**Eight Classroom Attributes of Effective Reading Instruction for ELLs**

Place a dot near your use of each of these components in your classroom now.

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| Explicit skill instruction |
| \_\_\_\_|\_\_\_\_\_\_ \_|\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_ |
| 10 9 8 7 6 5 4 3 2 1 |
|  |
| Student-directed activities |
| \_\_\_\_|\_\_\_\_\_\_ \_|\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_ |
| 10 9 8 7 6 5 4 3 2 1 |
|  |
| Explicit instruction and expectation for use of metacognitive strategies |
| \_\_\_\_|\_\_\_\_\_\_ \_|\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_ |
| 10 9 8 7 6 5 4 3 2 1 |
|  |
| Balanced curriculum including multicultural materials |
| \_\_\_\_|\_\_\_\_\_\_ \_|\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_ |
| 10 9 8 7 6 5 4 3 2 1 |
|  |
| Use of routines |
| \_\_\_\_|\_\_\_\_\_\_ \_|\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_ |
| 10 9 8 7 6 5 4 3 2 1 |
|  |
| Varied opportunities to practice |
| \_\_\_\_|\_\_\_\_\_\_ \_|\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_ |
| 10 9 8 7 6 5 4 3 2 1 |
|  |
| Explicit instruction of academic terms, vocabulary and structure |
| \_\_\_\_|\_\_\_\_\_\_ \_|\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_ |
| 10 9 8 7 6 5 4 3 2 1 |
|  |
| Systematic assessment |
| \_\_\_\_|\_\_\_\_\_\_ \_|\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_|\_\_\_\_\_ |
| 10 9 8 7 6 5 4 3 2 1 |

10 = very frequent use 1 = never use

From August & Hakuta (1997) in Linan-Thompson & Vaughn 2007