

Classroom Instruction that Works with English Language Learners Facilitator's Guide

Errata

Dear Readers,

Please use the following errata to aid your use and understanding of *Classroom Instruction that Works with English Language Learners Facilitator's Guide*.

Ongoing efforts to keep you informed of changes can be found on the Web: <http://www.ascd.org/portal/redirect.jsp?ProductID=108052>. A copy of the errata, additional and alternative materials provided by the authors, and an updated PowerPoint presentation for the workshops can be requested from <http://www.mcrel.org/citwell>. Password: facilitator.

Throughout the book, change *related actions* to *language functions*; change *language goals* to *language objectives*.

p. 5—See Chapter 5 [not 4] for a more detailed discussion of the Word-MES formula.

p. 18—Figure 2.2—Change *Compression* to *Comprehension*.

p. 25—Sample answers to Figure 3.1 are online.

p. 43—Full-size examples of text patterns are online.

p. 54—Below **Activity**, please refer to Appendix 31 [not 13].

p. 65—First full paragraph: The following are some examples of ways to explain, model, and practice one [not four] of the components.

p. 65—Below **Positive Interdependence** at #4, insert *Practice*:

p. 68—Below **Example 2**, Figure 10.1 shows an example of an expository advance [not graphic] organizer with words and pictures.

p. 73—Under **Recommendation 4** See slides 57–62 for examples of advance graphic organizers. [not Return to Chapter 6 for examples of graphic organizers.]

p. 74—Figure 10.3 Replace references to artwork:
Mont Sainte-Victoire [not Morn Saint Victoria]
The Tub [not Tab]

p. 103—First sentence, delete the word *Identifying*.

p. 110—Add answers to the **Worksheet: Correct Answers:** 3 = Speech Emergence, 5 = Advanced Fluency, 2 = Early Production, 1 = Preproduction, 4 = Intermediate Fluency

pp. 112, 115, 118, 121—**Matching Activity**

Add the terms for the matching activity (they also appear in *Correct Answers*).

1 = Preproduction, 2 = Early Production, 3 = Speech Emergence, 4 = Intermediate/Advanced Fluency

p. 154—**Instructions** Here’s an example of function/purpose [not part/whole] analogy linked to a science lesson:

p. 177—Slide 25

Example of Filled-In Matrix for Chapter 2 Activity

Levels of Thinking and Language Functions Bottom to top— from concrete recall to more complex, abstract thinking	LANGUAGE USE ACROSS STAGES OF SECOND LANGUAGE ACQUISITION Left to right—from simple to complex grammatical tenses, forms, vocabulary, etc.				
	WORD → MODEL → EXPAND → SOUND LIKE A BOOK →				
	Preproduction <i>Nonverbal responses</i>	Early Production <i>One-word responses</i>	Speech Emergence <i>Phrases or short sentences</i>	Intermediate Fluency <i>Longer and more complex sentences</i>	Advanced Fluency <i>Near native-like</i>
KNOWLEDGE <i>Language functions:</i> Arranging, defining, describing, duplicating, labeling, listing, naming, ordering, recognizing, relating, recalling, repeating, reproducing, stating	Sample task: Label and order the steps of the plant cycle. Arrange, point to, gesture for, circle, draw, match; icons for cycle steps (with the printed words).	Names steps using one word such as seed, sprout, or stem. Begin to use, “This is a _____.” “Here is a _____.”	Names steps using phrases or short sentences, such as, “First, there is a seed. Then, there is a sprout.”	“The plant begins as/ began as a seed. It was buried in the soil. Over time, the seed germinated. Then it began to sprout.”	“All plants have a multiphase cycle. These corn plants began the cycle as monocot seeds, which have one cotyledon. However, the dandelion plants began the cycle as dicot seeds, which have two cotyledons.”