

TEACHING READING COMPREHENSION TO ELS

Margarita Calderón, PhD

Professor Emerita, Johns Hopkins University

- ✓ CCSS shifts in reading standards for literature and informational text -- implications for ELS/ELLs
- ✓ Basic instructional strategies for developing close reading and language proficiency
- ✓ Integration of key ideas and details, craft and structure, and vocabulary



CCSS CHANGES IN ELA/LITERACY – ADAPTED FOR EL INSTRUCTION

Rigor: Students read increasingly complex texts.

- **Academic vocabulary:** tier 1, 2, 3 words
- **Language:** rich discourse, discussions, questions
- **Reading:** text complexity, informational, literary, text structures, comprehension skills, word meaning
- **Writing from sources:** from texts they are reading
- **Building knowledge in the disciplines:** by teaching reading, vocabulary and writing in science, social studies, math, **not just** language arts.



Studies and Professional Development Projects

- **4-year Carnegie Corporation of New York study in 6th-12th general education teachers, ESL, SEI, SIFE, and bilingual teachers.**
- **2-year NYCDOE Study of SIFE in 17 schools.**
- **New PD model in elementary, middle and high schools in Charlotte, NC – thanks to Winterfield Elementary**
- **Analyses of our PD and the follow-up implementation in many schools in TX, NC, WI, NYC, FL, CT, DC**



Key: Teach Vocabulary Before, During, and After Students Read

- **Vocabulary knowledge** correlates with reading comprehension.
- **Reading comprehension** correlates with procedural and content knowledge.
- **Text-based Writing** correlates with content knowledge.
- **Content knowledge** correlates with academic success.
- (Calderón, 2007; 2011; 2012)

VOCABULARY PREVALENT IN COMPLEX TEXTS

- Some students will have smaller tier 1, 2, 3 vocabularies when they enter the classroom. Instruction must address this **vocabulary gap early and aggressively.**
- **Provide more instruction** for students with weaker vocabularies rather than offering them fewer words.
- **Focus on tier 2 vocabulary instruction** to help students access grade level texts.



Summary of Vocabulary Tiers 1, 2, 3 For ELs

TIER 1 -- Basic words ELLs need to communicate, read, and write (e.g., **smart, toothache, shy**)

TIER 2 -- Information processing words and phrases that nest Tier 3 words in long sentences -- polysemous words (**power, trunk**), transition words, connectors (**therefore, moreover, over the course of**), more sophisticated words for rich discussions, and for specificity in descriptions (**declare, precise, ire**)

TIER 3 -- Subject-specific words or clusters that label concepts, subjects, and topics. Infrequently used academic words (**osmosis, fractional, ebb**).

A Queen's Wish

One gray winter day the elderly queen **summoned** all her grandchildren to the castle. “I have been **fortunate** to have lived a long life,” she said. “But in time your **generation** will rule the country. You must work **persistently** to help the people and take care of the land.

“We will always work hard,” the children replied.

“You must also be **faithful** to your brothers and sisters, no matter what,” the queen said.



Vocabulary Tiers for ELs

<p><u>Tier 1</u> (Simple Words)</p>	<p><u>Tier 2</u> (Process, Idioms, Sophisticated)</p>	<p><u>Tier 3</u> (Content Words, Key Vocabulary)</p>
<p>wish gray queen castle</p>	<p>rule take care replied no matter what elderly</p>	<p>summoned fortunate generation persistently faithful</p>



Teaching Words for Reading and Anchoring Knowledge

- Step 1** -- Teacher pre-teaches mainly tier 2 key words or phrases (orally)
- Step 2** -- Teacher models reading strategy suitable to the standard
- Step 3** -- Students read a short section of their text with peers, alternating sentences, and stopping to summarize after a paragraph or two, using tier 2 and tier 3 words.
- Step 4** -- Students integrate knowledge, ideas, and academic language during peer discussions and team work.
- Step 5** -- Students use new knowledge and academic vocabulary in their writing.

Step 1 –

Teacher pre-teaches “mainly” tier 2 and some tier 3 and tier 1 key words or phrases (orally), using the evidence-based 7 steps



Criteria for Selecting Words/Clusters to Teach

- It is critically important to the discipline (math, science, social studies, literature)?
- It is critically important to this unit?
- It is important to the understanding of the concept that meets the standard?
- Do you want to see these in their writing?
- Are these words/clusters in the test for this unit or state assessments?



Criteria for Selecting Words to Teach

- **Concentrate on what meets CC standards and what you plan to test.**
- Begin by chunking the text into manageable portions.
- Eliminate any pages, paragraphs, and sections that do not have critical information.
- Pre-teach 5 – 6 words/clusters, teach other words during reading, teach 5 – 6 more before writing, and more during revising and editing.

Pre-Teaching Vocabulary

- Not passive role – don't ask them to look up in dictionary or define in the context of a sentence or copy from the board or to listen to the word and meaning only.
- Active role – ask them to use the word with peers, apply to real-life experiences, connect with meaning used in the text.
- Use of the word – in reading comprehension and discussion, and in oral and written summaries.



Preteaching Vocabulary With The 7 Steps

1. Teacher says the word and asks students to repeat the word three times.
2. Teacher states the word in context from the text.
3. Teacher provides the dictionary definition(s).
4. Teacher explains meaning with student-friendly definitions.
5. Teacher highlights grammar, spelling, polysemy, and so on.
6. → **Teacher engages students in activities to develop word/concept knowledge.**
7. Teacher reminds students how/when to use the word.

Pre-teaching Vocabulary

- Try to keep teacher talk to 1 minute for the 7 steps; students' practice to 1 minute (2 - 3 minutes per word).
- 100% student participation!!!
- **DO NOT** ask them to write, draw, guess what it means, or spend too much time giving examples that might draw students away from the real meaning. Writing and further depth of word meaning and practice can come after reading. Avoid methods that want you to take up to 20 minutes per word!



Tier 3—Content Specific

Square root	Photosynthesis	Government
Rectangle	Germ	Bylaws
Radical numbers	Atom	Bailout
Circumference	Matter	Congressional
Pi square	Osmosis	Capital
Power	Power	Power

Tier 2—Subcategories

Polysemous words (homonyms or homographs)
across academic content areas:

- solution
- table
- divide
- prime
- round
- trunk
- state
- power
- cell
- right
- radical
- leg
- left
- light
- fall
- check
- court
- hand
- long
- pin
- rest
- roll
- sense

- **Run off**
- **Run away**
- **Break a leg**
- **Once in a while**
- **Complete sentence**
- **Long noun phrases**
- **Relatively easier**
- **Stored Energy**
- **Stimulus package**



TIER 2 – Sophisticated and Specificity

TIER 1 – TALK, SAY

TIER 2 --

WHISPER

ARGUE

SPECIFY [especificar]

ANNOUNCE [anunciar]

REQUEST

REVEAL [revelar]

REMARK

DECLARE [declarar]

DESCRIBE [describir]

DISCUSS [discutir]

PROCLAIM [proclamar]

SHOUT

SCREAM

CONVERSATION [conversación]

CONVERSE [conversar]

COMMENT [comentar]

MENTION [mencionar]

COMMUNICATE [comunicar]

DIALOGUE [diálogo]

VERBALIZE [verbalizar]

PRONUNCE [pronunciar]

DEBATE [debate]

VOCALIZE [vocalizar]

ARTICULATE [articular]

QUESTION [cuestionar]

PONTIFICATE [pontificar]



Tier 1 Words for ELs

Tier 1 Problem Words	Examples
Spelling	Tough, toothache, phrase, highlight, because
Pronunciation or confusion with homophones	Weather/whether, sum/some, blue/blew, whole/hole, access/exes/axis, sell/cell, ship/chip
Background knowledge	Lawnmower, blender, parka, skyscraper
False cognates	Exit, character, embarrassed, success



STEM --Vocabulary in Science

1. Write some key words on the board with simple definitions or a drawing before the experiment.
2. When demonstrating/presenting each step, emphasize key Tier 3 (osmosis, diffuse) and Tier 2 (intervals, has occurred, flows, as a result) words.
3. After each step demonstrated ask pairs to summarize what just occurred using the Tier 2 and 3 words on the board.
4. After the experiment, students draw the process, labeling each part of the graphic organizer, and writing a summary using Tier 2 and 3 words.



Identify & Classify Words

Type of Words	Tier 3	Tier 2	Tier 1
Polysemous			
Phrases (bundled up words, idioms)			
Cognates			
Connectors & transition			
Homophones			
Other:			

Step 2 –

A. Teacher models how to approach a text (e.g., self-correction, rereading for comprehension, thinking aloud, inferencing, visualizing).

B. Teacher models reading strategy suitable to the standard (e.g., compare and contrast a text to ...; cite several pieces of evidence...; determine 2 or more central ideas...)

There's lots of evidence of drastic changes in climate occurring in the distant past. Earth today may again be in the midst of such a climate change. In the last 100 years, studies show, global temperatures have risen an average of 0.6 degrees C.

That might not sound so bad. After all, what difference does half a degree make?

A growing number of studies suggest, however, that such an increase could have a big impact on life.

After teacher models, students in pairs should **read, re-read deliberately** and **slowly** to probe and ponder

- the meanings of individual words,
- the order in which sentences unfold, and
- the **development of ideas** over the course of the text

➤ **And orally summarize the content using the new vocabulary.**



Step 3 –

Students read a short section of their text with peers, alternating sentences, and stopping to summarize after a paragraph or two, using tier 2 and tier 3 words

PEER READING

- The teacher reads and models strategies.
- Partner A reads the **first sentence**.
Partner B helps.
- Partner B reads the **next sentence**.
Partner A helps.
- After each paragraph, partners “put their heads together” and summarize what they read **using TIER 2 AND TIER 3 WORDS**.
- Partners continue until they finish reading the section assigned.

A Change in Climate (p. 1 of 3)

From one day to the next, weather can have a big effect on your life. When it rains, you have to stay indoors or carry an umbrella. When it's cold, you have to bundle up.

Over the course of hundreds, thousands, and millions of years, weather trends affect life on Earth in more dramatic ways. Ice ages or long droughts, for example, can wipe out certain types of plants and animals. Although many species manage to survive such extreme, long-term climate shifts, their living conditions also change.

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That might not sound so bad. After all, what difference does half a degree make?

A growing number of studies suggest, however, that such an increase could have a big impact on life.

Step 4 –

Students integrate knowledge, ideas, and academic language during peer discussions and team work.

SUMMARIZE **4 IDEAS** FROM THE **3** SLIDES ON *A CHANGE IN CLIMATE*.

Use these transition words:

Initially,

Following that,

Additionally,

Finally,

Biologists and ecologists are discovering, often by accident, that climate change is forcing some plants and animals into new habitats. Others are becoming extinct. Sometimes, scientists show up at a site they've studied for years, only to discover that the organisms they've been tracking are no longer there. What's more, it now looks like this redistribution of life on Earth is sometimes happening at an alarmingly fast pace.

"These little pieces of information are all warning signs that stuff is going on," says Erik Beever. He's a research ecologist with the United States Geological Survey in Corvallis, Ore. "Our world is changing more rapidly than we have observed in the recent past," he says.

- **High-quality** sequences of text-dependent questions should be modeled.
- Questions should begin with relatively simple questions requiring **attention to specific words, details, and arguments**, and then more to explore the impact of those specifics on the text as a whole.
- Series of questions that demonstrate students ability to follow the details of what is explicitly stated in the text.

Applying Bloom's Taxonomy of Cognitive Process – 1

THINKING PROCESS	VERBS FOR OBJECTIVES	MODEL QUESTIONS	INSTRUCTIONAL STRATEGIES
<p>(Knowledge-1) Shallow processing: drawing out factual answers, testing recall and recognition</p> <p>R E M E M B E R</p>	<p>choose describe define identify label list locate match memorize name omit recite recognize select state</p>	<p>Who? Where? Which one? What? How? What is the best? Why? How Much? When? What does it mean?</p>	<ul style="list-style-type: none"> • Highlighting • Rehearsal • Memorizing • Mnemonics

Applying Bloom's Taxonomy of Cognitive Process – 2

THINKING PROCESS	VERBS FOR OBJECTIVES	MODEL QUESTIONS	INSTRUCTIONAL STRATEGIES
<p>(Comprehension-2) Translating, interpreting and extrapolating</p> <p style="text-align: center;">U N D E R S T A N D</p>	classify, defend demonstrate distinguish explain, express extend give example illustrate indicate interrelate interpret infer, judge match paraphrase represent restate rewrite select, show summarize tell, translate	State in your own words. Which are facts? What does this mean? Is this the same as...? Give an example. Select the best definition. Condense this paragraph. What would happen if...? State in one word... Explain what is happening. What part doesn't fit? Explain what is meant. What expectations are there? Read the graph (table). What are they saying?	<ul style="list-style-type: none"> • Key examples • Emphasize connections • Elaborate concepts • Summarize • Paraphrase • STUDENTS explain • STUDENTS state the rule • Why does this example...? • Create visual representations (concept maps, outlines, flow charts, organizers, analogies, pro/ con grids) <u>PRO/CON</u> • <i>NOTE: The faculty member can show them, but <u>they</u> have to do it.</i> • Metaphors, rubrics, heuristics

Applying Bloom's Taxonomy of Cognitive Process – 4

THINKING PROCESS	VERBS FOR OBJECTIVES	MODEL QUESTIONS	INSTRUCTIONAL STRATEGIES
<p>(Analysis-4) Breaking down into parts, forms</p> <p>A N A L Y Z E</p>	<p>analyze categorize classify compare differentiate distinguish identify infer point out select subdivide survey</p>	<p>What is the function of...? What's fact? Opinion? What assumptions...? What statement is relevant? What motive is there? Related to, extraneous to, not applicable. What conclusions? What does the author believe? What does the author assume? Make a distinction. State the point of view of... What is the premise? State the point of view of... What ideas apply? What ideas justify the conclusion? What's the relationship between? The least essential statements are... What's the main idea? Theme? What inconsistencies, fallacies? What literary form is used? What persuasive technique? Implicit in the statement is...</p>	<ul style="list-style-type: none"> • Models of thinking • Challenging assumptions • Retrospective analysis • Reflection through journaling • Debates • Discussions and other collaborating learning activities • Decision-making situations

For Bloom Questions and Discussion

Numbered Heads Together

- Number off in your team from 1 to 4.
- Listen to the question I'm going to ask.
- Put your heads together and find the answer in the text.
- Make sure everyone in your team knows the answer.
- Be prepared to answer when your number is called.

Argumentation Discourse

- **Purpose:** share perspectives, provide evidence and claims, offer counterclaims, and disagree without being disagreeable.
- Students **stay on topic** and think deeply about what the partner says. Partners **help ELs** express their ideas.
- **Discourse:** I concur with... I found that on page... I disagree because... I agree with ... due to ...



A Myriad of Cooperative Learning Strategies

Characteristics of _____

Three-step Interview

Group Investigation

Concentric Circles

Random Numbers

In-house Jigsaw

Find your Match

Clock Buddies

Expert Jigsaw

Tear Ups

Line Ups

Partners

Corners

Exit Pass



CCSS -- BUILDING KNOWLEDGE IN THE DISCIPLINES

- **Reading well means** gaining the maximum insight or knowledge possible from each source.
- **Use shorter, challenging texts** that elicit close reading and re-reading at each grade level.
- Select and explicitly teach specific passages within the text to provide opportunities for **close reading**.

ORACY

- **The ability to express oneself fluently and grammatically in speech.**

DISCOURSE

- **A formal discussion of a topic in speech or writing;**
- **Engage in conversation.**

Examples of Language Functions/ Strategies

Prediction	Enumeration
Identification	Classification
Interpretation	Comparison/contrast
Explanation	Definition
Organization	Inference/hypothesis
Retelling	Summarization



Tier 2—Words That Nest Content Words and Concepts

Some examples of transition words and connectors include:

- **Cause and Effect**—because, due to, **as a result**, since, for this reason, therefore, in order to, so that, thus . . .
- **Contrast**—or, but, although, however, in contrast, **nevertheless**, on the other hand, while . . .
- **Addition or comparison**—and, also, as well as, in addition, likewise, **moreover**, by the way . . .
- **Giving examples**—for example, **for instance**, in particular, such as . . .



Tier 2—Sentence Starters

Summarizing—Students create a new oral text that stands for an existing text. The summary contains the important information or big ideas.

- This story tells about a . . .
- This section is about the . . .
- One important fact here is that . . .

Determining important information—Students tell the most important idea in a section of text, distinguishing it from details.

- The main idea is . . .
- The key details that support that are . . .
- The purpose of this text is to . . .



Tier 2—Sentence Starters

Sequencing—Students make sense of the order in which ideas are presented to enhance comprehension.

- The first step in this experiment is . . .
- The sequence for answering this math problem is . . .
- The first thing the character did was . . . Next, the character . . .

Making connections, visualizing, or creating schema—Students practice relating new information to prior knowledge from their own culture or schooling.

- This reminds me of the time when I . . .
- My parents told me a story about . . .
- I read in another book that . . .



These Await Your Students in 6th- and 7th-Grade Tests!

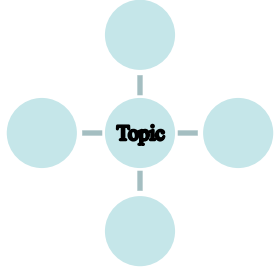

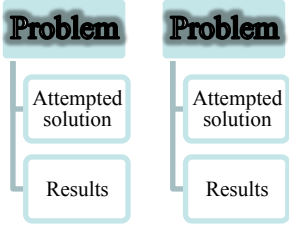
vary, underlying, albeit, solely,
successive, denote, crucial, oddly,
analogous, compiled, whereby,
notwithstanding, forthcoming,
coincide, widespread, implicit . . .

Text Structure and Tier 2

Text Structure

Tier 2

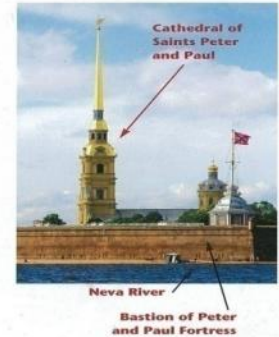
Graphic

<p>Description</p> <ul style="list-style-type: none"> •provides a specific topic and its attributes •main idea(s) is/are supported by rich/descriptive details 	<p>above, across, all, also, appears to be, as an example, behind, below, beside, by observing, characteristics are, for example, for instance</p>	
<p>Sequence</p> <ul style="list-style-type: none"> •provides information/events in chronological order •details are in specific order to convey specific meaning 	<p>additionally, after, after that, afterward, another, at ___ (time), before, during, finally, first, following, initially, last , later, meanwhile, next</p>	
<p>Problem-Solution</p> <ul style="list-style-type: none"> •problems are identified and solutions are provided •supporting details describe the problem and solution 	<p>accordingly, answer, as a result, because, challenge, decide, fortunately, if ___ then, issue, one reason is, outcome is, problem, so</p>	

Reading Text Structures



[Empty light blue box]



DID YOU KNOW? Catherine commissioned 83 commemorative medals during her reign.

CATHERINE THE GREAT



1725
Peter the Great dies.



1729
Catherine the Great is born on May 2 in Stettin, Prussia.



1741
Peter the Great's daughter Elizabeth becomes ruler of Russia.



1745
Catherine marries Karl Peter Ulrich, the future Peter III.



1762
Empress Elizabeth dies on January 5, and Peter becomes ruler of Russia. Catherine proclaims herself ruler of Russia on June 29; Peter abdicates.

1767
Catherine completes the Great Instruction (*Bolshei Nakaz*).



1773
Emelian Ivanovich Pugachev leads the Cossacks in a rebellion against Catherine. He is defeated in 1774.

1796
Catherine dies on November 6; her son, Paul, succeeds her.



Step 5 –

Students use new vocabulary, appropriate transitions, form and style, and domain specific ideas/concepts for a range of discipline-specific tasks, purposes and audiences.

Write routinely over extended time frames (e.g. planning, revising, editing, rewriting or trying a new approach) or shorter time frames (a single sitting or day or two).

Use technology to produce and publish.

- Writing is to show that students can analyze and synthesize sources in texts they read, presenting careful analysis, well-defended claims, ideas, and clear information.
- They draw evidence from a text to support analysis, reflection, or research.
- Short focused research projects should also be used.



The ultimate proof -- at the end of each period, the ELS can:

Write one or two paragraphs summarizing what they learned about the topic using and underlining the many **tier 2 and tier 3 words they learned.**

ELs get extra points for using appropriate connectors, transition words or use compound sentences and different types of clauses.



Informative/Explanatory Writing

- 1. Introduce a topic or thesis statement**
- 2. Develop topic with facts, definitions, details, quotations or other examples**
- 3. Use appropriate transitions to create cohesion and clarify ideas/concepts**
- 4. Use precise language and domain-specific vocabulary to inform or explain**
- 5. Establish and maintain formal style**
- 6. Provide concluding statement that follows form and supports the information or explanation provided**

Multiple Applications of Words

Text Structure	Writing Strategy	Signal Words
Problem-solutions	<ul style="list-style-type: none"> Problems are identified, and solutions are provided. Supporting details describe the problem and solution. 	<p>accordingly, answer, as a result, over the course of, the trouble with that is challenges, decide, fortunately, if _____ then, issue, one reason is, outcome is, problem, so that, solution, the problem is solved by, therefore, thus, unfortunately</p>



12 BUILDING BLOCKS OF EXC-ELL

1. Pre-teaching of vocabulary Tiers 1, 2, 3
2. Teacher read alouds to model strategies for close reading
3. Student peer reading
4. Peer oral summaries and teacher questions
5. Depth of word activities, grammar mini lessons, cognitive maps/graphic organizers,
6. Class discussions to use vocabulary
7. Cooperative learning activities to anchor knowledge (Jigsaws, Corners, Gallery)
8. Formulating questions and Numbered Heads
9. Round Table Reviews
10. Pre-writing & drafting
11. Revising/editing
12. Reading Final Product

Whole Class & Small Group Reading Approaches:

WHOLE CLASS

1. Pre-teaching of vocabulary
2. Teacher think alouds to model reading comprehension and word meaning in context
3. Student peer reading using strategies
4. Peer summaries
5. Class discussions

SMALL GROUP

1. Pre-teaching of vocabulary
2. Teacher think alouds to model reading comprehension and word meaning in context
3. Student peer reading using strategies
4. Peer summaries
5. Group discussions

- Why is vocabulary important?
- Name the seven steps for teaching words.
- Define Tier 1, Tier 2, and Tier 3 words.
- What are the 5 steps for reading comprehension?
- How is writing different than before?
- Mystery question . . .

IS THERE TRANSFER?

TRAINING EXAMPLE

Workshops on
vocabulary,
reading, writing

- Reading and discussing research in TLCs
- Modeling / demos and observations on teaching vocabulary, reading, writing to ELLs

TEACHER TRANSFER EXAMPLE

- Cites sources & summarizes publications
- Uses 5-10 strategies to teach V, R, W.
- Invites teachers to observe
- Invites to video tape

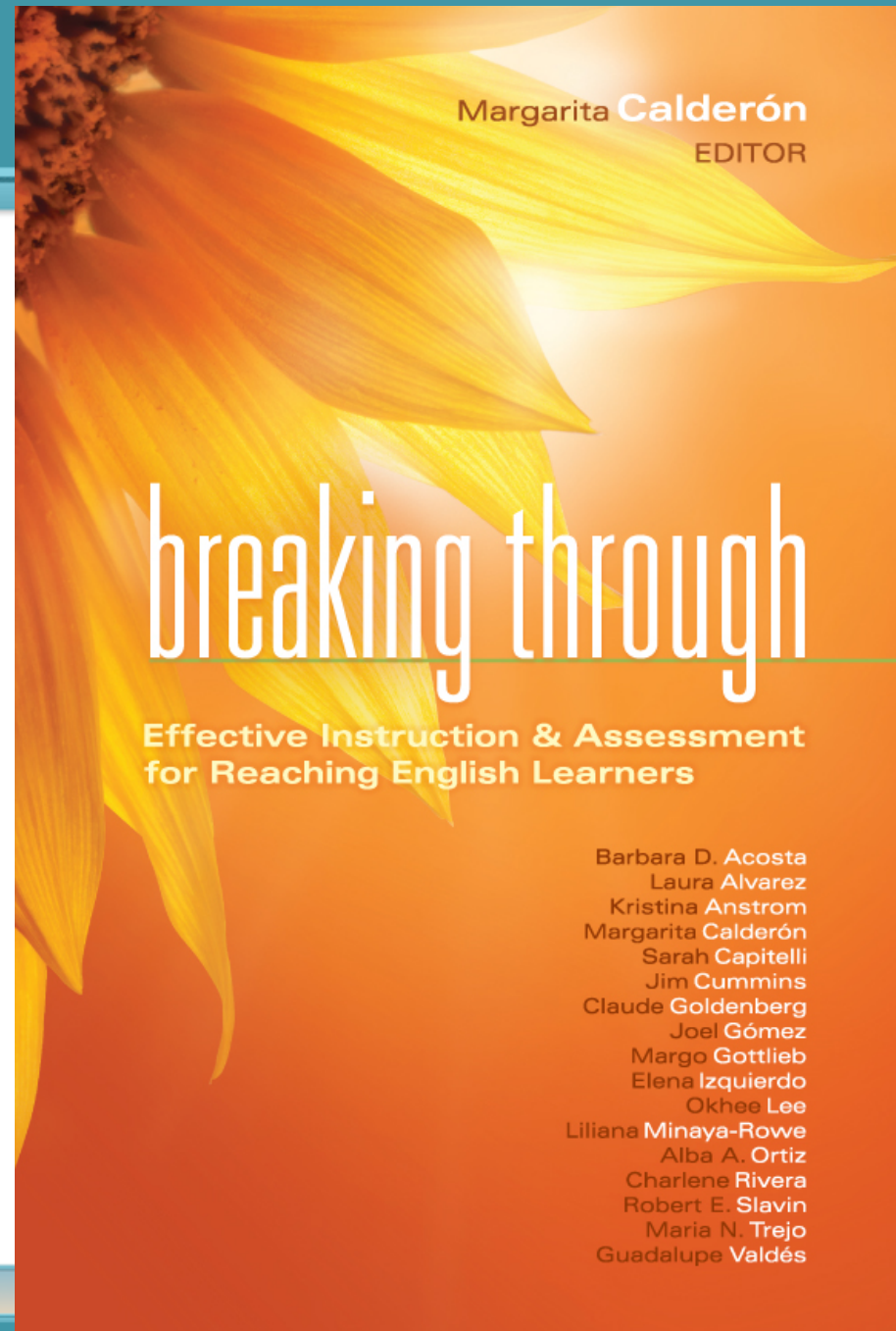
STUDENT IMPACT EXAMPLES

- Masters 5-10 words daily
- Uses new words in daily speech, in summaries, etc.
- Increased reading fluency, comprehension
- Uses new words in writing



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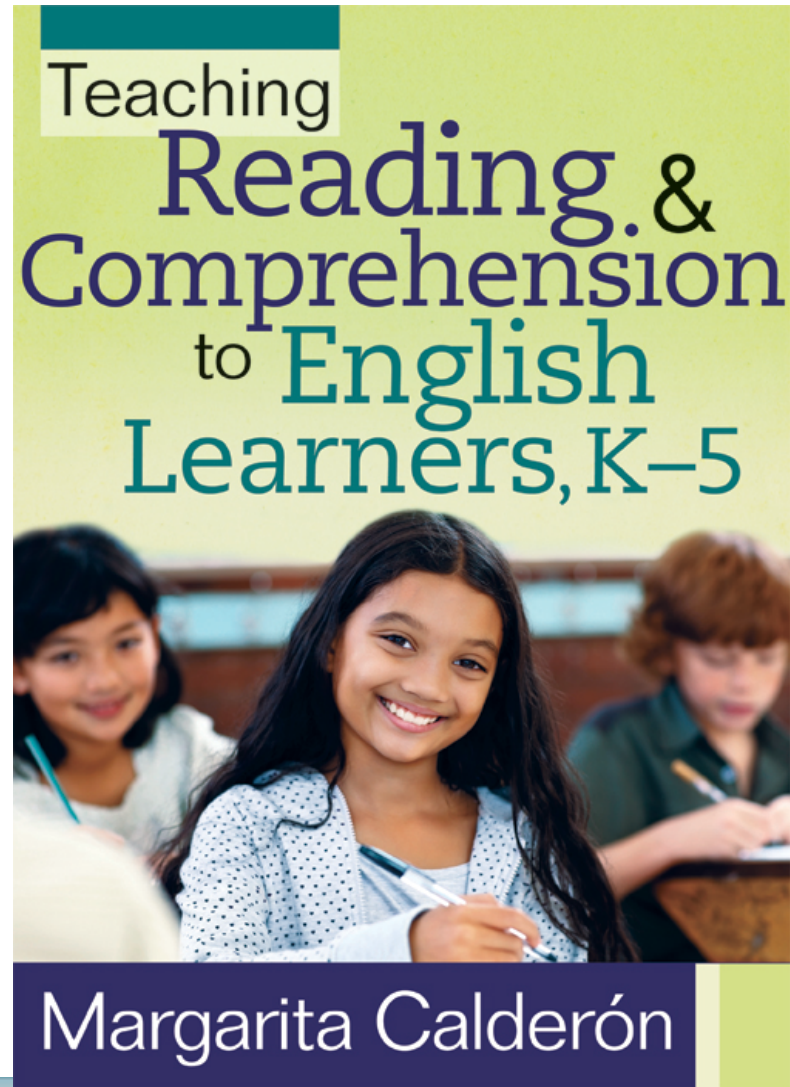


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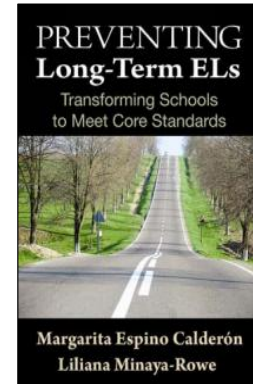
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- Research-based coaching practices for improving instruction
- Ways to implement the program while concurrently meeting core standards and content objectives

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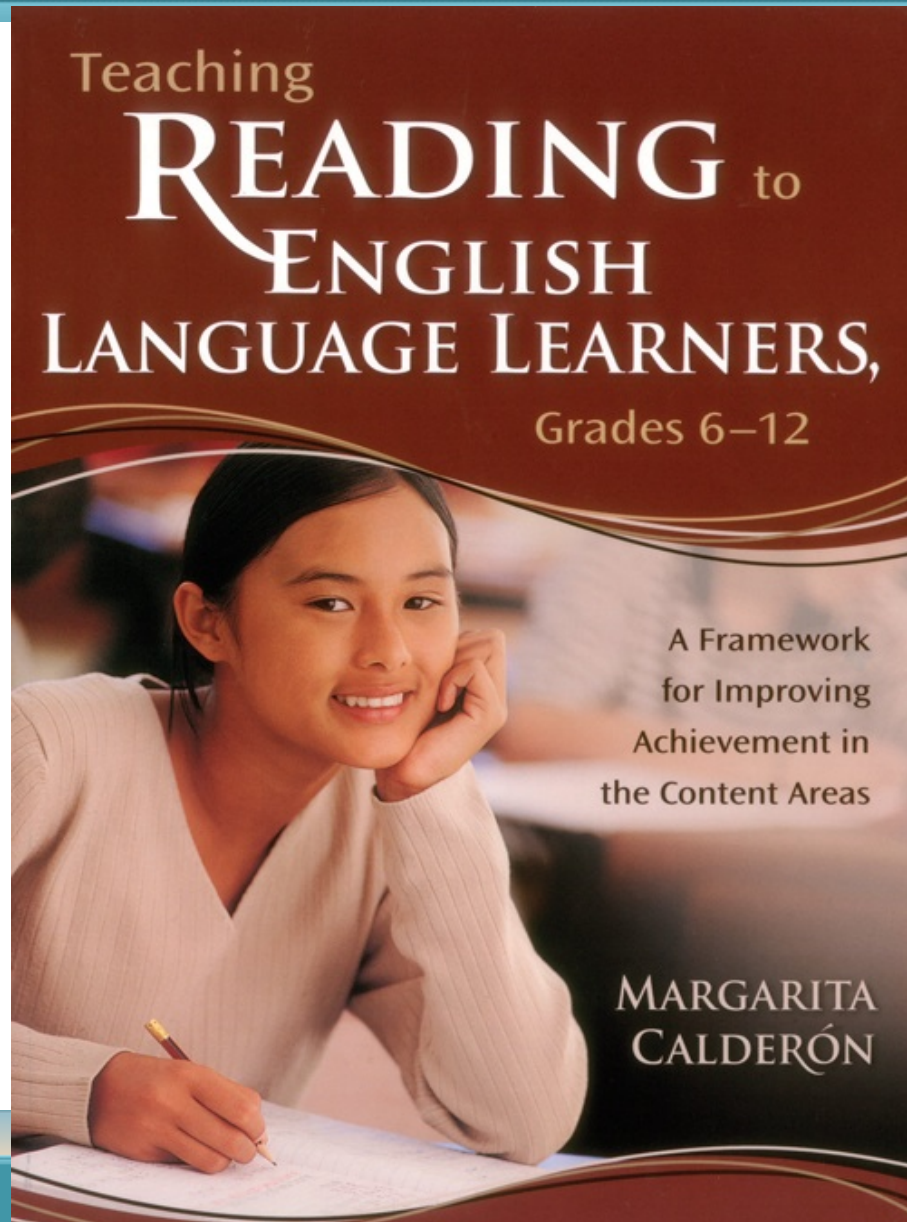
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EL ABC DEL APRENDIZAJE COOPERATIVO

Trabajo en equipo para aprender y enseñar

Ramón Ferreiro Gravié – Margarita Espino Calderón

Esta nueva edición, corregida y ampliada, respeta la idea original de la primera, en donde –de manera sencilla, pero rigurosa– se introduce al lector en el conocimiento de los antecedentes, principios, justificación, bases científicas, métodos, programas, estrategias y técnicas del aprendizaje cooperativo. Además de difundir esta metodología pedagógico-didáctica, los autores describen la aplicación de algunas de sus técnicas y estrategias en el salón de clases; destacan el papel de la mediación en la enseñanza, y sugieren actividades para la construcción social del conocimiento sobre el aprendizaje cooperativo.

Como una opción constructivista de la educación, el libro es útil a los profesores de preescolar, primaria y secundaria, así como a quienes trabajan en los niveles medio, superior y superior. También se recomienda como texto en cursos de capacitación en escuelas públicas y privadas. Esta obra, junto con *Estrategias didácticas del aprendizaje cooperativo* y *Nuevas alternativas de aprender y enseñar*, también de Editorial Trillas, constituyen una trilogía dedicada a la teoría y la práctica del aprendizaje cooperativo.

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Importancia y trascendencia

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EL ABC DEL APRENDIZAJE COOPERATIVO

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-  La formación de equipos
-  La sugerencia clave



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