pelling reason to read immediately, and again recursively on the same topic thereafter. Classroom, as opposed to remedial, versions tend to put additional emphasis on a follow-up phase that may involve any number of things, from writing activities to dramatization of the story line.

The DR-TA has been shown to be quite effective for teaching reading comprehension, and improving classroom interactions (Bear & Invernizzi, 1984; Davidson, 1970; Grobler, 1971; Petre, 1970). Kern (1992) suggests that the DR-TA is especially useful during the first two years of second-language instruction, when students need the support of what is properly called sheltered instruction. A set of questions and prompts has evolved to guide sheltered instruction for second-language learners.

Specially Designed Academic Instruction In English (SDAIE)

The influence of the DR-TA can be seen in many of the SDAIE frameworks. These typically are built around the several points that support second-language learners in content learning situations. SDAIE (pronounced sa-dié) is a dynamic series of guiding questions that often are used in teacher certification classes and workshops as a framework for raising consciousness about the level of scaffolding necessary to construct a lesson plan to accommodate the needs of English Language Learners.

Considerations in Specially Designed Academic Instruction In English

1. Lesson Rationale—Why are you teaching this particular lesson? Who are the students you will be teaching and how does this lesson fit into their experiences and knowledge? What are their special needs? How does this lesson fit within the larger unit or curriculum? Upon what previous learning is it dependent? What learning follows this concept? How does this lesson fit within the previous and future lessons in a sequence?

2. Standards—What State Content Standards are being addressed with this lesson? What should students know and be able to do as a result of this learning experience? What State English Language Development Standards are you taking into account? How will you promote growth in Listening, Speaking, Reading, and Writing? What Grade Span are you working in? What Skill Level will you address?

3. Assessment—What evidence will you use to find out whether or not the students have met your target Standards (journals, questioning, authentic assessment, performance-based assessment, writing activities, solving problems, restating ideas, applying skills to life situations, and so on)? If you are using a traditional form of assessment, how will
you modify to allow for English-language learners’ needs (extra time, alternate answer forms, foreshadowing of test contents, or others)?

4. Materials—What materials will you need in order to teach the lesson? What realia, manipulatives, teaching media (text, computers, video, and so on) will students use? What handouts, readings, overheads, audiovisual materials, graphs, or charts will you need to prepare?

5. Instructional strategies—What activity or activities will lead students into the lesson? How will you “open the door” to the new concept being introduced?

6. Language considerations—What can the students do in English? How would you characterize their English proficiency? What linguistic and cultural idioms might be unclear to students? Have you identified key vocabulary terms necessary for understanding the concept being addressed? How will you introduce the vocabulary (Word Bank, anecdotal definitions, pictograms, and so on)?

7. Tapping prior knowledge—What prior knowledge are you assuming from the students? Are there any culturally-based assumptions that your ELLs may not have experienced that are important to the understanding of the concept to be taught? What strategies will you use to activate (or create) that knowledge (free recall, KWL, journal entries, cooperative interviews, graphic organizers, warm-ups, homework check, review, or others)?

8. Focusing tactics—What sensory (music, colored visuals, touch, smell), emotional (laughter, fear, excitement, wonder, security), and/or intellectual (novelty, surprise, ambiguity, uniqueness, incongruity, puzzlement) stimulation will you provide?

9. Instructional strategies (“Instruct/Interact”—What specific strategies and tactics will form the core of your lesson? How have you contextualized your instructions? What modeling will you provide? How will you know if all your instructions are understood? If you are teaching in an expository mode, what contextual clues will you provide (graphic organizers, modeling, gesturing, props, or others)? If you are using discussion, how will you provide an environment to encourage this for English-language learners? What questions and/or prompts will you use? If you are using collaboration, what structure will you provide to ensure positive interdependence? How will you provide for individual accountability? Group accountability? If there is a group product, do you have a sample finished product to model? What social skill will you stress? How will you process the skills (academic and social) at the end of the activity? What listening, speaking, reading, and writing opportunities will you provide? What scaffolding will you provide to assist stu-
dents in negotiating their way through written text? What strategies will you use to ensure students are actively learning (any physical movement?)? What formative assessments will you use to check for student understanding? When in the lesson sequence will you do that (confirmation checks, comprehension checks, clarification, repetition, expansion, open-ended questions, two-way interactions, teacher observations, and so on)?

10. Instructional strategies (“Extend”): Writing to Learn—What activity can you provide that allows students to assimilate the new concept into their prior learnings (discussion, writing, group products/performance)? If process writing is being taught, how will you provide structure to encourage prewriting, revision, and publication? What type of closure activities will you incorporate? How will you tie this lesson into future lessons? How will you encourage students to reflect on their learning (metacognition): journal entries, learning log, quick write, or others?

11. Homework—Will homework be meaningful? If so, how? Will it focus on practicing what has been learned or extending the learning? Will the homework segue into future lessons?

12. Follow-up activities—What additional activities will you provide for those students who don’t meet the target Standards based on your assessment? What further assessments might you use in addition to the measures mentioned above?

The next method, and several others ahead, will assist with the instructional questions raised by SDAIE. Chapter 12 addresses many of these same points in a more intensive diagnostic-prescriptive, and tutorial context.

Listen-Read-Discuss (L-R-D)

A common school practice is to have students read a section of text, often for homework, then listen to the teacher’s explanation of the information, then participate in question-answer recitation and discussion. The problem with this read-listen-discuss approach is that students receive little, if any, help with silent reading. Struggling readers also are ill prepared to participate and potentially profit in the postreading recitation and discussion. L-R-D (Manzo & Casale, 1985) offers an alternative to this approach. Simply by inverting the sequence of conventional instruction, all students are better prepared for reading. Notice, in the steps below, how this approach also quickens the pace of instruction, and provides for several repetitions of the information: two key principles of effective remedial instruction.