

. . . The growing use of cooperative learning, affective/humanistic activities learner-centered curricula, and negotiated learner-centered curricula is making teachers aware of another type of social learning that must take place in the classroom. . . . communicative competence in a second language is the ability to use language structures and expressions with fluency and accuracy within their appropriate social situation. . . if students also learn the language that accompanies . . . cooperation, acting fairly, tolerance, and resolving conflicts creatively, they will be learning prosocial communicative competence. (p. 15)

Additionally, Birch purported:

If individuals have learned to help, share, give, cooperate, or resolve conflicts equitably, then they are likely to do so because. . . in some cultures, conflicts are resolved by smoothing them over and covering them

with politeness. In others, conflicts are resolved when the person lower in the social pecking order gives in. (p. 15)

In summary, Birch said, and most educators agree, that “teachers must make a choice about the social values and behaviors that characterize their classrooms” (p. 15). Faltis’ Joinfostering Approach discussed later in this Review reflects these bases. What follows are approaches used as classroom implications on which to construct a scope and sequence.

Cognitive Academic Language Learning Approach (CALLA)

This non-traditional approach came about when teachers and administrators were expressing concern that ESL students who apparently could speak and understand English fairly well were “. . . nevertheless encountering serious difficulties in content classrooms where they were expected to use English as a tool for learning” (Chamot and O’Malley, 1994, p. 7).

Similarly, Cummins’ recently published research on immigrant students in Canada, in which he found that most students needed only about two years to acquire social communication skills but needed five to seven years to acquire academic language proficiency, added inspiration to Chamot and O’Malley to combine the skills (cited in Chamot and O’Malley, 1994).

Basically, there are three tenets of CALLA which further distinguish between levels of language competence and include classroom implications:

The first tenet is a distinction between . . . declarative knowledge (what we know or can declare) and procedural knowledge (things we know how to do) which are

learned in different ways. . . . Teachers should learn to recognize declarative and procedural knowledge in content materials, identify strategies used by students, and influence strategy use. (Chamot & O'Malley, 1994, p. 19)

Metacognition is CALLA's third type of knowledge and CALLA's second clear tenet and implication for the classroom. Donato and Hernandez (1991) first interpreted metacognitive skills as those which "foster higher-order cognitive proficiency and use students' sociocultural and linguistic knowledge" (p. 27). CALLA reflects their theory, discussed above.

The third tenet of CALLA is inclusion of higher-order thinking skills, supported previously by Gagne and Driscoll (1989), who spoke of learners becoming self-learners and independent thinkers as a high priority goal of teachers. Gagne and Driscoll reiterated:

Broadly conceived, cognitive strategies are the set of capabilities that make possible this . . . learning process. When a learner employs cognitive strategies during a learning task, the outcome may be considered to be an original or creative product or solution . . . learning outcomes should focus then on higher order skills. (p. 133)

Additionally, CALLA encompasses the following instructional strategies described next as classroom implications: Language Across the Curriculum, Language Experience Approach, Whole Language, Process Writing, Cooperative Learning, and Cognitive Instruction.

Language across the curriculum: In this mainstay of CALLA developed originally for native English-speaking students, but with "enormous potential for language minority students, . . . all teachers, including science, mathematics, and social studies teachers, carry out language development activities associated with their

individual content areas” (Chamot & O’Malley, 1994, p. 19-20). This mainstay of CALLA is further supported by Kovalik, discussed later herein and clearly seems perfect for the ESL Structured Immersion classroom of this researcher.

Language experience method: This method encourages students to freely share their previous knowledge in their own words and then teaches them to read it. The premise of this method, according to Strickland is:

Every child brings to school a language. He can listen and he can talk. The language approach to reading begins with this language and utilizes it as the material for reading. . . . The teacher activates the students’ language and encourages the students to share their experiences with the class. The teacher writes the students’ words verbatim and then teaches the students to read what they have said. This process ensures that the learners understand what they are being taught to read. (cited in Simich-Dudgeon, 1989, p. 266-267)

Whole language method: Simich-Dudgeon (1989) explained that the skills-based (phonics) and whole language models are at opposite ends of a continuum in terms of theory and method considerations, and between them are a series of combination approaches. Whole language is not a new concept. Chamot & O’Malley (1994) said that whole language is based on the “belief that language should not be separated into component skills, but rather experienced as a whole system of communication” (p. 20). In other words, students choose real text and write for real communication purposes. In addition to the basis reflecting both Krashen’s and Cummins’ theories, CALLA bases this method on current research on the benefits of reading strategy instruction, which is literature based rather than solely basal-text based. Strategies include choices of literature, adequate time (since class is not divided into math, science, reading periods

specifically), enriched environment, immediate feedback, and hands-on experiments

(Chamot & O'Malley, 1994).

Process writing: This strategy includes thinking, reflection, and multiple revisions, all of which build confidence and increase skills. Writing Workshop is not a new concept. Its five steps are: brainstorm, draft, peer edit, re-write, and publish.

Cooperative learning: This strategy is not new either. It is best described as:

... Working in heterogeneous groups on learning tasks that are structured so that all students share in the responsibility for completing the required task. ... In the ESL classroom, students of varying language abilities can help each other rather than compete. Students also learn to be more independent. This strategy teaches necessary lifelong social skills. (Chamot & O'Malley, 1994, p 21)

Cognitive Instruction: Chamot & O'Malley (1994) use Cognitive Instruction to describe a number of approaches to teaching thinking, one of the skill levels of Central Arizona ESL Standards Draft, previously discussed. The curriculum has fewer topics but with more depth. Learning strategies are taught explicitly, as follows:

Students are told the name of particular strategies, they are given reasons for using the strategy, they observe the teacher modeling the strategy, and they are given opportunities to practice the strategy with ordinary classroom tasks. ... After practicing the strategy, the teacher then suggests other situations in which the student can apply the same strategy to learn. Some strategies might include students assessing themselves, short 11-15 minute direct instructions, and mindmapping to build frameworks on which to store information. (Chamot & O'Malley, 1994, p 22)

These strategies have bases in all the previously investigated theories.

Finley's Adaptation of Bloom's Taxonomy of Higher-Order Thinking Skill Objectives

For use in clarifying CALLA's higher order outcomes, Finley (1989) adapted Bloom's Taxonomy of Educational Objectives (common to all educators) by dividing the first three levels --Knowledge, Comprehension, and Application. She then placed them into Cummins' BICS dimension/ Krashen's Acquisition Hypothesis, and the second three levels (Analysis, Synthesis, and Evaluation) into Cummins' CALP dimension/Krashen's Learning Hypothesis. Both Krashen's and Cummins' hypotheses were discussed previously in this chapter. See Appendix C for Finley's adaptation.

Finley (1989) reiterated a significant distinction between acquisition and learning, (acquisition being the goal) by stating:

Learning is merely rote -- a conscious process of memorizing rules, forms and structures, usually as a result of deliberate teaching, while acquisition is an unconscious process of internalizing concepts and developing functional skills as a result of exposure and comprehensible input. . . developed by participating in functional communicative activities which allow the skills to emerge and develop naturally" (p. 15)

Integrated Thematic Instruction (ITI) Approach

In the brain research of the late 1960s, more productive learning environments were pursued. Integrated Thematic Instruction is Kovalik and Olsen's non-traditional answer to the question:

Why should only gifted, or accelerated, learners be entitled to qualitatively different learning environments, more exciting and relevant curriculum, high expectations, motivation, more engaging and worthwhile teaching methods, and not the 'regular' students'? (Kovalik & Olsen, 1994, p. ii)

As a clear implication for the classroom, Kovalik & Olsen (1994) echoed Krashen and explained that while teaching in thematic units is not a new concept, their implementation is new in that it “encompasses brain research, teaching strategies, and curriculum development necessary to sustain a democratic society. . . .” (p. 3).

Kovalik & Olsen (1994) proposed eight elements of a brain-compatible learning environment, all of which they consider an inseparable whole: “Absence of threat, meaningful content, choices, adequate time, enriched environment, collaboration, immediate feedback, and mastery (application)” (p. 4, 10).

Kovalik & Olsen’s (1994) model uses a yearlong theme as a big picture, breaks the theme down into manageable components, then relates them back to the big picture again. They said,

... Specific criteria exist for choosing the theme: it must have substance and apply to the real world; it must have readily available resources; it must be age-appropriate; it must be worthy of the time spent on it; it should flow from center, month-to-month, back to center; and the title should be a ‘kid-grabber.’ (p. 8)

Multiple Intelligence Theory/Approach

To say that individuals learn in different ways is an understatement which Lazear (1991) fine tuned in Seven Ways of Knowing because he believed that characteristics of the individual learner and social context have a huge impact on learning.

Lazear (1991) said, “. . . Every normal individual should develop each intelligence to some extent, given but modest opportunity to do so. . . . Using this method, teachers decide which type of lesson, learning strategy and structures need to be learned” (p. 191).

Basically then, the classroom implication is that this non-traditional approach takes into account the fact that not all individuals learn in the same way and that one of the following intelligences is developed more than others: verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/ rhythmic, interpersonal, and intrapersonal (Lazear, 1991).

Lazear (1991) postulated three lesson types:

Each of the intelligences can be taught as a subject in its own right. . . . Secondly, also known as Total Physical Response (TPR), the intelligences can be used as a means to gain knowledge in areas beyond themselves (such as using body movement to learn vocabulary words or music to teach math). . . ; and third, lessons that deal with teaching students about their own intelligences -- how to access them, train and refine them, and actively use them in learning and everyday life. (p. 165-66)

Joinfostering Approach

In addressing Cummins' Threshold Theory and Collier's Sociocultural Dimension Theory of second language learning, Faltis (1993) defined joinfostering as “. . . cognitive development . . . inseparable from social and cultural development” (p.71). In other words, as also purported by Krashen, social interaction (the physical arrangement of the classroom) and cultural differences are the keys.

As its main classroom implication, Faltis said, “Being able to decide upon and control the topic of a conversation can also facilitate second-language acquisition” (p. 71). Faltis felt that “. . .when students are allowed to talk among themselves to accomplish a goal, they are using what he calls shared discourse. . . and show substantial gains in language learning” (p. 9).

Summary

There is a danger in moving directly from research to teaching because of the risk of choosing the wrong characteristics for a specific group of students. This literature review, however, has presented several second language learning theories based on hypotheses of behaviorist, psychological, and cognitive processes. The approaches and classroom implications of Chamot & O'Malley (1994), Finley (1989), Kovalik & Olsen (1994), Lazear (1991), and Faltis (1993) build a foundation for the approaches which make up the scope and sequence created in Chapter 4 by this researcher. Rather than choosing one theory or approach which seems to have an advantage over another, this researcher's product will combine and apply the best of each theory to be enacted in a mainstream structured immersion classroom which includes ESL students at varying levels of second language development.

CHAPTER 3

METHODOLOGY

Purpose

The purpose of the study was to design a fourth grade language arts scope and sequence for ESL students which integrates academic content, language objectives and learning strategies, higher order thinking skills, individual learning styles, and considers the sociocultural dynamics of the classroom.

Research Design

This research implements the descriptive design. According to Merriam and Simpson (1995), the purpose of the descriptive design is not to state predictions or hypotheses and prove them, but “simply to draw attention to facts about people, their opinions and attitudes. . .” (p. 61). This research generates a composite of results previously ascertained to point to success in ESL students.

Assumptions and Limitations

This research is based on an assumption that the research data gathered is honest, reliable and valid. This monolingual researcher’s involvement is four years of experience teaching ESL students in a mainstream classroom without a distinctive scope and

sequence (curriculum guide). The classroom's structured immersion program model is one wherein monolingual minority-language children are taught academic subjects totally in the English language and are pulled out of class and given extra assistance with English language vocabulary.

Limitations naturally evolve from the dispute between pro-bilingual and pro-ESL program models. Such a limitation/bias could exist in this research, in that the strategies of bilingual program methods are not specifically supported in this research, due to the basic tenet of this researcher's school district. In an effort to overcome this limitation, parallel research was investigated whenever possible for use in comparing and strengthening this researcher's district goals of an ESL structured immersion program with specific language support. The bilingual program strategies are not considered to be fallacious.

Of note and in further support of ESL program models, there is presently an effort in Arizona to eliminate Bilingual Programs based on new research which indicates their lack of academic success, which research is not addressed herein.

Procedure

This researcher first attended ESL workshops and conducted interviews concerning goals and basic tenet of the target school district.

In an effort to select the most successful approaches from the myriad of choices, this researcher examined second language learning theories: Krashen's Monitor Model;

Cummins' Threshold Theory; Donato and Hernandez' Metacognition Theory; Spolsky's Framework; Ellis' Framework; and Collier's Sociocultural Theory.

Following those theories, this researcher then examined and noted the echoing and proven successful classroom implications in the following approaches: Chamot & O'Malley's (1994) CALLA Handbook (Cognitive Academic Language Learning Approach); Finley's (1989) Adaptation of Bloom's Taxonomy of Higher-Order Thinking Skill Objectives; Lazear's (1991) Seven Ways of Knowing; Kovalik & Olsen's (1994) ITI: The Model (Integrated Thematic Instruction); and Faltis' (1993) Joinfostering.

Objectives for the necessary academic skills were determined from the district curriculum. From the research, a sequence of language objectives was determined. A yearlong theme was selected and broken down into smaller units.

Finally, a table was made integrating the academic content objectives and the language/vocabulary skill objectives. Interposed into this table were the learning strategies for higher-order thinking skills, consideration of various learning styles, and sociocultural dimension strategies. The end result was a fourth grade language arts scope and sequence for one unit.

Product Design

The language arts scope and sequence is to be implemented in a fourth grade classroom in which there is an absence of any distinctive, deliberate approach to teach mainstreamed monolingual minority-language students. The scope and sequence will be used over the course of one of six units in a school year.

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

Demographics

The population for which this study was conducted includes initially fourth grade students at Desert Sun Elementary School in Cave Creek, Arizona, eventually to be edified for other grade levels.

The number of students in fourth grade per year who would be affected by this language arts scope and sequence is approximately 15, both girls and boys, a number which continually increases year-to-year (26 students if considering the fact that these approaches were first proven successful in a classroom of native English speakers).

Findings

Four classroom approaches based on the research of outstanding theorists in the field of second language learning are pivotal for the scope and sequence.

First, Central Arizona Bilingual Consortium's (1997) skill levels (not grade levels) provide an integral part of the framework as a basis for the ESL students in the mainstream classroom. It also provides a focus for Chamot & O'Malley's (1994) suggested Language Objective.

Next, one segment of Chamot & O'Malley's (1994) CALLA is its learning strategies (see Appendix C) which move the teacher from a position of instructor to that of facilitator of learning, a segment imperative to this researcher's mainstream classroom situation in which the ESL students are not always at the same motivation, interest, and second language level. It follows that if students possess the knowledge of how to learn, rather than only following a teacher's instructions, they can impose the learning strategies upon any situation or content area when the teacher is not available.

Two of three main principles upon which Kovalik & Olsen's (1994) Integrated Thematic Instruction ("ITI") approach is based particularly meet this researcher's needs. First, when a teacher has a large number of students (in this researcher's case, 26 students), all with various backgrounds, needs, motivation, etc., she must study brain research findings concerning the way humans learn by finding patterns and structures, second language learning theories, eke out their implications, and apply them in the classroom to the variety of students.

Additionally, Kovalik and Olsen (1994) maintain that curriculum development cannot be mandated only by textbook publishers. Kovalik and Olsen said, "If learning is to come alive, curriculum must be a creative act of the teacher, a modeling of what it is to be a learner, to possess an absolute passion for lifelong learning" (1994, p. 2). Therefore, teachers such as this researcher who lack specific guidelines for ESL students must re-think the operation of the classroom by matching a district-mandated continuum of concepts to content that supports those concepts.

Lazear's (1991) approach is important in this situation because he found that some people are visual learners, others learn best through listening; some learn best when they combine actions with speaking, or musically. Some students are shy and want to learn alone, some by interacting in small groups. Some need exciting, creative settings, while others require structured guidance. Some learn best through all the senses -- the ears, eyes, touch, movement. Therefore, a sensitivity to all students' learning styles is included.

Additionally, Central Arizona Bilingual Consortium stated:

To meet the needs of all students, the Arizona Revised Statute ARS-15-751-756 and the State Board of Education Rule R7-2-306 allow districts to choose from three options: a bilingual program, an ESL program, or an individualized education program (IEP)" (Central Arizona Bilingual Consortium, p. 1).

Consequently, one school in this researcher's district has a bilingual program. However, this researcher's school in the same district provides support for ESL students by assuring that there is an ESL-endorsed teacher for each grade level, to whose classroom ESL students are mainstreamed and pulled out by a monolingual, English-speaking teacher. Both programs fulfill the minimal state law requirements.

The philosophy statement of the Central Arizona Bilingual Consortium (1994) states, "Speakers of other languages take five to nine years to develop academic competency and native-like proficiency in English" (p. 1). Based on that philosophy, teachers in this researcher's school are careful not to retain students based on language, but pass on to the next grade level students who are able to function at a very low level of English fluency and retaining them in the ESL program to be re-assessed every two years.

A new scope and sequence could provide a higher level of English fluency at a faster rate by assuring that ESL students are progressing both socially and academically.

Language Arts Scope and Sequence for Fourth Grade

Yearlong Theme: WE ARE THE WORLD (Kovalik & Olsen)

Curriculum (District Mandated)

Unit 1 theme (Kovalik & Olsen)

Science/Social Studies:

“Where In The World Are You?”

Globe: latitude, longitude, hemispheres,
equator

Maps: Scales, symbols, types (elevation,
transportation, product, and grid)

Simple machines: Uses and operation,
scientific method, yo-yo science

Math:

Graphs and Charts: understand,

read, create, analyze

Mental math reviewed

Word Problems

Reading:

“What’s What Friends Are For”

(basal theme), novels, genres

Comprehension: main idea, predict,

draw conclusions, fact/opinion,

sequence, author’s purpose, multiple

meaning words, vocabulary

Study Skills: Table of Contents

Language:

Grammar, mechanics & Usage:

Action/Past tense verbs; capitaliza-

tion; end punctuation marks; verbs

(Be, have & do); pronouns

Writing Workshop: Writing process

Spelling: Words Often Misspelled,

months & days, double consonants,

or/er endings, content words

Yearlong Theme: WE ARE THE WORLD (Kovalik & Olsen)

Unit Theme 1 of 6: WHERE IN THE WORLD ARE WE?

(Week 1, page 1)

Content Objective assumes Arizona Essential Standards. (District mandated)

Students are grouped one or two ESL students per group of four-five students. (Faltis)

Native English speakers are aware of their roles as coaches. (Faltis)

* indicates district pre-/post-tested items.

Content Objective (Curriculum)

1. Follow oral directions without needing repeated.*
Understand expected behavior.
2. Understand fire drill behavior.

Language Objective (Chamot & O'Malley)

1. A. Understand and use basic social vocabulary. (Central Arizona Bilingual Consortium);
- B. ESL students on Level 2 retell/rephrase procedures and draw pictures. (Central Arizona Bilingual Consortium)
- C. Participate in group activity (Lazear)
- D. Metacognitive (Central Arizona Bilingual Consortium)
2. Understand and use emergency vocabulary.

Learning Strategy (Chamot & O'Malley)

1. A. Social/Affective (See Appendix C)
- B. Metacognitive (See Appendix C)
- C. Cognitive (See Appendix C)
2. Social/Affective; and Cognitive

Listening, Speaking, Viewing, Activity (Finley and Central Arizona Bilingual Consortium)

1. A. Tap prior knowledge; note confused feelings on first few days of class. (Kovalik)
- B. Teacher hands out Procedures Book pages as part of Work Folder and explains blank sections are for drawing pictures. (Lazear)
Students draw picture of the main idea in each category. (Lazear)
- C. Students in groups role play the procedures. (Lazear)

Yearlong Theme: WE ARE THE WORLD (Kovalik & Olsen)

Unit Theme 1 of 6: WHERE IN THE WORLD ARE WE?

(Week 1, page 2)

Reading Comprehension (Curriculum)

1. Understand purpose of rules/procedures. As each is read by individual students, teacher makes notes of unknown words/meanings, second language level, and any pronunciation difficulties on all categories: morning activities, organizing supplies, bathroom passes/breaks, Make Your Day discipline plan, group jobs, neatness, noise level, getting help, cleaning up, homework, late work, grading, absences, report card grades on study habits and citizenship skills.

Writing (Curriculum)

1. D. Students write new, unknown report card words in personal dictionary. ESL students take procedure book pages to ESL teacher and translate necessary words.
2. D. Students write new, unknown emergency words in personal dictionary.

Vocabulary/Study Skill (Curriculum)

1. A. Understand chart format of Procedure Book to aid in comprehension, integrated with Math charts/graphs. (Kovalik)*
B. Understand chart format of Agenda, integrated with Math charts/graphs. (Kovalik)*
2. Follow school map, integrated with Social Studies maps * (Kovalik)

Spelling/Phonics (Curriculum)

1. Each group works with ESL students to pronounce words in role play. (Faltis)

Grammar, Mechanics, Usage (Curriculum)

Assessment (Curriculum)

1. A. Complete Book of Procedures within Work Folder
B. Participation in role play
2. Follow expected behavior in this and future fire drills.

Yearlong Theme: WE ARE THE WORLD (Kovalik & Olsen)

Unit Theme 1 of 6: WHERE IN THE WORLD ARE WE?

(Week 2, page 1)

Content Objective assumes Arizona Essential Standards. (District mandated)

Students are grouped one or two ESL students per group of four-five students. (Faltis)

Native English speakers are aware of their roles as coaches. (Faltis)

* indicates district pre-/post-tested items.

Content Objective (Curriculum)

3. A. Define and understand genres. *
- B. Become familiar with genres in textbook. *
- C. Find genres' location in library.
4. Read "Mom's Best Friend" in basal text (ESL: TE 202, 206)

Language Objective (Chamot & O'Malley)

3. A. Understand basic academic words;
- C. Understand/use abbreviations of genres on library shelf rows.
4. In ESL class, read "Balto, The Dog Who Saved The City." (TE 209D-F)

Learning Strategy (Chamot & O'Malley)

3. A. Cognitive (See Appendix C)
- C. Social/Affective (See Appendix C)
4. Metacognitive (See Appendix C)

Listening, Speaking, Viewing Activity (Finley and Central Arizona Bilingual Consortium)

3. A. Complete a pie chart by organizing genres in proper categories and writing definitions.
- B. Begin a scavenger hunt by finding title and author in basal text Table of Contents. *
4. Follow TE 196-208 Q&A
5. Follow TE 209
6. Follow TE 203 (Multiple Meaning Words *)
9. Read aloud: a fable by Aesop (Lazear)
10. Choral reading: "The Lion and The Mouse" (Lazear)

Yearlong Theme: WE ARE THE WORLD (Kovalik & Olsen)

Unit Theme 1 of 6: WHERE IN THE WORLD ARE
(Week 2, page 2)

Reading Comprehension (Curriculum)

3. A. Discuss basal text theme; "That's What Friends Are For." (Kovalik)
4. Main Idea/Supporting Details * (TE 196-208)
5. Author's Purpose and Point of View * (TE 209)

Writing (Curriculum)

1. D. Add genres to personal dictionary. *
7. A. Complete and memorize personal "pencil" chart of writing process steps, integrated with Math charts and graphs. * (Kovalik)
- B. After brainstorming as a class, write rough draft of story from the point of view of another character in the story (Writing Process Step 1 & 2). *

Vocabulary/Study Skill (Curriculum)

3. A. Define genres: fable, folktale, poem, science-fiction *
- B. Understand/use Table of Contents. *
6. Understand Multiple Meaning Words (TE 203) *
- Advance students: Figurative Language (TE 209G).

Spelling/Phonics (Curriculum)

8. A. Five-Day Spelling Plan: Words Most Often Misspelled
- B. Phonics: /long a/ ail, ain, ay (TE 199)

Grammar, Mechanics, Usage (Curriculum)

11. Action verbs * (TE 209K-L)
12. Capitalization and end punctuation marks (TE 209L) *

Assessment (Curriculum)

3. A. Matching test on genres' definitions and completion of pie chart.
- B. Completion of scavenger hunt list from basal textbook.
- C. Completion of scavenger hunt list from library.
- D. Completion of personal dictionary.
4. Basal test.
5. Basal test.
6. Basal test.
7. A. Completion of "pencil" chart; test on listing the steps.
- B. Success according to grade rubric.

Yearlong Theme: WE ARE THE WORLD (Kovalik & Olsen)

Unit Theme 1 of 6: WHERE IN THE WORLD ARE WE?

(Week 2, page 3)

Assessment (Curriculum)

8. A. Post-test by dictation and use of three words from literature in sentences.
 B. Basal test.
9. Behavior
10. Behavior
11. Basal test.
12. Edit story (Step 3 of Writing Process).

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of the study was to design a fourth grade language arts scope and sequence for ESL students which integrates academic content, language objectives and learning strategies, higher order thinking skills, individual learning styles, and considers the sociocultural dynamics of the classroom.

The literature herein reviewed is based on second language acquisition. Chamot & O'Malley (1994) believe that, "Teachers can select strategies for which there has been strong empirical support with native English-speaking students and tailor the strategy to students who are learning English" (p. 65).

All the approaches herein reviewed point out that language learning is dependent upon cooperation with others and obtaining feedback from someone other than the teacher. Therefore, effective acquisition of a new language is not only a mental process but an emotional and social one as well.

Another question about learning in general became obvious during the research. Does one prefer to look at a problem or lesson as a whole, then examine the parts? Or does one prefer to look at the smaller pieces or parts of a problem or lesson before exposing yourself to the bigger picture? Kovalik and Olsen's (1994) ITI model became an integral part of the new scope and sequence in an effort to reach all students because, as Kovalik & Olsen point out, "a yearlong theme . . . is the source of curriculum

development and sets the direction for instructional strategies” (p. 4). The yearlong theme becomes the structure upon which the smaller components are built for aid in memory retention.

Beginning with Chamot & O’Malley’s CALLA (1994) and Kovalik & Olsen’s Integrated Thematic Instruction (1994), a framework was begun with the district-mandated fourth grade curriculum concepts. Added to that framework was the Central Arizona Bilingual Consortium’s Skill Levels (Appendix C). Other successful approaches and their implications were studied in graduate classes and were added to the focus of the scope and sequence herein, one being the clearly stated high expectations for all students, evidenced by the Unit 1, Week 1’s Procedure Book.

As a result of this researcher teaching ESL to adults for Literacy Volunteers of America, another slice of the scope and sequence was ascertained; the focus being that, as children, language is learned by first hearing, then speaking, then reading and writing. Therefore, an effective scope and sequence should include all four components in the natural order.

Conclusions

There can be no conclusion until the model is implemented. Anticipated conclusions, however, include a transfer of responsibility from the teacher to the students to learn, increased student motivation, improvement of student grades, no duplication of words or skills/concepts taught in succeeding years, and a progression of academic success and English fluency.

Recommendations

This scope and sequence should be implemented in fourth grade in this researcher's fourth grade classroom.

Test results should be compared before and after guidelines used in this scope and sequence, in order to determine whether the placing of responsibility to learn on the student has indeed affected motivation, as well as grades and English fluency.

A scope and sequence such as this one could be shared with other grade level teachers through inservice training. The model clearly states high expectations, is research-based, proven-successful by teachers who based their strategies on second language acquisition theories, teaches students how to learn, and includes all types of learners.

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APPENDIX A

ELEMENTARY FOREIGN LANGUAGE PROGRAM MODELS AND GOALS

Program Model	% of Class Time Spent	Goals
MULTIPLA IMMERSION Grades K-2 (Continuous)	50 - 100% (time spent teaching subject matter taught in FL)	<ul style="list-style-type: none"> - To become functionally proficient in the foreign language (to be able to communicate on topics appropriate to age almost as well as native speakers) - To master subject content taught in the foreign language - To acquire an understanding and appreciation for other cultures

ELEMENTARY FOREIGN LANGUAGE PROGRAM MODELS AND GOALS

Program Models	% of Class Time Spent	Goals
<u>MODEL #1</u> IMMERSION Grades K-8 (continuous)	50 - 100% (time spent learning subject matter taught in FL)	<ul style="list-style-type: none"> - To become functionally proficient in the foreign language (to be able to communicate on topics appropriate to age almost as well as native speakers) - To master subject content taught in the foreign language. - To acquire an understanding and appreciation for other cultures
<u>MODEL #2</u> PARTIAL IMMERSION Grades K-8 (continuous)	approx. 50% (time spent learning language per se as well as learning subject matter in FL)	<ul style="list-style-type: none"> - To become proficient in the foreign language. - To master subject content taught in the foreign language. - To acquire an understanding and appreciation for other cultures.
<u>Model #3</u> TWO WAY BILINGUAL Grades K-8 (continuous)	approx. 50% (time spent learning language per se as well as learning subject matter in FL)	<ul style="list-style-type: none"> - To develop foreign language proficiency by drawing upon the skills of students who speak a language other than English to promote second language development among English-speaking students. - To acquire an understanding and appreciation for other cultures.
<u>Model #4</u> Foreign language in the Elementary Schools (FLES) Grades K-8 (continuous)	5-15% (time spent learning language per se as well as learning subject matter - if content based FLES)	<ul style="list-style-type: none"> - To acquire a certain amount of listening and speaking skills (amount depends on time spent in program). - To acquire an understanding and appreciation for other cultures. - To acquire limited amount of reading and writing skills (in some programs).
<u>Model #5</u> FOREIGN LANGUAGE EXPERIENCE (FLEX) K-8 (not continuous)	approx 5% (time spent learning language and about language, usually taught mostly in English)	<ul style="list-style-type: none"> - To develop an interest in foreign language for future language study. - To learn basic words and phrases on an informal basis. - To develop careful listening skills. - To develop cultural awareness.

(Adapted from: Center for Applied Linguistics by permission from Nancy Rhodes, 1997)

APPENDIX B

CENTRAL ARIZONA BILINGUAL CONSORTIUM AD-HOC WORKING GROUP ON THE IMPACT OF ASSESSMENT AND TESTING ON SPECIAL POPULATIONS

CENTRAL ARIZONA BILINGUAL CONSORTIUM
AD-HOC WORKING GROUP ON THE IMPACT OF ASSESSMENT AND
TESTING ON SPECIAL POPULATIONS

ESL standards can serve as a bridge to the State standards for language arts. Because students at any age/grade level may begin the process of acquiring English irrespective of their grade/placement in school, these levels parallel the structure of the English standards but are not to be associated with the same grade levels. They indicate a progression of English language skills. Each level represents a one or two year growth process.

Listening/Speaking/Reading/Writing

Level 1

- Understand and use basic social vocabulary
- Follow oral directions
- Participate in a group activity
- Retell a story or event presented orally
- Rephrase and explain factual information presented orally
- Identify and use the letters of the English alphabet

Level 2

- Understand and use basic school vocabulary
- Follow oral and written directions
- Paraphrase a statement made by a teacher or peer
- Retell a story silently
- Write simple stories or narrative
- Take simple notes from resource materials

Level 3

- Understand and use basic academic vocabulary
- Seek clarification of oral and/or written directions
- Modify an oral or written statement made by a teacher or peer
- Write a brief summary of a story
- Write and edit simple stories or narratives
- Take notes from resource materials and write a simple summary

Level 4

- Understand and use academic vocabulary
- Ask a teacher to confirm one's understanding of oral and/or written directions
- Elaborate and extend an oral or written statement made by a teacher or peer
- Express a personal opinion about a story
- Draft and edit a story or narrative
- Take detailed notes from resource materials and write a comprehensive summary

(Central Arizona Bilingual Consortium's ESL Standards draft, Jan. 9, 1997)

APPENDIX C

LEARNING STRATEGIES IN THE CLASSROOM

STRATEGY	DESCRIPTION	SCENARIO

LEARNING STRATEGIES IN THE CLASSROOM

(CONTINUED)

METACOGNITIVE STRATEGIES

STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
Planning		
Advance Organization	Preview Skim Gist	Preview main idea and concepts of a text; identifying the organizing principle.
Organizational Planning	Plan what to do	Plan how to accomplish the learning task; planning the parts and sequence of ideas to express.
Selective Attention	Listen or read Selectively; Scan Find specific information.	Attending to key words, phrases, ideas, linguistic markers, types of information.
Self-management	Plan when, where, and how to study	Seeking or arranging the conditions that help one learn.
Monitoring		
Monitoring Comprehension	Think while listening Think while reading	Checking one's comprehension during listening or reading.
Monitoring Production	Think while speaking Think while writing	Checking one's oral production while it is taking place.
Evaluating		
Self-assessment	Check back Keep a learning log Reflect on what you learned	Judging how well one has accomplished a task.

LEARNING STRATEGIES IN THE CLASSROOM (CONTINUED)

COGNITIVE STRATEGIES

STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
Resourcing	Use reference materials	Using reference materials such as dictionaries, encyclopedias, or textbooks.
Grouping	Classify Construct graphic Organizers	Classifying words, terminology, quantities, or concepts according to their attributes.
Note-taking	Take notes on idea maps, T-lists, etc.	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form.
Summarizing	Say or write the main idea	Making a mental, oral, or written summary of information gained from listening or reading.
Deduction/Induction	Use a rule/ Make a rule	Applying or figuring out rules to understand a concept or complete a learning task.
Imagery	Visualize Make a picture	Using mental or real pictures to learn new information or solve a problem.
Auditory Representation	Use your mental tape recorder	Replaying mentally a word, phrase, or piece of information.
Making inferences	Use context clues Guess from context Predict	Using information in the text to guess meanings of new items or predict upcoming information.

LEARNING STRATEGIES IN THE CLASSROOM (CONTINUED)

SOCIAL/AFFECTIVE STRATEGIES

STRATEGY NAME	STRATEGY DESCRIPTION	STRATEGY DEFINITION
Questioning for clarification	Ask questions.	Getting additional explanation or verification from a teacher or other expert.
Cooperation	Cooperate Work with class- mates Coach each other	Working with peers to complete a task, pool information, solve a problem, get feedback.
Self-Talk	Think positive!	Reducing anxiety by improving one's sense of competence.

Source: Chamot & O'Malley, 1994, p. 62-63

APPENDIX D

FINLEY'S ADAPTATION OF BLOOM'S EDUCATIONAL OBJECTIVES

FINLEY'S ADAPTATION of BLOOM'S EDUCATIONAL OBJECTIVES

EVALUATION

judge
appraise
evaluate
rate
compare
value
revise
score
select
choose
assess
estimate
measure

SYNTHESIS

compose
plan
propose
design
formulate
arrange
assemble
collect
construct
create
set up
organize
manage
prepare

ANALYSIS

distinguish
analyze
differentiate
appraise
calculate
experiment
test
compare
contrast
criticize
diagram
inspect
debate
inventory
question
relate
solve
examine
categorize

APPLICATION

interpret
apply
employ
use
demonstrate
practice
illustrate
operate
schedule
shop
sketch
classify

CALP

COMPREHENSION

translate
restate
discuss
describe
recognize
explain
express
identity
locate
report
review
tell

BICS

KNOWLEDGE

define
repeat
record
list
recall
name
relate
underline

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