

RAMP It Up (Matrix Building)

Objectives

- To sort information and apply it to a matrix using a cooperative learning structure
- To construct/discover new content or for practice and review

Grade/Class _____

Time Allow 10 - 20 minutes

Grouping Either whole class or divided into smaller groups of 2 or 3.

Materials A matrix for whole group use or enough complete sets of matrices for each smaller group*

Instructions

1. Teacher places incomplete matrix on whiteboard or wall. To provide contextual clues some of the matrix pieces are modeled in place, or at the very least the matrix categories are posted up.
2. Every student is handed a piece or pieces (depending on matrix size and number of students) of the matrix.
3. Students are asked to examine the content of their matrix piece and talk with other students near them (table partners or beyond) about what information they have.
4. After they have had an opportunity to share information, students are told the rules of the activity:
 - When you are ready to add your piece to the matrix “ramp it up,” which means stand at their side of the matrix so that everyone knows you are ready to take your turn.
 - There should not be more than two students on either side of the matrix ramped up to go.
 - Students take one turn at a time as they place their pieces on the matrix.
 - If someone places a piece in a spot that you feel is yours, you can take it off and place yours and the one mistakenly placed in your spot on another.
 - Only the student who is taking a turn to place their piece can talk.
5. The students are instructed to use a expressing and supporting opinion sentence stem, like “ I think _____ because _____.”when addressing the group before placing the piece on the matrix.
6. The activity continues until everyone has had a chance to place their piece (and when necessary to correct any other pieces.)
7. Before the answer sheet is handed out. The teacher announces is this your “final answer?”

*Variation: As this is basically a mix, sort and match activity, this can be done in smaller groups with each group constructing individual matrices

Narrative and Expository Story Frames

Thinking/Reading/Writing Tool

Story frames (Walker, 1992; Cunningham & Allington, 1999) are powerful modeling tools that show students how to pick out main ideas and details in order to effectively summarize. Summarizing is the key skill that students need to be able to use throughout their school careers.

Summarizing is very different from retelling in that the reader needs to condense the story, or "scrunch it up" to a few sequenced main ideas. This sifting for the skeletal structure of a reading selection is a first step in analysis. **Repeated modeling** is the key to students being able to internalize the structure and become independent summarizers. Be sure the selection is very familiar through rereading and shared reading (a minimum of three times), and that students have orally processed the plot and characters or main information. That way *all* the listener/readers have the opportunity to participate, not just the literate few. Rereading also supports the ELL who *must* hear the language of the story again in order to participate in the discussion. **Never, ever give the story frame as a ditto.** The power of the frame lies in the thinking and organizing students must do as they reread. Put the frame on chart paper and post it on the wall for reference. Then as you are creating the summary with your group, the students develop the habit of looking at it to find the next prompt, sponsoring independent learning behaviors.

The frame teaches students how to approach getting down to the bones of summarizing. By gradually moving from the whole group to partners to independent work, students have time to iron out their questions and develop confidence in the process.

Narrative:

In this story (Characters and setting) are _____. The problem is _____. So, _____. First, _____. Then, _____. But, _____. It got solved when _____. In the end _____.

Expository:

This article (book, piece) is all about _____. I learned that _____. Although I already knew _____, I didn't know that _____. I was very surprised to learn _____. Another fact I learned was _____. However, the most interesting thing I learned was _____.

Adapted from *Classroom Instruction That Works with English Language Learners*

Tiered Questioning

By using the Stages of Language Acquisition, teachers can use questioning strategies to include all students in a whole-class activity, and can use these questioning techniques one-on-one with ELLs to check for comprehension.

Preproduction: Students can point to a pictures or words as the teacher says or asks: “Show me,” “Where is,” “Circle the,” or “Who has?”

Early Production: Students do well with yes/no questions, either/or questions, lists, labels, and one- or two-word answers.

Speech Emergence: Students can answer “why” and “how” questions with phrases or short sentence answers, and can also explain their answers.

Intermediate Fluency: Students can answer “What would happen if” and “Why do you think?”

Advanced Fluency: Students can answer “Decide if” or “Retell” using complete sentences and explanations.

The Word-MES Strategy

1. Work on **word** selection with Preproduction students.
2. **Model** for Early Production students.
3. **Expand** what Speech Emergence students have said or written.
4. Help Intermediate and Advanced Fluency students “**sound like a book.”**

Preproduction: Students need help with word selection.

Early Production: Students benefit from teacher modeling good English. Explicit corrections should not be made. i.e. “Wolf blowed,” the teacher can say, “Yes, the wolf blew and blew.”

Speech Emergence: Students should focus on expanding oral and written sentences. Teachers can help students add information and description to sentences.

Intermediate Fluency: Students can answer “What would happen if” and “Why do you think?”

Advanced Fluency: Students should sound like a book. Teachers can help them achieve this by exposing them to words beyond their current repertoire.

**Oregon Department of Education
ENGLISH LANGUAGE
STAGES OF LANGUAGE ACQUISITION
FULL COMPETENCY – 5-7 YEARS**

**SOCIAL DIMENSION
ORAL FLUENCY (1-2 YEARS)**

ADVANCED

INTERMEDIATE

**BEGINNING
Non-English Speaker**

Pre-Production

**Early
Production**

Associates
sound to
meaning

Develops
listening
strategies

Begins to develop academic and social receptive vocabulary and listening comprehension. Students are trying to make sense of the unfamiliar sounds of the new language. **Comprehension** is demonstrated through gestures, drawings and actions.

Begins to express with single words or phrases in academic and social settings. Students' responses will include frequent errors in grammar and pronunciation. **Comprehension** is demonstrated through participation using key words and familiar phrases, face-to-face interactions and non-verbal responses.

Speech Emergence
Responds to questions and conducts conversations in English using short phrases and sentences; able to use language to communicate more freely and are beginning to use English for academic purposes. **Comprehension** is demonstrated by responding orally and in written forms that rely on visual organizers.

Intermediate Oral Fluency
Responds to questions and conduct conversations in English using more complex phrases and sentences. While able to initiate and participate in social conversations, they are still developing the academic language needed for successful participation in grade level academic settings. **Comprehension** is demonstrated by responding in oral and written form in both context embedded and context reduced situations.

Approximates fluency of non-ELL peers. In oral language, students negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. In **writing**, the structures, vocabulary and overall organization approximate the writing of non-ELL peers. Students produce text independently for academic and social purposes. **Comprehension** is demonstrated in decontextualized situations, orally and in writing

Developed
Native
Language

Stages of Second Language Acquisition *based on the work of Krashen and Terrell (1983)*

Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Preproduction <i>ODE - Beginning</i>	The student: <ul style="list-style-type: none"> • Has minimal comprehension • Does not verbalize • Nods “yes” and “no” • Draws and points 	0-6 months	<ul style="list-style-type: none"> • Show me . . . • Circle the . . . • Who has . . .
Early Production <i>ODE - Early Intermediate</i>	The student: <ul style="list-style-type: none"> • Has limited comprehension • Produces one- or two-word responses 	6 months – 1 year	<ul style="list-style-type: none"> • Yes/no questions • Either/or questions • One- or two-word answers • Lists • Labels
Speech Emergence <i>ODE - Intermediate</i>	The student: <ul style="list-style-type: none"> • Has limited comprehension • Produces one- or two-word responses • Participates using key words and familiar phrases • Uses present-tense verbs 	1-3 years	<ul style="list-style-type: none"> • Why . . .? • How . . .? • Explain . . . • Phrase or short-sentence answers
Intermediate Fluency <i>ODE - Early Advanced</i>	The student: <ul style="list-style-type: none"> • Has excellent comprehension • Makes few grammatical errors 	3-5 years	<ul style="list-style-type: none"> • What would happen if . . .? • Why do you think . . .?
Advanced Fluency <i>ODE - Advanced</i>	The student has a near-native level of speech.	5-7 years	<ul style="list-style-type: none"> • Decide if . . .? • Retell . . .

From *Classroom Instruction That Works with English Language Learners*, Jane D. Hill and Kathleen M. Flynn, 2006. Julie Rossi, SOESD Literacy Specialist

Official Name	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Other names	Silent Period Newcomer Preproduction	<u>Early Production</u> Emergent/Beginner One-Two Word Stage	Social Language Stage <u>Speech Emergence</u>	<u>Intermediate Fluency</u> Transitional Academic Language Stage	Academic Language
Definition	Students demonstrate minimal comprehension of general meaning; gain familiarity with the sounds, rhythms and patterns of English. Early stages show no verbal responses while in later stages one or two word responses are expected. Students respond in single words and phrases, which may include subject or a predicate. Many speech errors are observed. (<i>bear, brown</i>)	Students demonstrate increased comprehension of general meaning and some specific meaning. They use routine expressions independently and respond using phrases and simple sentences, which include a subject and predicate. Students show basic errors in speech. (<i>The bear is brown. He is eating.</i>)	Students demonstrate good comprehension of general meaning and increased comprehension of specific meaning. They respond in more complex sentences with more detail using newly acquired vocabulary to experiment and form messages. (<i>The brown bear lived with his family in the forest.</i>)	Students demonstrate consistent comprehension of general meaning and good understanding of implied meaning. They sustain conversation, respond with detail in compound and complex sentences, actively participate using more extensive vocabulary, use standard grammar with few random errors. (<i>Can bears live in the forest if they find food there?</i>)	Students comprehend general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary, use conventions for formal and informal language. (<i>Would you like me to bring pictures of the bear that I saw last summer?</i>)
Timeline	0-6 months in U.S. schools	6 months – 1 year in U.S. schools	1 – 3 years in U.S. schools	3 – 5 years in U.S. schools	5 – 7 years in U.S. schools
Student Behaviors At this stage, students will:	Listening: Try to make sense out of speech; use gestures to demonstrate understanding of basic social and academic concepts Speaking: Respond non-verbally and later use one to two word phrases. Reading: (late in stage) beginning phonics skills, participate in shared reading, rely on pictures for understanding; retell using gestures, expressions, and illustrations. Writing: Draw, copy, circle, label, match; use high frequency words and simple sentences with frames; use inventive spelling, write name using English spelling conventions.	Listening: Show comprehension of social and academic concepts by asking questions and/or participating in classroom activity. Speaking: Use variety of words and simple sentences to communicate messages; sometimes use subject/verb agreement, use adverbs, adjectives and prepositions; answer questions with one or two word phrases, sequence events, use facial expressions, gestures pitch and tone, recite songs and poems, use routine expressions independently. Reading: participate in shared reading and predict, recall facts and details, identify main idea, draw conclusions, make connections; retell stories using simple sentences, use picture cues and initial letter sounds to predict text, follow simple written directions. Writing: use pre-writing activities, complete simple sentences, capitalization and punctuation and spelling patterns, invented spelling, some syntactic and phonetic patterns reflective of primary language that interfere with meaning.	Listening: follow instructions; participate in a variety of discussions including those with academic content; identify main idea and key concepts Speaking: speak with less hesitation using appropriate vocabulary on familiar topics with pronunciation that sometimes requires careful attention on the part of the listener; experiment with newly acquired vocabulary; use longer phrases and sentences to engage in discussions (with grammatical inadequacies) using questions and answers, including those with academic content. Reading: use complex phonics and contextual clues to identify words, summarize and sequence events; describe time and setting; explain themes and feelings; use text features to gain information; explain, describe, compare and retell in response to literature; engage in independent reading based on oral fluency and prior experiences with print. Writing: use systematic methods to spell complex words; write for a variety of purposes and audiences; use complete sentences; engage in research using a variety of materials; focus on main idea.	Listening: use listening skills in a variety of social and academic settings; participate in a variety of discussions; listen to and recite directions in own words. Speaking: pronounce words intelligibly with accent, generally fluent but occasionally searching for the correct manner of expression; express ideas and feelings, use longer more complex sentence patterns; tell jokes; engage in dramatizations; use more extensive vocabulary Reading: follow more complex written directions; independently read and interpret a wider range of narrative and content texts with increasing comprehension; express opinion; explore concepts in subject matter in greater depth, locate information/resources to conduct research projects; read grade-level text with English Language Development support through pre-teaching (vocabulary and structure). Writing: use a variety of grade appropriate writing conventions; writes for a variety of purposes; use writing process; elaborate ideas and details; use more complex sentences; engage in research projects	Listening: demonstrate understanding at a level of non-ELL peers of everyday social and academic discussion. Speaking: communicate effectively with an audience for a variety of social and academic purposes on a wide range of familiar and new topics. Demonstrate ease with idioms, figures of speech, and words with multiple meanings. Reading: read competently to meet both social and academic demands for specific purposes and audiences; read with considerable fluency. Writing: write competently to meet both social and academic demands for specific purposes and audiences. Few grammatical errors do not interfere with meaning. Produce writing with varied grammatical structures and vocabulary comparable to native English speaking peers.
Language Functions and Forms At this stage the teacher can introduce these language functions:	Expressing needs and likes Nouns, yes/no Retelling/relating past events Single word response to past tense question Making predictions Respond to simple questions with gestures or one or two words Expressing and Supporting Opinions <i>I like/don't like...</i> (concrete topics) Sequencing Non-verbal reordering of pictures or manipulatives	Describing people, places and things Simple sentences with the verb to be using common nouns and adjectives. (<i>The ____ is ____.</i>) Describing special and temporal relations Simple sentences with prepositional phrases such as <i>next to, beside, between, in front of</i> , etc. Asking Informational Questions Present or present progressive tense with the verb <i>to be</i> Asking Clarifying Questions Formula questions clarifying classroom procedures, rules and routines Comparing/Contrasting Sentences with subject/verb/adjective showing similarities and differences	Summarizing Compound sentences with <i>and, but</i> Persuading Imperative verb forms Literary Analysis Compound sentences with <i>and, because, before, after</i> Cause and Effect Descriptive sentences with past tense verbs Drawing Conclusions Comparative adjectives with past tense verbs in simple sentences	Summarizing Conjunctions that summarize: (<i>to conclude, in summary</i>) Persuading Complex sentences with future and conditional Literary Analysis Descriptive language in complex sentences Cause and Effect Complex sentences using past tense verbs with cause and effect words (<i>because, since, as a result</i>) Drawing Conclusions Comparative adjectives conjunctions (<i>although, because, that</i>)	Summarizing Conjunctions that summarize: (<i>therefore, indeed</i>) Persuading Complex sentences with tag questions, idioms or embedded clauses. Literary Analysis Specific descriptive language in complex sentences Cause and Effect Conditional (<i>if...had/hadn't _____, would/n't have ____</i>) Drawing Conclusions Comparative adjectives with idiomatic phrases and passive voice
Teaching Strategies	Use manipulative, visuals, realia, Create climate of acceptance/respect Use cooperative learning groups Require physical response to check comprehension Display print Model activities for students Use hands-on activities Ask yes/no questions	Continue Stage 1 strategies PLUS: Simplify language not content Lessons designed to motivate students to talk Ask students questions that require one or two word responses Expand vocabulary	Continue Stages 1 and 2 PLUS: List and review instructions step by step Build on students' prior knowledge Incorporate more reading and writing Encourage students in producing language	Continue Stages 1-3 PLUS: Have students brainstorm, list, web, use graphic organizers Ask questions soliciting opinions, judgment, explanation (more why and how questions) Introduce figurative language Develop more academic language (oral and written).	Continue Stages 1-4 PLUS: Incorporate note taking skills Expand figurative language (idioms) Study skills Test-taking skills Students who have mastered most of the behaviors in Stage V should be considered for Exit.

Please note: students progress at independent rates depending on previous schooling, acculturation, and motivation. Students with no previous schooling will take longer to progress through these stages. Please remember most ELL students have extensive language ability in their first language.

This matrix is a synthesis of the Language Acquisition Chart developed by the ESL/Bilingual Department of the Portland Public Schools, the English Language Proficiency Standards developed by the Oregon Department of Education, and the English Language Development Instructional Framework developed by the Woodburn School District.

Academic Word List

The Academic Word List, compiled by Coxhead (2000), consists of 570 word families that are not in the most frequent 2,000 words of English but which occur reasonably frequently over a very wide range of academic texts. These 570 words are grouped into ten sublists that reflect word frequency and range. A word like analyze falls into Sublist 1, which contains the most frequent words, while the word adjacent falls into Sublist 10 which includes the least frequent (amongst this list of high incidence words). This contains the headwords of the families in the Academic Word List. In other words, this list contains the most frequent form of the word, more often a noun or verb form, although there may be one or more important related word forms. For example, the headword analyze would also include analyst, analytic, analytical and analytically in the word family.

The Academic Word List is not restricted to a specific field of study. That means that the words are useful for learners studying in disciplines as varied as literature, science, health, business, and law. This high-utility academic word list does not contain technical words likely to appear in one, specific field of study such as amortization, petroglyph, onomatopoeia, or cartilage. Two-thirds of all academic English words come from Latin, French (through Latin), or Greek. Understandably, knowledge of the most high-incidence academic words in English can significantly boost a student's comprehension level of school-based reading material. Secondary students who are taught these high-utility academic words and routinely placed in contexts requiring their usage are likely to be able to master academic material with more confidence and efficiency, wasting less time and energy in guessing words or consulting dictionaries than those who are only equipped with the most basic 2000-3000 words that characterize ordinary conversation.

Sources: Coxhead, Averil. (2000). A new academic word list. TESOL Quarterly, 34, 213-238. Averil Coxhead's website: www.vuw.ac.nz/lals/div1/awl

1. analyze approach area assess assume
authority available benefit concept consist
context constitute contract data define
derive distribute economy environment
establish estimate evident factor finance
formula function income indicate individual
interpret involve issue labor legal legislate
major method occur percent period
principle proceed process policy require
research respond role section sector
significant similar source specific
structure theory vary

2. achieve acquire administrate affect appropriate aspect assist category chapter commission community complex compute conclude conduct consequent construct consume credit culture design distinct equate element evaluate feature final focus impact injure institute invest item journal maintain normal obtain participate perceive positive potential previous primary purchase range region regulate relevant reside resource restrict secure seek select site strategy survey text tradition transfer

3. alternative circumstance comment compensate component consent considerable constant constrain contribute convene coordinate core corporate correspond criteria deduce demonstrate document dominate emphasis ensure exclude fund framework illustrate immigrate imply initial instance interact justify layer link locate maximize minor negate outcome partner philosophy physical proportion publish react register rely remove scheme sequence sex shift specify sufficient task technical technique technology valid volume
(Kinsella, San Francisco State University, 8/03)

4. access adequacy annual apparent approximate attitude attribute civil code commit communicate concentrate confer contrast cycle debate despite dimension domestic emerge error ethnic goal grant hence hypothesis implement implicate impose integrate internal investigate job label mechanism obvious occupy option output overall parallel parameter phase predict prior principal professional project promote regime resolve retain series statistic status stress subsequent sum summary undertake

5. academy adjust alter amend aware capacity challenge clause compound conflict consult contact decline discrete draft enable energy enforce entity equivalent evolve expand expose external facilitate fundamental generate generation image liberal license logic margin mental medical modify monitor network notion objective orient perspective precise prime psychology pursue ratio reject revenue stable style substitute sustain symbol target transit trend version welfare whereas

6. abstract acknowledge accuracy aggregate allocate assign attach author bond brief capable cite cooperate discriminate display diverse domain edit enhance estate exceed expert explicit federal fee flexible furthermore gender

ignorance incentive incorporate incidence index inhibit initiate input instruct intelligence interval lecture migrate minimum ministry motive neutral nevertheless overseas precede presume rational recover reveal scope subsidy tape trace transform transport underlie utilize

7. adapt adult advocate aid channel chemical classic comprehensive comprise confirm contrary convert couple decade definite deny differentiate dispose dynamic equip eliminate empirical extract file finite foundation globe grade guarantee hierarchy identical ideology infer innovate insert intervene isolate media mode paradigm phenomenon priority prohibit publication quote release reverse simulate sole somewhat submit successor survive thesis topic transmit ultimate unique visible voluntary

8. abandon accompany accumulate ambiguous appendix appreciate arbitrary automate bias chart clarify commodity complement conform contemporary contradict crucial currency denote detect deviate displace drama eventual exhibit exploit fluctuate guideline highlight implicit induce inevitable infrastructure inspect intense manipulate minimize nuclear offset paragraph plus practitioner predominant prospect radical random reinforce restore revise schedule tense terminate theme thereby uniform vehicle via virtual visual widespread

9. accommodate analogy anticipate assure attain behalf cease coherent coincide commence compatible concurrent confine controversy converse device devote diminish distort duration erode ethic found format inherent insight integral intermediate manual mature mediate medium military minimal mutual norm overlap passive portion preliminary protocol qualitative refine relax restrain revolution rigid route scenario sphere subordinate supplement suspend team temporary trigger unify violate vision

10. adjacent albeit assemble collapse colleague compile conceive convince depress encounter enormous forthcoming incline integrity intrinsic invoke levy likewise nonetheless notwithstanding odd ongoing panel persist pose reluctance scolded straightforward undergo whereby

Word Sorts

What Are Word Sorts?

There are two types of word sorts: **closed** and **open**. In closed word sorts the teacher defines the process for categorizing the words. This requires students to engage in critical thinking as they examine sight vocabulary, corresponding concepts, or word structure. In open word sorts the students determine how to categorize the words, thereby becoming involved in an active manipulation of words.

Word Sort Activities

Alphabetization

Students shuffle and arrange cards alphabetically.

Spelling of Prefixes, Suffixes, or Roots

Students categorize words by how their prefixes, suffixes, or roots are spelled:

ad-: *ac-, al-, ap-, ar-, at-*

lǝ bəl|: *-able, -ible*

scrib, scrip, script

Students can cut or fold word cards to separate a prefix and/or suffix from a base word or root.

bi month ly re sign ation

Parts of Speech

Students could sort words and word parts into columns according to the part of speech formed when a suffix is added. Students can also see spelling-meaning links by tracking the base word or root across each row.

<u>Base Word or Root</u>	<u>Noun</u>	<u>Adjective</u>	<u>Verb</u>
legal			legalize
fract	fracture		
flex		flexible	
eleg	elegance	elegant	

Word Histories

Students might sort words based on their origin:

Algonquian

squash

Dutch

easel

Eskimo

igloo

French

reservoir

Spanish

sombrero

Oral Practice

Students, working in pairs, can practice pronunciation and spelling by asking each other to spell the word on their card. This activity might be especially effective when students are studying words from other languages (*enchilada, bouquet, moccasin*).

Interactive Games

Students choose a word card and act out or draw clues about the word for others to guess. A point is given to the student who both guesses and spells the word correctly.

For vocabulary enrichment, students can read aloud the dictionary definition or the thesaurus subentries for a basic list word while other students guess and spell the basic word.

For additional game ideas, consult your **Teacher's Resource Book**.

Word Building

Have students use their understanding of word formation and word families to build new spelling words with the cards provided for prefixes, suffixes, and roots or with cards they make for other familiar word parts. As a self-check, ask students to look up each word they make in a dictionary.

For meeting individual needs, refer to the *Helpful Hints* on page 2.

WORD SPLASH

List the words here:

- stripes
- symbol
- flag
- thirteen

- stars
- freedom
- United States
- fifty

* Using all the words above. On lines below, write a complete sentence using each word - showing that you know its meaning.

1.

2.

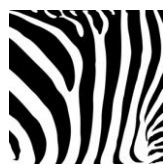
3.

4.

5.

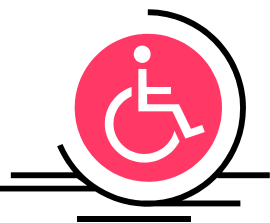
6.

Stripes



stars

symbol



freedom

flag



United States



Thirteen

13

Fifty

50