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Gateways™

Gateways for
English Language Learners:
A Research Perspective

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Gateways™

Welcome to *Gateways* from our English Language Experts

As educators today we know more about developing effective materials to teach English to English language learners (ELLs) than ever before. More specifically, we are able to address the critical needs of these students in ways that are grounded in proven practices and responsible research. We choose to be affiliated with *Gateways* because these grade-appropriate materials are tailored to meet the needs of English language learners.

This program was tested with diverse groups of English language learners—those who have just arrived in the United States, those with educational gaps, those highly literate in their first languages, those not literate in any language, and those who have ceased to make much improvement in learning English over many years. Throughout the testing, these materials appealed to teachers and students alike.

Most importantly, *Gateways,* based on research and proven effective teaching practices, helps to accelerate learners' development of English in real classrooms with real students. This program helps to get English language learners into core-curricular instruction quickly, where they can continue to acquire the academic, content-specific language skills needed to succeed in life and, if students so choose, in higher education.
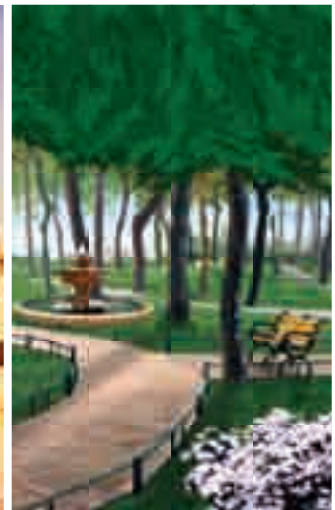
Mabel Rivera, Ph.D.

English Language Acquisition, Level 1A

"Similar to other groups of students who also experience academic difficulties, ELLs require effective, empirically-based instructional approaches and interventions to support their development of academic skills and English proficiency. Therefore, instruction must include the most effective approaches to accelerate their academic content learning as ELLs also develop their English oral language proficiency."

Hector Rivera, Ph.D.

English Language Acquisition, Level 1A

"ELLs face potential difficulties related to higher-order language processing, such as unfamiliar vocabulary or understanding complex linguistic structures. Research indicates … there are critical components that we can integrate in our everyday classroom practices in our efforts to assist students in their academic development."

Robin Scarcella, Ph.D.

English Language Acquisition, Level 1A

"English language learners have an enormous challenge. They need to learn English at the same time they acquire content knowledge. They need a rigorous, leveled, common, comprehensive, and intensive curriculum designed to meet their needs."

Gateways
An effective program designed to meet the needs of English language learners and accelerate their academic and oral language development.

Research-Based Instructional Recommendations for English Language Learners

The following six instructional recommendations are proven to be effective in accelerating academic achievement of English language learners.

1 { Build Decoding Skills

ELLs need early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills.

Research has made it clear that exercises in sightword memorization or context will not address decoding problems. Rather, older students require well-structured, transparent instruction in phonological awareness and in decoding strategies (Chiappe-Collins 2010). This is especially true for ELLs with underdeveloped phonological awareness and phonics skills who have difficulties decoding and reading unfamiliar words. Regardless of age or first language, students facing these obstacles need explicit and systematic instruction (Rivera and Rivera 2010).

Ideally, educators will start interventions early and not wait until students have developed their English oral-language proficiency. Verbal proficiency is unlikely to remediate difficulties in understanding the underlying sound structure of the language. Thus, delaying intervention until children gain increased proficiency in English is not a good practice (Rivera and Rivera 2010). Students must receive early, explicit, intensive decoding instruction to ensure success.

When providing such instruction, it is critical to keep in mind that some students may have already experienced several years of below-level reading and may need to be persuaded that such instruction is worthwhile and relevant. This can be achieved by providing engaging, fast-paced instruction that teaches decoding skills missed in the primary grades. Moreover, it is crucial that these lessons be integrated with frequent reading and writing experiences with texts that are both fundamentally decodable and age-appropriate. Such instruction can promote accuracy and fluency in word reading, which in turn will enable students to devote their cognitive energy to the essential aim of reading—comprehension (Chiappe-Collins 2010).

Gateways provides decoding skills early, explicitly, and intensively.

	Program Level				
	1A	**1B**	**2**	**3**	**4**
Phonemic Awareness					
a. Phoneme identification, including counting phonemes in words; distinguishing initial, final, and medial phonemes; and matching initial, final, and medial sounds in spoken words	●	●			
b. Phoneme blending	●	●			
c. Phoneme segmentation	●	●	●		
d. Phoneme manipulation, including phoneme addition and deletion, grade 1; phoneme substitution, grades 1-2; phoneme reversal, grades 2-3	●	●	●		
Phonological Awareness					
a. Recognizing words in sentences	●	●			
b. Segmenting words into syllables	●	●			
c. Detecting rhymes	●	●			
d. Blending onset/rime	●	●			
Phonics					
a. Alphabetic principle, including letter identification in kindergarten, and sound-letter matching	●	●			
b. Grapheme/letter-sound correspondences, including letter combinations for individual phonemes (e.g., *ci, ge, wh, e, oa, igh, _ck,* and *a_e*)	●	●	●		
Decoding and Word Recognition (Attack) Skills					
a. Word structure and fluency, including rapid naming (colors, objects, digits, and letters)	●	●			
b. Sight word reading	●	●			
c. Blending single and multisyllabic words	●	●	●		
d. Recognizing common patterns automatically, including consonants, short vowels (e.g., CVC words and other short-vowel syllable patterns), digraphs, and trigraphs (e.g., *_tch* and *_igh*)	●	●	●	●	●
e. Consonant blends, long vowels (CV syllables), and vowel digraphs	●	●	●	●	●
f. Vowel diphthongs and *r-* and *l-*controlled vowels	●	●	●	●	●
g. Advanced syllable patterns in multisyllabic words	●	●	●	●	●
h. Word analysis, including word origins and meaning (morphology, syntax, and semantics)	●	●	●	●	●

Gateways helps
English language learners "crack the code" to decoding skills.

Gateways' decodable readers provide students with a sophisticated design, scaffolded practice that solidifies phonics skills, and incrementally increased text complexity to improve fluency. These recurrent elements support students as they increase their understanding, ability to apply skills with automaticity, and confidence—in other words, "cracking the code" to phonics skills mastery.

Teacher **teaches** skills.

Students **practice** skills in Practice Book.

Students **apply** skills in reading.
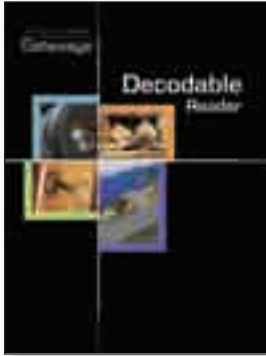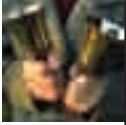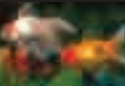
Gateways Decodable Text Criteria

- 75% previously taught letter-sounds
- 20% previously taught high-frequency words
- 5% other
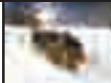
Sophisticated design honors students at all grade levels.

▼ Unit 1, Chapter 2, Lesson 5 Decodable

LESSON 5
wh, ng, sh, th (/th/ and /TH/)

UNIT 1
CHAPTER 2

Songs

Ding, ding, dong! The bells sing a song. This song is old.
When Mom was a kid, she sung this song. She sings lots of songs.
Ding, ding, dong! When we sing new songs, I can sing along. Ding, ding, dong!

New Fish

Josh and his pal Chang wish to get new fish. Josh must dash to a shop for fish. When can Josh take a break?
Now Josh has Math. Then Josh is in a show.
When will Josh get new fish?

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Designed **scaffolding** ensures students' success.

▼ Unit 3, Chapter 2, Lesson 5 Decodable

LESSON 5
al (fall), *eigh* (eight),
ol (cold), *wa* (wash)

UNIT 3
CHAPTER 2

Gold Bars

"Did you see the morning paper yet?" asked Colt.
"Which paper?" said Walt.
"*The Daily Call.*"
"Not yet. What did it say?"
"A load of freight fell off a bridge," said Colt.
"What is the freight?"
"It is eighty-eight old gold bars."
"Wow!" Walt cried. "That must weigh a ton!"
"I bet it sunk down deep in the river."
"We should find it!"
"Good plan, Walt. Then we can wash it and take it back to the people who own it," said Colt.
"Maybe they will give us an old gold bar as a reward!"

The Sleigh Ride

Snow covers the ground. It is time for a sleigh ride! The sleigh holds eight people. Each boy and girl bought a ticket to ride on the sleigh. One by one they walk to the sleigh and jump in.
Waldo puts his hands in his pockets to keep warm. It is cold outside. As the sleigh glides through the woods, a girl calls out, "Hold on to your seat! Don't fall!"
Sleigh bells ring as the reins shake. Waldo begins to sing a winter song. Everyone else joins in. Even the horse neighs! What a fun sleigh ride!

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Text **complexity increases** in proportion to phonics skills mastery.

2 { Develop Sophisticated Vocabulary

K-12 classrooms across the nation must increase opportunities for ELLs to develop sophisticated vocabulary knowledge.

When learning a new language, students tend to pick up informal conversational language first, particularly in schools when peers can speak freely in social settings such as in the cafeteria or on the playground. In class, however, English language learners often struggle to keep up with their peers and seem to lose ground quickly. Dr. Isabel Beck and Dr. Margaret McKeown suggest that these students are losing ground because they lack the sophisticated vocabulary necessary for academic success. For these students, as well as for native English speakers, vocabulary instruction is most productive when it focuses on words of general utility that are common across domains. These are words that ELLs are unlikely to learn independently yet represent concepts with which they are familiar (Beck, et al. 2002; Carlo, et al. 2004; Dutro and Moran 2003). Even after they've developed a core base of English language and vocabulary, many ELLs fall behind because they do not have the sophisticated, academic language to participate fully in the core curriculum. The gap widens with time as native English speakers are exposed to richer vocabulary while ELLs are frequently presented with materials in simplified language rather than the sophisticated language that they need for academic success (Cummins 2003).

Too often, vocabulary instruction for English language learners emphasizes conversational English over rigorous academic vocabulary, virtually ensuring that English language learners' academic language remains significantly small. Vocabulary instruction should center upon understanding the differences between conversational and academic language, showing how words relate to one another and can be transformed into other words, and exploring the various levels of word knowledge, including the need to apprehend multiple meanings of a single word (Rivera and Rivera 2010).

Students develop sophisticated vocabulary and keep it in action.

Gateways tackles the vocabulary gap by offering a variety of strategies to help students practice, discuss, and deepen their understanding of high-utility vocabulary and academic vocabulary, thus increasing and strengthening students' reading, writing, and oral participation.

English language learners can activate high-utility vocabulary and academic vocabulary.

English language learners and native speakers alike understand the concept of something being good, whether they call it "buena" or "good." Since English language learners will likely learn the word "good" on their own, the word "superb" is a better choice for instruction. In addition, class discussions will naturally give them academic words, such as "question," to help them express more skillful observations and evaluations of their reading, writing, and speaking.

¡Buena pregunta!

Superb question!

Good question!
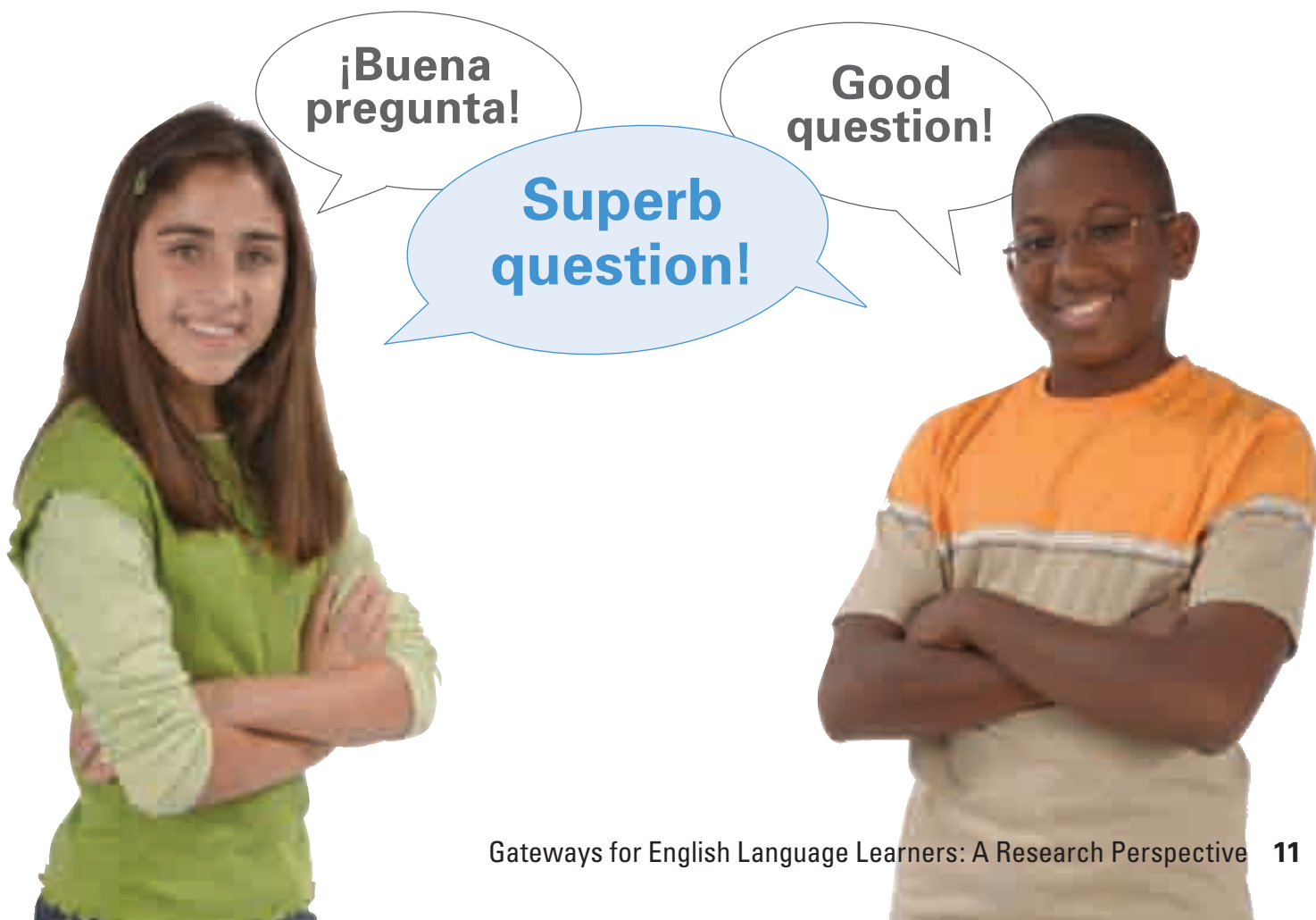
Gateways offers rich and relevant vocabulary instruction that English language learners can use for a lifetime.

Gateways goes beyond instructing and practicing a word. This program integrates vocabulary through the multiple layers of hearing, seeing, using, discussing, and writing vocabulary throughout the day. Language-rich opportunities enable students to actively use and maintain newly acquired vocabulary. Engaging read-alouds, discussion topics, vocabulary games, writing activities, and graphic organizers are daily tools used to increase word mastery. Plus, Structured Student Interactions provide multiple encounters with vocabulary, providing students with a strong, flexible knowledge of words and giving teachers a quick way to assess student comprehension.

"Students need [multiple] exposures to a word and its meaning, across multiple contexts (different texts, classroom discussions, writing activities), in order to gain deep understanding of a word."

—Hector Rivera and Mabel Rivera
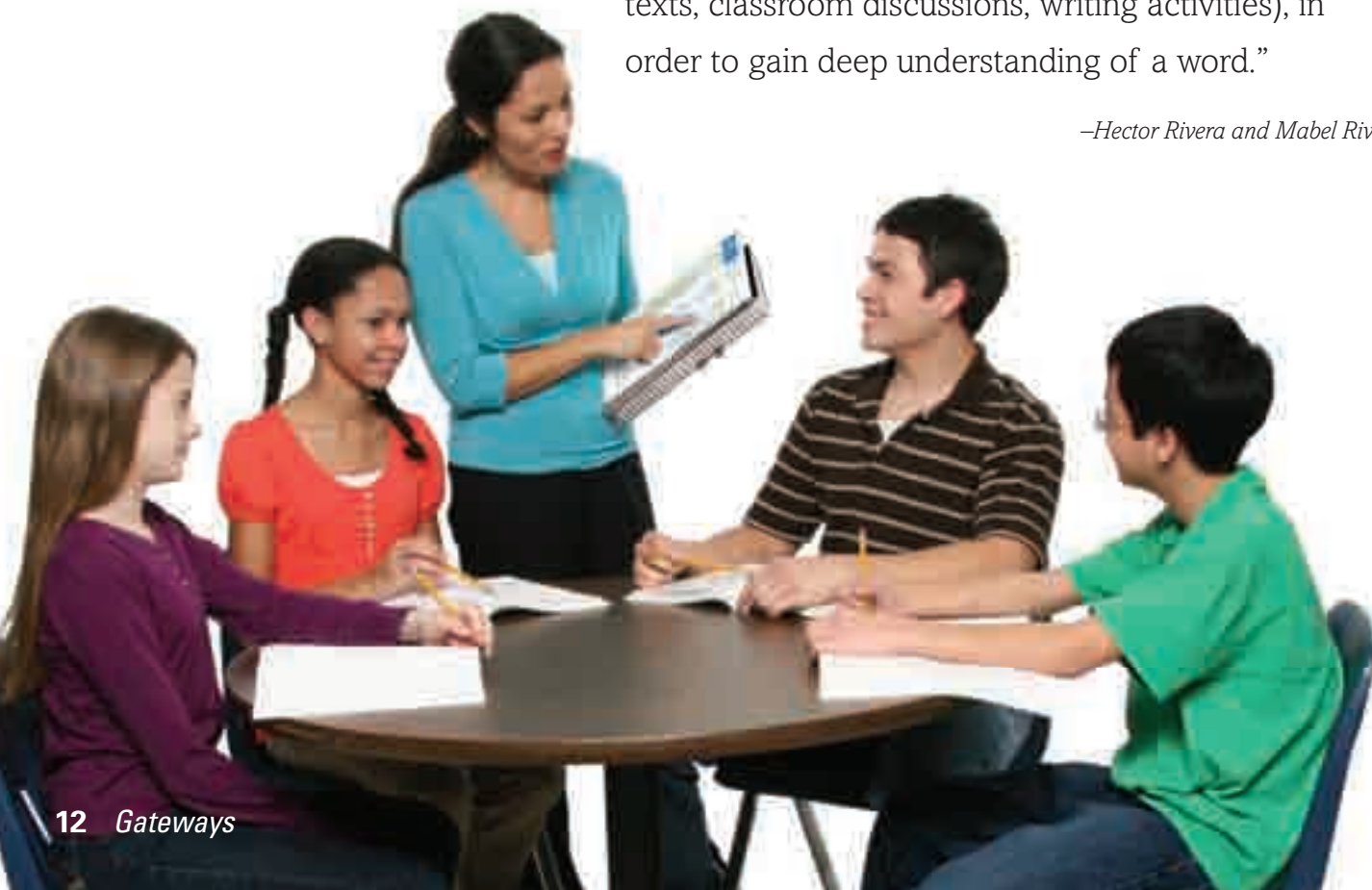
Multiple Exposures Across Multiple Contexts

STEP 1 — MAKING CONNECTIONS

Vocabulary words are first **heard** in step 1.

Supporting Details

portions of Missouri, Illinois, and Indiana in ruins; 695 deaths; 2,027 injured

STEP 2 — DEVELOPING VOCABULARY

Vocabulary words are **explicitly taught** in step 2.

grit

In the poem, the food is covered with dust, so the narrator and her father chew and swallow the grit. Grit is very tiny pieces of stone or sand.

- Where would you likely get grit in your shoes, a beach or a classroom?
- Would you want grit in a bowl of soup?

STEP 5 — READING FOR UNDERSTANDING

Vocabulary words **appear in student readings** in step 5.

thin clothes. Sharp splinters of ice flew at them like grit in a sandstorm. The students

STEP 7 — WRITING WITH PURPOSE

Students use the vocabulary words when **editing for word choice** in step 7.

This grit spirals upwards.

"As soon as a twister hits, it picks up dirt."
(record quotation)

Level 3, Unit 4, Chapter 2

2 { Develop Sophisticated Vocabulary

Increased exposure to academic vocabulary leads to increased academic achievement.

In addition to sophisticated oral vocabulary and elevated word choice, *Gateways* also provides explicit instruction in the academic vocabulary required to be successful in a school environment. Because sophisticated academic vocabulary is embedded into each lesson, students gain a thorough understanding of common academic terms used in all core-curricular instruction—and a variety of ways to think about the accompanying texts.

Academic vocabulary addressed in each lesson is featured in the Teacher's Lesson Overview.

(5 min.)   Students preview the learning objectives for the day.

...nnections *(10 min.)*

...already know to the letter "The ... Barbara Henry.
...people in "The Teacher of One"

Listening and Speaking: *Ask relevant questions and respond to queries with appropriate elaboration in oral settings.*
Listening and Speaking: *Summarize spoken messages and formal presentations.*
Listening and Speaking: *Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.*

STEP 2 Developing Vocabulary *(15 min.)*

Students learn four new vocabulary words: *extraordinary, dazzling, acclaim,* and *intrepid.*

Listening and Speaking: *Use details, examples, anecdotes, or experiences to explain or clarify information.*
Listening and Speaking: *Clarify and support spoken ideas with evidence and examples.*

STEP 3 Practicing Fluency *(15 min.)*

Students:
• read aloud part of "The Game Ball" with fluency by focusing on accuracy and pacing.
• learn how to find chart fluency progress.

Reading: *Read aloud a variety of texts with appropriate fluency, accuracy, pacing, intonation, and expression.*

STEP 4 Building Word Study Skills *(30 min.)*

Students:
• review, practice, and spell compound words.
• understand the spelling homework assignment.

Writing: *Correctly spell simple words that have blends, contractions, compounds, orthographic patterns, and common homophones.*

STEP 5 Reading for Understanding *(40 min.)*

Students:
• review on and under-the-surface reading.
• learn to use the reading strategy Summarizing

Reading: *Use appropriate strategies, such as full comprehension, location of information, and personal enjoyment, when reading for different purposes.*
Listening and Speaking: *Summarize spoken messages and formal presentations.*
Reading: *Identify the main events of the plot, their causes, and the influence of each event on future actions.*

STEP 6 Applying the Conventions of English *(20 min.)*

Students:
• review understanding of nouns and verbs.
• understand and identify subjects and predicates and use them in sentences.

Writing: *Use simple and compound sentences in writing and speaking.*

STEP 7 Writing with Purpose *(40 min.)*

Students:
• review stages of the writing process.
• use a narrative frame to complete a first draft about something they did that was admirable.

Writing: *Create multiple-paragraph compositions that provide an introductory paragraph, establish a central idea with a topic sentence, include supporting paragraphs, and conclude with a paragraph that summarizes the points.*

Reviewing My Day *(5 min.)*   Students review the learning objectives for the day.

CHAPTER 1 • LESSON 3   83

UNIT 1
CHAPTER 1

LESSON
3

OVERVIEW

Transparencies
TR-7   TR-31
TR-8   TR-32
TR-26   TR-33
TR-27   TR-34
TR-28   TR-35
TR-29   TR-38
TR-30   TR-39

Blackline Masters
A-5   A-6

Academic Vocabulary In This Lesson:
accuracy
character
conventions
edit
fluency
narrative
pacing
plot
prewrite
question
sentence
setting
summarize
title
write

Complete Academic Dictionary appears in Student Practice Book.

Academic Vocabulary In This Lesson:

accuracy
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summarize
title
write

Complete Academic Dictionary appears in Student Practice Book.

"**A**cademic English entails more than the linguistic dimension. It also involves cognition. For instance, readers must think about text in order to interpret it."

—Robin Scarcella

Academic Dictionary in the Practice Book provides a quick reference for students.

{ **Academic Dictionary** }

...ds, phrases, and passages

the separation of something, such as text, into parts in order to study the whole

argument
a statement that expresses a point of view about a topic

{b}

boldface
special type used to emphasize or highlight a word or words

{c}

cause and effect
the cause is the reason something happens; the effect is the result of something happening

caption
explains what is shown in a picture or illustration

character
a character is a person or an animal in a story

clarify
to determine meaning of unknown vocabulary or unclear ideas

coherence
the arrangement and connection of details in a text so that they make sense to the reader

compare and contrast
to compare is to look at how two or more things are similar; to contrast is to look at how two or more things are different

controlling idea
a one-sentence summary of an interpretation which helps to organize a composition

conventions
rules that support the correct spelling and grammar of a language

{e}

edit
to correct spelling, grammar, and punctuation errors

evaluating ideas
to examine the kinds of support a writer has used

evidence
facts and details that support an idea, conclusion, or opinion

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3 Guide Comprehension and Analysis of Challenging Texts

Reading instruction in K-12 classrooms must equip ELLs with strategies and knowledge to comprehend and analyze challenging narrative and expository texts.

Effectual comprehension instruction for ELLs must be direct, explicit, and systematic. It must actively engage students in self-monitoring and in carefully selecting comprehension strategies as they read. Additionally, students must learn to recognize how to adjust the process for the type of text, its format, and the reasons for reading it. There are several techniques that are used to promote active reading and engagement with a text. Four techniques that have been shown to be effective are the following: (1) making predictions consciously before reading, (2) monitoring the clarity of understanding, (3) asking questions during reading, and (4) summarizing what has been read after reading (Rivera and Rivera 2010).

Comprehension Strategies with Research-Based Relevance to English Language Learners

Predicting: When ELLs make predictions before reading, they must recall what they know about the type of text to be read and anything they might know about the specific text or its topic. This also gives them the opportunity to check and reflect on their predictions.

Clarifying: Monitoring understanding during reading cues ELLs to recognize when their comprehension breaks down and to identify the knowledge (e.g., of a vocabulary word or a content concept) that they need to repair their comprehension.

Questioning: By questioning as they read, ELLs actively engage in self-monitoring and are able to reflect upon their use of strategies during the comprehension process.

Summarizing: Having ELLs summarize what they have read requires that they synthesize the information to differentiate more important from less important information (Action Learning Systems 2003).

Gateways focuses on the comprehension strategies—Predicting, Clarifying, Questioning, Summarizing.

Graphic organizers of all comprehension strategies provide visual schemata for English language learners. Parallel graphic organizers used in narrative and expository texts show students how to adjust strategy application for the type of text being read.

▼ Reading Tree

▼ Summarizing

▲ Clarifying

▲ Predicting

▲ Questioning
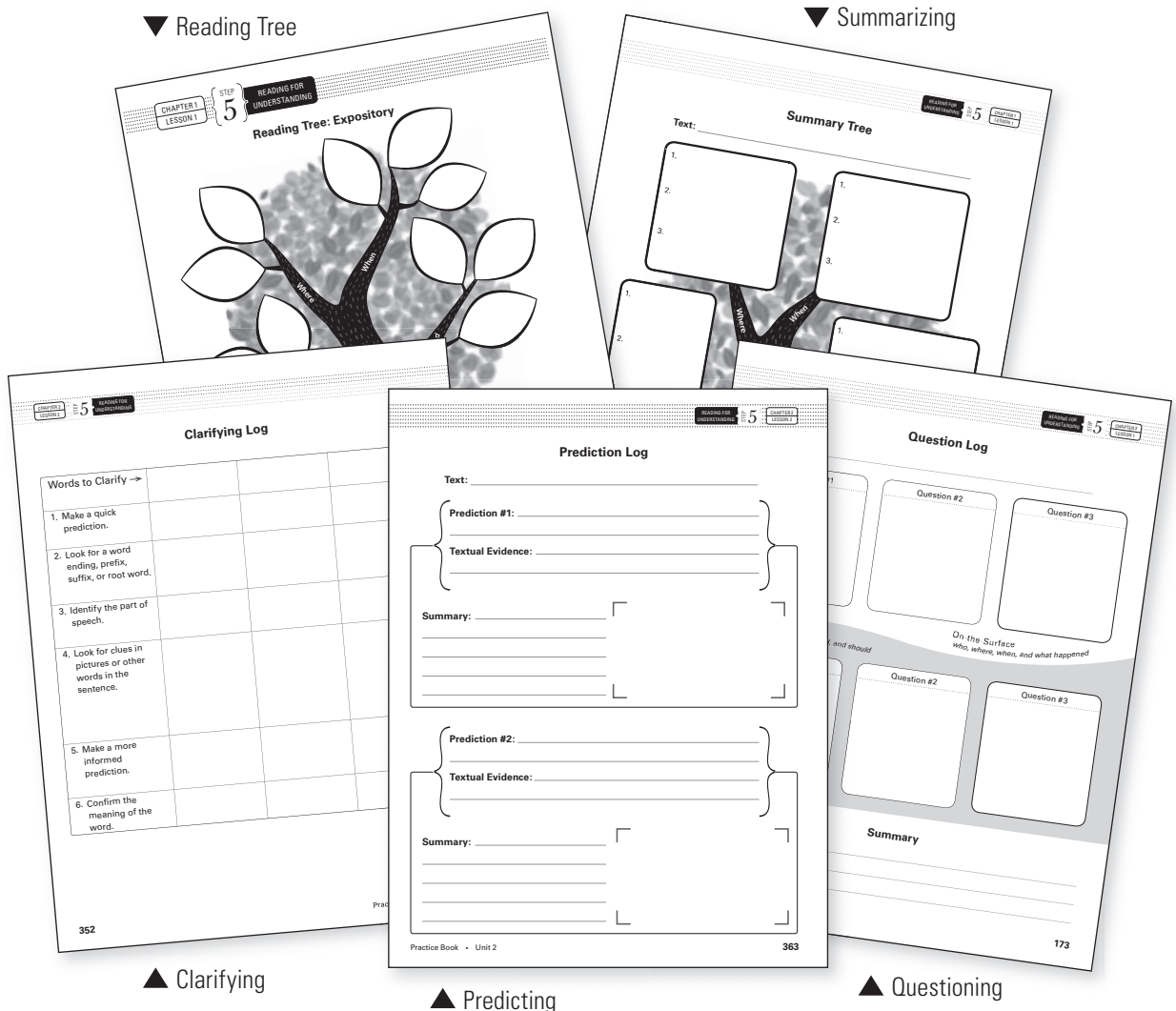
Scaffolded comprehension instruction promotes student-motivated success.

The following elements of the instructional design support English language learners in successfully developing their use of comprehension strategies.

UNIT {2}

Can endangered animals be saved?

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> Reading selections are aligned to **theme-based instruction**.

> Prereading instruction builds **background knowledge**.

BEFORE YOU READ   UNIT 2 CHAPTER 3

Before You Read

Reading Focus

Genre **Expository**
An expository text informs the reader. This type of text includes facts and details. Expository texts are nonfiction texts.

Reading Strategy **Questioning**
To question is to explore information by making thoughtful inquiries.
It is important to know how to ask questions. Being able to ask questions and provide the answers about the text shows a good understanding of what has been read. Questioning helps us make predictions about information the text may reveal.

Reading Skill **Questioning for Compare/Contrast**
To compare is to look at how two or more things are similar.
To contrast is to look at how two or more things are different.
Compare and contrast is on-the-surface information that compares and contrasts Who, Where, When, and What Happened information.

Text Feature Focus

Build Background: Title, Subtitle
A title is the main heading used to identify a text.
A subtitle is a secondary title that tells more about the text.
Titles can be used to predict what the text will be about. Titles can also be used to tell the reader what the visual aids in the selection are about.

Activate Prior Knowledge
Good readers think about what they already know and add to it.

What Do **YOU** Think **?** What do you predict "Life on Ice" will be about?

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READING FOR UNDERSTANDING 5   CHAPTER 1 LESSON 1

Topic Introduction

Text: _____

Topic: _____

Related Terms:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

The term I know most about is: _____

What I know:
_____

Practice Book • Unit 2   237

> Prereading instruction elicits student **prior knowledge**.

Saving the Salmon

Part 2 of 2

The salmon population in the Pacific Northwest over the last few centuries has grown smaller and smaller, and humans are to blame. A lot of Americans enjoy eating salmon. It's high in protein and the good kind of fat needed for solid nutrition. It's a very healthy food. This is why there's a huge demand for salmon on this country's dinner tables. Unfortunately, the rivers of the Pacific Northwest have been terribly overfished. Four of the five types of salmon in the area are on the federal Endangered Species list. More government **regulation** of salmon fishing is needed to prevent salmon extinction.

Overfishing has greatly cut the numbers of salmon. There was a time when salmon in the Pacific Northwest were thriving. Over 16 million wild salmon lived in the Columbia River Watershed in the mid-1800s. Now there are only around 160,000. The populations of Chinook and Sockeye salmon have almost been totally wiped out in the last fifty years. Moreover, overfishing kills too many salmon. Without large numbers of adults to spawn each year, the salmon will completely die off.

regulation: *control*

Notes

1. Where do the salmon live?

2. How does the author feel about regulating salmon fishing?

Practice Book · Unit 2
247

Notes

3. Who can make sure that the fishermen were honestly reporting their salmon catch?

4. Would these government regulations work?

Practice Book · Unit 2
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Notes

5. What does the author say should happen to people caught fishing off-season?

6. Do the author's ideas convince you? Why or why not?

Practice Book selections encourage student **interaction with text**.

Engaging **visuals support** content in the Anthology.

UNIT 2
CHAPTER 2

Can endangered animals be saved?

Life in the Forest

Analyzing Visuals

What does the presence of the jaguar tell you about this forest?

Can endangered animals be saved?

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UNIT 1	UNIT 2	UNIT 3	UNIT 4

- Students learn to successfully utilize each of the key comprehension strategies with teacher modeling.
→ Students independently utilize each of the key comprehension strategies.

- Extensive use of modeled choral reading is provided for students.
→ Minimal use of modeled choral reading is provided for students.

- Minimal use of independent reading is provided for students.
→ Extensive use of independent reading is provided for students.

Teacher Responsibility

Student Responsibility

4 { Promote Reading Fluency

Instruction and intervention to promote reading fluency must focus on vocabulary and increased exposure to print.

Many ELLs who struggle with reading comprehension have fluency difficulties even though their reading rates are within the average range. These learners are not likely to improve their fluency through phonics instruction, nor do they require more practice learning the code or increasing their decoding rate. In fact, students whose decoding skills are automatic can devote greater cognitive resources to comprehension of the text. When readers encounter a word meaning they do not know or do not understand in the context of the passage, reading rate and fluency decrease. In this case, comprehension influences fluency even if decoding is automatic. These students' difficulties reflect underdeveloped vocabularies and an insufficient exposure to print. Research indicates that these students would benefit from an increase in exposure to printed matter and comprehensive activities that incorporate oral reading practice, constructive feedback, discussion, and questioning (Francis, Rivera, et al. 2006).

It is critical that students be provided with well-written texts featuring grade-level appropriate language, for these can give students access to the full register of English that is used in academic writing. Students can utilize these texts to develop and ultimately master the vocabulary, grammatical structures, phraseology, and rhetorical devices associated with that register (Fillmore and Snow 2000). Thus, through repeated modeled and oral reading, students increase their fluency skills. One distinct advantage of repeated oral reading is that it compels the reader to slow down and focus on each word. Concurrent advantages to this are the opportunities to increase vocabulary and to practice reading and speaking with appropriate intonation and expression (Francis, Rivera, et al. 2006).

English language learners hear and practice fluent reading in each daily lesson.

Gateways builds layers of fluency practice into each age-appropriate text selection. English language learners repeatedly activate rich vocabulary, increase their exposure to print, and improve fluency skills.

As the teacher reads an Anthology selection aloud, students increase their exposure to print and **proper modeling of fluent reading**.

astronomer
a person who studies outer space

magnify
make something look bigger

Exploring the Universe
Tamra Orr

When [the Italian **astronomer**] Galileo thought to point his telescope toward the sky, what he saw amazed and shocked him. It altered the history of his own life as well as that of the world.

The basic structure of the telescope has not changed much over the centuries, but other modifications have turned the simple, handheld instrument into massive equipment that is capable of more than Galileo could ever have imagined.

In the early 1700s, Sir Isaac Newton made a huge advance in telescope development when he found a solution to a common problem. [Early] telescopes used glass lenses. One complication of these lenses was that some of the bright objects observed had unwanted rings of color added around them. One way to counteract this problem was by making telescopes longer. Some reached more than one hundred feet in length.

Another problem with glass lenses was their weight. Glass is quite heavy and made telescopes bulky. In addition to this, glass lenses can be supported only from the side, and as they got bigger, gravity distorted the images. Newton handled this by using curved mirrors. This allowed telescopes to **magnify** objects not hundreds of times, but millions of times!

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CHAPTER 1 · LESSON 1 | PRACTICING FLUENCY

Excerpt from
NASA: Worth the Risk?

	Number of Words
NASA has also developed important **technology** that is used in	10
everyday life. A new machine called the Secure Ambulation Mode	20
walker (SAM) makes walking easier for people who have trouble	30
moving around. It uses the same types of materials that NASA uses	42
to make machines easier to bend and control. Airplanes are now	53
safer, too. They have stronger tires and computers that help pilots fly	65
in the dark and during bad weather. New engines will make planes	77
travel faster than ever.	81
Each space shuttle launch costs about 450 million dollars.	90
Currently NASA is given over 16 billion dollars from the government.	102
This is about 0.7 percent of the **federal budget**. NASA would like	113
more money for its research. However, the government must divide	123
its **funds** among many sources.	128
Student Model: Persuasive Essay	133
The United States government should limit funding for the NASA	143
space program. NASA's programs are both dangerous and expensive.	152
The risks and costs of these missions outweigh the successes in	163
space research.	165
Space travel is dangerous. In the short amount of time that NASA	177
has been exploring space, there have been some horrible accidents.	187

Words Per Minute □ − Errors □ = Words Correct Per Minute □

Repeated practice helps students become more automatic at recognizing high-frequency words as well as read quickly, smoothly, and with good expression.

STEP 5 READING FOR UNDERSTANDING | CHAPTER 1 · LESSON 1

Clarify misunderstandings as needed.

17. Next, I will take notes on the *Where* branch. On this branch I will write notes on the places in the text. I will write *space* and *Mars*. Model writing on transparency.

18. Now you write *space* and *Mars* on the *Where* branch. This is where the text says the scientists explore. Clarify misunderstandings as needed.

19. The next branch I will take notes on is the *When* branch. On this [...] notes on the time [...] I will write *1958.* Model writing on [...]

1958, today, and [...] branch. The text [...] the events took [...]

notes on the *Where* branch. On this [...] notes on events [...] space and [...] Model writing on [...]

NASA explores space [...] on the What [...] These are the [...] actions in the text [...] misunderstandings as [...]

[...] for partner reading.

2. Give students 5 minutes to read the passage and listen to their partners read. Monitor student interaction. Clarify misunderstandings as

needed. Refer to **page 79** in the Anthology to see this section of text.

Structured Student Interaction

Discussion Structure
With your partner, continue taking notes on the *Summary Tree*. Remember to take notes on *Who, Where, When,* and *What Happened* in this section of the narrative. You should add any new information to what you've already written. If there is no new information, you can skip that branch for this section of text. Take 2 minutes to continue taking notes. Be prepared to share your work with the class. Give students 2 minutes to take notes. Monitor student interaction. Clarify misunderstandings as needed. *(Possible answers: On the Who branch I wrote Challenger, Columbia, satellites, and Sharon Christa McAuliffe; On the Where branch I wrote orbit; On the When branch I wrote 1986 and 2003; On the What Happened branch I wrote Space shuttle exploded. NASA sends satellites into orbit.)*

Now let's discuss our answers. What did you write on the *Who, Where, When,* and *What Happened* branches? Call on a few pairs to share. Write student responses on transparency. Clarify misunderstandings as needed.

Discussion Scaffolds
Provide the following language scaffolds as needed to support discussion.

On the Who branch, I wrote . . .

On the Where branch, I wrote . . .

On the When branch I wrote . . .

On the What Happened branch I wrote . . .

Read Text: Partner Reading of Section 3

1. Give directions for partner reading.

2. Give students 5 minutes to read the passage and listen to their partners read. Monitor student interaction. Clarify misunderstandings as needed. Refer to **page 79** in the Anthology to see this section of text.

Structured Student Interaction

Discussion Structure
With your partner, continue taking notes on the *Summary Tree.* Be prepared to share your work with the class. Give students 2 minutes to take notes. Monitor student interaction. Clarify misunderstandings as needed. *(Possible answers: On the Who branch I wrote technology, SAM, airplanes, and the government; On the When branch I wrote nothing; On the Where branch I wrote nothing; On the What Happened branch I wrote NASA's technology is used in everyday life.)*

Now let's discuss our answers. What did you write on the *Who, Where, When,* and *What Happened* branches? Call on a few pairs to share. Write student responses on transparency. Clarify misunderstandings as needed.

Read Text: Partner Reading of Section 3

1. Give directions for partner reading.

2. Give students 5 minutes to read the passage and listen to their partners read. Monitor student interaction. Clarify misunderstandings as needed. Refer to **page 79** in the Anthology to see this section of text.

Students hear and practice fluent reading through **modeled, choral, and paired reading activities**.

5 { Engage in Structured, Academic Talk

In all K-12 classrooms across the U.S., ELLs need significant opportunities to engage in structured, academic talk.

A considerable factor in developing sophisticated language skills is time spent on task employing academic language. This is best achieved in interactive settings where there are opportunities for repeated exposure to and use of words, as well as for constructive, educational feedback. This is especially true for ELLs. Practicing their language in informal settings is essential for these students' linguistic development, especially in developing oral proficiency. However, it is even more crucial that they be provided with structured opportunities in educational settings with supports in place (Rivera and Rivera 2010).

L anguage learning is not passive. Rather, its process is facilitated through active production and interaction. For ELLs to attain fluency in English, they must be supplied with opportunities to practice the language in a structured context that is comfortable, engaging, and therefore generative (Francis, R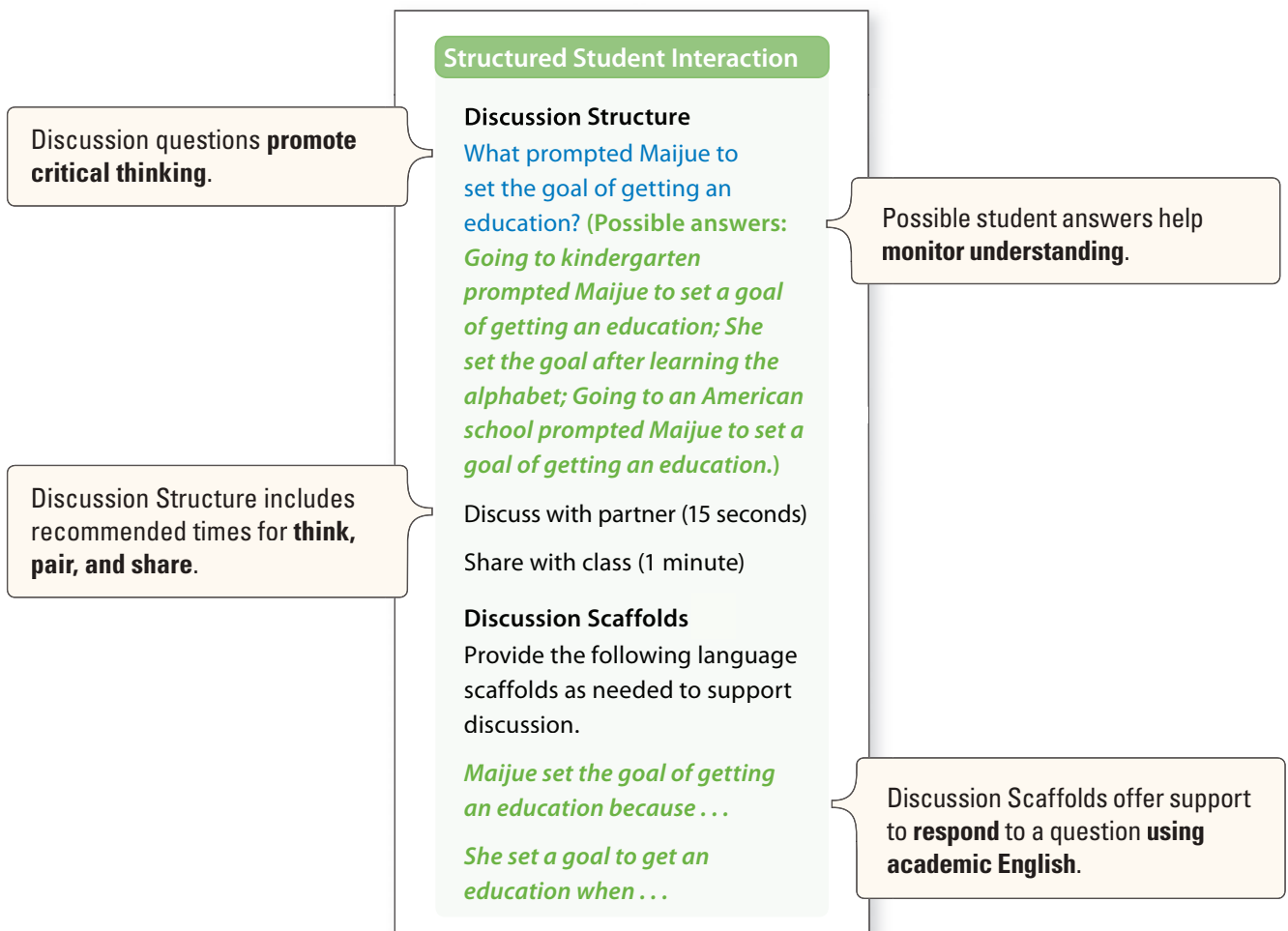ivera, et al. 2006). Structured student-to-student interactions are effective because they allow ELLs to independently formulate ideas, to discuss these in a non-threatening way with their partners, and then, reinforced by their partner's feedback, to share their ideas with the rest of the class (Douglas 2005). Students should be encouraged to discuss and clarify one another's comprehension of the class work and the concepts at hand. This is especially important for students not yet fully proficient in English. The implementation and frequent use of structured, academic talk helps prepare students for success in their core classes. Discussions with partners give students opportunities to use the features of academic English in academic tasks with broad applicability (Scarcella 2003).

Opportunities for structured academic talk permeate every step of the lesson.

To ensure ample opportunities for English language learners to actively participate in class discussions, and to ensure that those discussions are academically focused, *Gateways* builds recurring Structured Student Interactions into each lesson.

What is Structured Student Interaction (SSI)?

SSI is a feature of *Gateways* that occurs throughout the instruction. It provides a consistent framework within which all students can enter into an academic, instructionally relevant conversation. The Discussion Structure varies slightly by lesson so that appropriate times are allocated for thinking, discussing in pairs, and sharing with the class. In this way, all students have the opportunity to discuss the concept, and none are asked to share their thoughts without first developing them.

Discussion questions **promote critical thinking**.

Discussion Structure includes recommended times for **think, pair, and share**.

Structured Student Interaction

Discussion Structure
What prompted Maijue to set the goal of getting an education? (**Possible answers:** *Going to kindergarten prompted Maijue to set a goal of getting an education; She set the goal after learning the alphabet; Going to an American school prompted Maijue to set a goal of getting an education.*)

Discuss with partner (15 seconds)

Share with class (1 minute)

Discussion Scaffolds
Provide the following language scaffolds as needed to support discussion.

Maijue set the goal of getting an education because . . .

She set a goal to get an education when . . .

Possible student answers help **monitor understanding**.

Discussion Scaffolds offer support to **respond** to a question **using academic English**.

6 { Structure Purposeful Independent Reading

Independent reading is only beneficial when it is structured and purposeful, and when there is a good reader-text match.

Independent reading activities are excellent tools for developing vocabulary, improving fluency and comprehension, and increasing students' exposure to print. However, these activities are only advantageous when they are thoughtfully strategized and when they meet several conditions. Research demonstrates that the most important of these conditions include: (1) the necessity for a careful match between the reader's ability and the text's characteristics, (2) explicit, specific goals being set prior to the reading activity, and (3) connections drawn between the activity's content and other features of the curriculum (Francis, Rivera, et al. 2006).

Independent reading activities, when properly integrated with other classroom activities, will develop students' cognitive complexity. Moreover, learning expectations must constantly be set at the point at which assistance is necessary. Teachers need to pose problems, ask questions, and give feedback that stimulates complex thinking and extends learning (Tharp and Gallimore 1988). To encourage student thinking and reflection on the reading comprehension process, the aim of instruction should be threefold: readers must learn to independently monitor their own comprehension, identify the point(s) at which it falters, and then to choose and apply the relevant strategies to remediate these difficulties (Francis, Rivera, et al. 2006).

Research demonstrates that there are two essential factors that influence a student's motivation to read: (1) the value placed on reading, and (2) the individual's self-concept as a reader. Self-concept in large part derives from the individual's skill in reading. That is, by mastering standards in reading, the student becomes motivated. Supporting students with appropriate independent reading activities will increase their motivation and success in reading.

Frequent independent reading increases reading stamina.

The *Gateways* Independent Reading Library offers 12 titles at each program level that are aligned to the students' instructional level.

▲ Level 3 Independent Reading Library

Contrastive Analysis Chart

The following chart identifies areas in which speakers of various primary languages may have some difficulty in acquiring English grammar (syntax). The type of transfer error and its cause are outlined for each grammatical category.

Nouns

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Plural forms	omission of plural marker –s *I have 5 book.*	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog, Vietnamese	Nouns do not change form to show the plural in the primary language.
Possessive forms	avoidance of *'s* to describe possession *the children of my sister* instead of *my sister's children*	Haitian Creole, Hmong, Khmer, Spanish, Tagalog, Vietnamese	The use of a prepositional phrase to express possession reflects the only structure or a more common structure in the primary language.
	no marker for possessive forms *house my friend* instead of *my friend's house*	Haitian Creole, Khmer, Vietnamese	A noun's owner comes after the object in the primary language.
Count versus noncount nouns	use of plural forms for English noncount nouns *the furnitures, the color of her hairs*	Haitian Creole, Russian, Spanish, Tagalog	Nouns that are count and noncount differ between English and the primary language.

Articles

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	omission of article *He has job.* *His dream is to become lawyer, not teacher.*	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Russian, Tagalog, Vietnamese	Articles are either lacking or the distinction between *a* and *the* is not paralleled in the primary language.
	omission of articles in certain contexts, such as to identify a profession *He is teacher.*	Spanish	The article is not used in Spanish in this context, but it is needed in English.
	overuse of articles *The honesty is the best policy.* *This food is popular in the Japan.* *I like the cats.*	Arabic, Haitian Creole, Hmong, Spanish, Tagalog	The article is used in the primary language in places where it isn't used in English.
	use of *one* for *a/an* *He is one engineer.*	Haitian Creole, Hmong, Vietnamese	Learners sometimes confuse the articles *a/an* with *one* since articles either do not exist in the primary language or serve a different function.

Pronouns

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Personal pronouns, gender	use of pronouns with inappropriate gender *He is my sister.*	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog	The third person pronoun in the primary language is gender free. The same pronoun is used where English uses masculine, feminine, and neuter pronouns, resulting in confusion of pronoun forms in English.
	use of pronouns with inappropriate gender *He is my sister.*	Spanish	In Spanish, subject pronouns are dropped in everyday speech and the verb conveys third-person agreement, effectively collapsing the two pronouns and causing transfer difficulty for subject pronouns in English.
	use of inappropriate gender, particularly with neuter nouns *The house is big. She is beautiful.*	Russian, Spanish	Inanimate nouns have feminine and masculine gender in the primary language, and the gender may be carried over into English.
Personal pronoun forms	confusion of subject and object pronoun forms *Him hit me.*	Cantonese, Hmong, Khmer	The same pronoun form is used for *he/him*, *she/her*, and in some primary languages for *I/me* and *we/us*.
	use of incorrect number for pronouns *I saw many yellow flowers. It was pretty.*	Cantonese, Korean	There is no number agreement in the primary language.
	omission of subject pronouns *Michael isn't here. Is in school.*	Korean, Russian, Spanish	Subject pronouns may be dropped in the primary language—the verb ending supplies information on number and/or gender.
	omission of object pronouns *That man is very rude, so nobody likes.*	Korean, Vietnamese	Direct objects are frequently dropped in the primary language.
	omission of pronouns in clauses *If not have jobs, they will not have food.*	Cantonese, Vietnamese	A subordinate clause at the beginning of a sentence does not require a subject in the primary language.
	use of pronouns with subject nouns *This car, it runs very fast.*	Hmong, Vietnamese	This type of redundant structure reflects the popular "topic-comment" approach used in the primary language: The speaker mentions a topic and then makes a comment on it.
	avoidance of pronouns by repetition of nouns *Sara visits her grandfather every Sunday, and Sara makes a meal.*	Korean, Vietnamese	It is common in the primary language to repeat nouns rather than to use pronouns.
Pronoun *one*	omission of the pronoun *one* *I saw two nice cars, and I like the small.*	Russian, Spanish, Tagalog	Adjectives can be used on their own in the primary language, whereas English often requires a noun or *one*.
Pronoun forms	confusion of possessive forms *The book is my.*	Cantonese, Hmong, Vietnamese	Cantonese and Hmong speakers tend to omit final *n*, creating confusion between *my* and *mine*.

Adjectives

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	position of adjectives after nouns *I read a book interesting.*	Haitian Creole, Hmong, Khmer, Spanish, Vietnamese	Adjectives commonly come after nouns in the primary language.
	position of adjectives before certain pronouns *This is interesting something.*	Cantonese, Korean	Adjectives always come before words they modify in the primary language.
Comparison	omission of markers for comparison *She is smart than me.*	Khmer	Since there are no suffixes or inflections in Khmer, the tendency is to omit them in English.
	avoidance of *-er* and *-est* endings *I am more old than my brother.*	Hmong, Khmer, Korean, Spanish	Comparatives and superlatives are usually formed with separate words in the primary language, the equivalent of *more* and *most* in English.
Confusion of *-ing* and *-ed* forms	confusion of *-ing* and *-ed* forms *The movie was <u>bored</u>.* *I am very <u>interesting</u> in sports.*	Cantonese, Khmer, Korean, Spanish	The adjective forms in the primary language that correspond to the ones in English do not have active and passive meanings. In Korean, for many adjectives, the same form is used for both active and passive meanings, such as *boring* versus *bored*.

Verbs

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Present tense	omission of *s* in present tense, third person agreement *She <u>go</u> to school every day.*	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog, Vietnamese	There is no verb agreement in the primary language.
	problems with irregular subject-verb agreement *Sue and Ed <u>has</u> a new house.*	Cantonese, Hmong, Khmer, Korean, Tagalog	Verb forms do not change to indicate the number of the subject in the primary language.
Past tense	omission of tense markers *I <u>study</u> English yesterday.* *I <u>give</u> it to him yesterday.*	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog, Vietnamese	Verbs in the primary language do not change form to express tense.
	confusion of present form and simple past of irregular verbs *I <u>give</u> it to him yesterday.*	Cantonese, Spanish	Speakers of the primary language have difficulty recognizing that merely a vowel shift in the middle of the verb, rather than a change in the ending of the verb, is sufficient to produce a change of tense in irregular verbs.
	incorrect use of present for the future *I <u>come</u> tomorrow.*	Cantonese, Korean	The primary language allows the use of present tense for the future.

Verbs *continued*

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
In negative statements	omission of helping verbs in negative statements *I no understand.* *I not get into university.*	Cantonese, Korean, Russian, Spanish, Tagalog	Helping verbs are not used in negative statements in the primary language.
Perfect tenses	avoidance of present perfect where it should be used *I live here for two years.*	Haitian Creole, Russian, Tagalog, Vietnamese	The verb form either does not exist in the primary language or has a different function.
	use of present perfect where past perfect should be used *Yesterday I <u>have done</u> that.*	Khmer, Korean	In the primary language a past marker, e.g., *yesterday*, is inserted to indicate a completed action and no other change is necessary. In English, when a past marker is used, the verb form must change to past perfect instead of present perfect.
Past continuous	use of past continuous for recurring action in the past *When I was young, I <u>was studying</u> a lot.*	Korean, Spanish, Tagalog	In the primary language, the past continuous form can be used in contexts in which English uses the expression *used to* or the simple past.
	use of two or more main verbs in one clause without any connectors *I <u>took</u> a book <u>went</u> <u>studied</u> at the library.*	Hmong	In Hmong, verbs can be connected without *and* or any other conjunction (serial verbs).
Linking verbs	omission of linking verb *He hungry.*	Cantonese, Haitian Creole, Hmong, Khmer, Russian, Vietnamese	The verb *be* is not required in all sentences. In some primary languages, it is implied in the adjective form. In others the concept is expressed as a verb.
Passive voice	omission of helping verb *be* in passive voice *The food finished.*	Cantonese, Vietnamese	Passive voice in the primary language does not require a helping verb.
	avoidance of passive constructions *They speak Creole here.* *One speaks Creole here.* avoiding the alternate, *Creole is spoken here.*	Haitian Creole	Passive constructions do not exist in Haitian Creole.
Transitive verbs versus intransitive verbs	confusion of transitive and intransitive verbs *He married with a nice girl.*	Cantonese, Korean, Russian, Spanish, Tagalog	Verbs that do and do not take a direct object differ between English and the primary language.
Phrasal verbs	confusion of related phrasal verbs *I look after the word in the dictionary.* instead of *I look up the word in the dictionary.*	Korean, Russian, Spanish	Phrasal verbs do not exist in the primary language. There is often confusion over their meaning in English.

Verbs *continued*

have versus *be*	use of *have* instead of *be* *I have hunger.* *I have right.*	Spanish	Some Spanish constructions use *have* where English uses *be*.

Adverbs

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	use of adjective form where adverb form is needed *Walk quiet.*	Haitian Creole, Hmong, Khmer	There are no suffix-derived adverb forms in the primary language, and the adjective form is used after the verb.
	placement of adverbs before verbs *At ten o'clock this morning my plane landed.* avoiding the alternate, *My plane landed at ten o'clock this morning.*	Cantonese, Korean	Adverbs usually come before verbs in the primary language, and this tendency is carried over into English.

Prepositions

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	omission of prepositions *Money does not grow trees.*	Cantonese	There are no exact equivalents of English prepositions in Cantonese although there are words to mark location and movement.

Complex Sentences

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
Relative clauses	omission of relative pronouns *My grandfather was a generous man helped everyone.*	Vietnamese	Relative pronouns are not required in Vietnamese.
	incorrect pronoun used to introduce a relative clause *the house <u>who</u> is big*	Hmong	Hmong uses the same forms of relative pronouns for both personal and inanimate antecedents.
Adverbial clauses	inclusion of additional connecting word *Because he was reckless, <u>so</u> he caused an accident.* *Although my parents are poor, <u>but</u> they are very generous.*	Cantonese, Korean, Vietnamese	The primary language sometimes uses a "balancing word" in the main clause.
	use of inconsistent tenses in sentences with multiple clauses *She <u>speaks</u> French before she <u>studied</u> English.* *After she <u>comes</u> home, it was <u>raining</u>.* *We <u>will go</u> to the beach if the weather <u>will be</u> nice.*	Cantonese, Hmong, Tagalog, Vietnamese	The primary language lacks tense markers so that matching the tenses of two verbs in one sentence correctly can be difficult. Learners may also try to analyze the tense needed in English according to meaning, which in some cases can result in the use of an incorrect tense.

Complex Sentences *continued*

If versus *when*	confusion of *if* and *when* *If you get there, call me!* instead of *When you get there, call me!*	Korean, Tagalog	The primary language has one expression that covers the use of *if* and *when* for the future.

Infinitives and Gerunds

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	use of present tense verbs in places where gerunds or infinitives are used in English *Stop <u>walk</u>.* *I want <u>go</u> there.*	Haitian Creole, Khmer, Korean	Either the *–ing* form does not exist in the primary language, or learners tend to use present tense verbs instead of gerunds even if they do exist [Haitian Creole].
	use of *for* in infinitive phrases *They went <u>for</u> to see the movie.*	Spanish	Spanish uses a prepositional form in similar constructions, which is carried over into English and translated as *for*.

Sentence Structure

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	omission of object *He dyed [his hair].* *Yes, I want [some].*	Korean	Korean tends to omit objects and noun phrases after verbs.
	lack of variety in the position of clauses *Because you weren't at home and I couldn't find [you], I left.* avoiding the alternate, *I left because you weren't at home and I couldn't find [you].*	Korean	Since main clauses always come last in Korean, there is a tendency to put the main clause last in English. This is not an error in English, but it leads to a lack of sentence variety.
	clauses that describe earlier actions come first *After I finish my homework, I will watch TV.* avoiding the alternate, *I will watch TV after I finish my homework.*	Cantonese, Korean	The pattern in the primary language is to describe what happens first while later occurrences follow. This is not an error in English, but it leads to a lack of sentence variety.
	placement of phrase with the indirect object before the direct object *They gave <u>to the girl</u> the book.*	Spanish	The phrase with the indirect object can come before the direct object in Spanish.

Sentence Structure *continued*

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	placement of modifiers between verb and direct object *She speaks <u>very well</u> English.*	Korean, Spanish	Word order, including the placement of adverbials, is freer in the primary language than in English.
	use of double negatives *I <u>no</u> see <u>nobody</u>.*	Spanish	Spanish requires double negatives in many sentence structures.
	use of clauses for other structures *I want <u>that you help me</u>.*	Russian, Spanish	Verbs that take direct objects versus those that require clauses differ in the primary language and English.

Questions

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	avoidance of English inverted question forms in yes/no questions in favor of tag questions or intonation *You come tomorrow, OK?* *He goes to school with you?*	Cantonese, Haitian Creole, Khmer, Korean, Russian, Tagalog, Vietnamese	The primary language doesn't use subject-verb inversion in questions.
	lack of subject-verb inversion in questions with helping verbs *When she will be home?* *Where you are going?*	Cantonese, Hmong, Russian, Tagalog	In the primary language, word order is the same in some questions and statements, depending on the context.
	omission of *do* or *did* in questions *Where you went?*	Haitian Creole, Hmong, Khmer, Korean, Russian, Spanish, Tagalog	In the primary language, there is no exact counterpart to the *do/did* verb in questions.
Yes/no questions	incorrect answer form for yes/no questions A: *Do you want more food?* B: *I want.* A: *Do you have a pen?* B: *I not have.*	Cantonese, Hmong, Khmer, Korean, Russian	In the primary language, learners tend to answer yes by repeating the verb in the question. They tend to say no by using *not* and repeating the verb.
	positive answer to negative question A: *Aren't you going?* B: *Yes.* (when the person is not going)	Cantonese, Korean, Russian	The appropriate response pattern differs between the primary language and English.
Tag questions	incorrect tag questions *You want to go home, are you?*	Cantonese, Khmer, Korean, Vietnamese	The primary language has no exact counterpart to a tag question, forms them differently, or does not add *do/did* to questions.

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