

Lower-Order Thinking Questions

Remember (LOTS)

- Who are the main characters?
- When did the event take place?
- What is the setting of the story?
- Where would you find _____?
- How do you _____?
- What is _____?
- How do you define _____?
- How do you spell _____?
- What are the characteristics of _____?
- List the _____ in proper order.
- Name all the _____.
- Describe the _____.
- Who was involved in the event or situation?
- How many _____ are there?

Understand (LOTS)

- Can you explain why _____?
- What is the difference between _____ and _____?
- How would you rephrase _____?
- What is the main idea?
- Why did the character/person _____?
- What's happening in this illustration?
- Retell the story in your own words.
- Describe an event from start to finish.
- What is the climax of the story?
- Who are the protagonists and antagonists?
- What does _____ mean?
- What is the relationship between _____ and _____?

Higher Order Thinking English Questions

Christian G. Meyer



Higher Order Thinking English Questions:

ISET 2019 Farid Ahmadi, Dyah Rini Indriyanti, Virgiawan Adi Kristianto, 2019-06-29 The proceedings of International Conference on Science Education and Technology 2019 are the compilation of articles in the internationally refereed conference dedicated to promote acceleration of scientific and technological innovation and the utilization of technology in assisting pedagogical process

Making Content Comprehensible for English Learners: The SIOP Model Jana Echevarria, MaryEllen Vogt, Deborah J. Short, 2024-09-23 Provides a comprehensive coherent research validated success proven model for teaching English learners and other students and helping them meet rigorous academic standards

KEY TOPICS Sheltered instruction English learners Common core English language learners ESL literacy content area teaching elementary and secondary instruction content based ESL academic language academic literacy

MARKET Current and future classroom teachers

Proceedings of the International Conference on English Language and Teaching (ICOELT 2022)

Havid Ardi, M. Affandi Arianto, Nur Rosita, Carbiriena Solusia, Rizaldy Hanifa, 2023-12-27 This is an open access book

International Conference on English Language and Teaching ICOELT is an Annual conference hosted by English Department of Faculty of Languages and Arts Universitas Negeri Padang It was firstly conducted in 2013 as International Seminar on English Language and Teaching ISELT This event consistently invites reputed speakers and having competence in English Language Teaching from around the world

English Medium Instruction Practices in Vietnamese Universities Min Pham, Jenny Barnett, 2022-06-11 This book focuses on English as a Medium of Instruction practices in higher education in Vietnam addressing institutional practitioner and student perspectives It presents theoretical standpoints and empirical experiences of how institutional policies are enacted in the offering of English as a Medium of Instruction programs in universities in Vietnam and how the disciplinary content is taught and learned through English The book showcases the enactment of curricular and pedagogical practices in the classroom drawing on a range of different disciplines central to university education It also explores the roles of mother tongues in the construction of disciplinary knowledge in English as a Medium of Instruction programs and courses This book provides guidance and practical information for university English as a Medium of Instruction policy makers lecturers and student support teams in English for academic purposes across disciplines as well as to the theoretical framing of the English as a Medium of Instruction field itself

English Medium Instruction in Secondary Education Jack Pun, 2024-04-19 Jack Pun presents best practices in pedagogy and teaching to facilitate effective content subject learning at the secondary school level Increasingly parents are sending their children to English Medium Instruction EMI secondary schools in their home countries to prepare them for full immersion in EMI in English native speaking countries The book explores the teaching and learning processes in EMI senior secondary science classrooms based in thirty secondary schools in Hong Kong Conducting analyses of classroom teacher and student perception data the author discusses the issues of teaching science through the medium of English in secondary schools the implications

and applications for professional development of science teachers and other content subject teachers and suggests strategies for teaching science in different EMI contexts This volume is highly relevant to scholars in the field of educational linguistics particularly in English language teaching content based instruction content and language integrated learning and English as a medium of instruction It is also useful to education policymakers school teachers research students English and education majors

Differentiated Early Literacy for English Language Learners Paul Boyd-Batstone,2006 Early literacy strategies for English language learners are differentiated according to five levels of language proficiency BOOK JACKET [120 Content Strategies for English Language Learners](#) Jodi Reiss,2012 Provides 120 easy to follow strategies that examines different aspects of teaching ELL secondary students from building background knowledge to assessing learning Explores methods of presenting basic information about types of tests demonstrates test taking skills and discusses the use of accommodations Each chapter contains a summary and discussion questions

English 3-11 David G. Waugh,Wendy Jolliffe,2008 In line with the National Primary Strategy this core introductory textbook provides comprehensive up to date and most importantly creative guidance on teaching English in the early years and primary classroom Covering all of the key curriculum areas in manageable and accessible chapters the book aims to motivate and support teachers to achieve enjoyment progression breadth and balance in their teaching of effective and creative English Key topics covered include assessment for learning cooperative learning popular culture and multi media By combining both subject knowledge with effective pedagogical approaches to teaching English this book is an essential one stop resource for all busy teachers

Making Content Comprehensible for English Learners Jana Echevarria,MaryEllen Vogt,Deborah Short,2004 Like no other text on the market Making Content Comprehensible presents an empirically validated model of sheltered instruction This text contains the Sheltered Instruction Observation Protocol SIOP model which provides school administrators staff developers teachers teacher candidates university faculty and field experience supervisors with a tool for observing and quantifying a teacher s implementation of quality sheltered instruction New to This Edition A new additional chapter addresses the issue of English learners who are struggling readers and or students with disabilities by including detailed information about learning disabilities and delayed development in reading Ch 10 Revised vignettes present teaching scenarios where three teachers teaching the same grade level and content attempt to include the focal SIOP indicators with varying degrees of success Complete lesson descriptors allow readers to score the three teaching scenarios and help readers develop a degree of inter rater reliability New pedagogy Each chapter contains A graphic organizer that provides an overview of the chapter Background Sections that include descriptions of the 8 sections and 30 indicators of the SIOP to help readers plan and prepare effective sheltered lessons Background Discussion Questions appropriate for portfolio development in pre service and graduate classes for professional development workshops or for reflection The new larger trim size facilitates using in the classroom the SIOP long and short versions and the lesson plan forms and rating the vignettes Includes both the full SIOP

and an abbreviated version for the reader's use. Two different SIOP lesson plan formats that can be used for planning and preparation depending on your needs. An Appendix contains the results of studies that demonstrate that English learners whose teachers used the SIOP model outperformed similar students whose teachers did not implement the model. Making Content Comprehensible is very practical and right on target for strategies in the field of ELLs. Professor Gerald McCain, Southern Oregon University, what clearly distinguishes Making Content Comprehensible from others in the field is that it provides an easy to use, powerful, field-tested protocol for effective lesson planning, delivery, and assessment. Professor Karen L. Newman, Indiana University, the strength of Making Content Comprehensible is the clear picture it provides of instruction and the teaching scenarios. The discussion of the teaching techniques and evaluation of each of the three teachers provides invaluable examples for the student. Professor Judith B. O'Loughlin, New Jersey City University, author Bios. Dr. Jana Echevarria is Chair of the Department of Educational Psychology, Administration, and Counseling at California State University Long Beach. Formerly she was a professor of Special Education. Her professional experience includes elementary and secondary teaching in special education, ESL, and bilingual programs. She has lived in Taiwan and Mexico where she taught ESL and second language acquisition courses at the university level as well as in Spain where she conducted research on instructional programs for immigrant students. After receiving a Masters Degree in Bilingual Special Education from California State University Long Beach, she received her Ph.D. from UCLA and was one of the recipients of the National Association for Bilingual Education's Outstanding Dissertations Competition. Her research and publications focus on effective instruction for language minority students, particularly those with learning disabilities. Mary Ellen Vogt is Professor and Director of Graduate Studies in Reading at California State University Long Beach. Prior to her work at the university, she was a reading specialist at the school and district levels. Dr. Vogt is a past president of the California Reading Association and served on the Board of Directors of the International Reading Association. She has authored chapters and articles in professional journals and texts and has co-authored five books, including *Portfolios in Teacher Education* (1996, International Reading Association), *Professional Portfolio Models* (1998, Christopher Gordon), *Creativity and Innovation in Content Area Teaching* (2000, Christopher Gordon), and *Making Content Comprehensible for English Language Learners: The SIOP Model* (2000, Allyn Bacon). Dr. Vogt is also an author of two K-8 reading series published by Houghton Mifflin: *Invitations to Literacy* and *A Legacy of Literacy*. She has been inducted into the California Reading Hall of Fame and in 1999 she received the Distinguished Faculty Teaching Award from her university. Deborah J. Short directs the Language Education and Academic Development division at the Center for Applied Linguistics in Washington, DC. She conducts school-based research on sheltered instruction and on effective programs for English language learners. She helped develop the national ESL standards. Her PhD specialization is bilingual/multicultural education. *English Journal*, 1930. [The Teaching of High School English](#). Virginia Judith Craig, 1930. **English Learners' Opportunities to Use English**. Kimberly Anna Ferrario, 2009. **Malawi Journal of**

Education and Development, 2007 **The Secondary English Magazine**, 2004 50 Strategies for Improving Vocabulary, Comprehension, and Fluency Adrienne L. Herrell, Michael Jordan, 2006 A practical approach of step by step instructional procedures for developing key literacy skills Each strategy is supported by an authentic classroom example An additional example of each strategy is provided on the the accompanying CD **A Practical Guide to Assessing English Language Learners** Christine Anne Coombe, Keith S. Folse, Nancy J. Hubley, 2007 For many teachers of English language learners the field of assessment is foreign territory Assessment has its own culture traditions and terminology This training guide is intended to help classroom teachers become more comfortable creating and using assessments A Practical Guide to Assessing English Language Learners provides helpful insights into the practice and terminology of assessment The text focuses on providing the cornerstones of good assessments usefulness validity reliability practicality washback authenticity transparency and security and techniques for testing It devotes a chapter to the assessment of each of the four main skill areas reading writing listening and speaking and also covers placement testing such as using TOEFL and MELAB diagnostic testing evaluation and instructional decision making with regard to testing Tips to improve students test taking strategies are offered and each chapter ends with a helpful list of Ten Things to Remember as well as informative case studies featuring two teachers and their assessment decisions Incorporating its own principles A Practical Guide to Assessing English Language Learners opens with a short quiz for the reader called Are You Testwise that quickly determines how each teacher will benefit from this indispensable guide *The Act of Teaching English* Joseph O'Beirne Milner, Mary K. Graciano, 2006

English Language Learners in the Mathematics Classroom Debra Coggins, 2007-02-12 The number of students whose first language is not English is increasing As a result many teachers need new resources to adapt their teaching of mathematics to support the mathematical learning of students with limited English and to include them in rigorous instruction By incorporating multimodal strategies teachers can more confidently teach standards based mathematics that can reach all of their students Through simple straightforward language and examples this resource helps teachers develop specialised understanding and strategy knowledge for supporting a high level of mathematics learning along with language acquisition

Texas Register Texas. Secretary of State, 1997 **Literacy Instruction for English Language Learners Pre-K-2** Diane M. Barone, Shelley Hong Xu, 2008 Summarizing current research and weaving it into practical instructional strategies that teachers can immediately use with young English language learners ELLs this book addresses a major priority for today s primary grade classrooms All aspects of effective instruction for ELLs are explored oral language development and instruction materials word study vocabulary comprehension writing and home school connections Assessment is discussed throughout and is also covered in a separate chapter The volume is packed with realistic examples lesson planning ideas book lists online resources and reproducibles Discussion and reflection questions enhance its utility as a professional development tool or course text

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