
Teaching Literacy to Culturally and Linguistically Diverse Learners through Multiple Intelligences

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Abstract

This paper examines best practices for teaching literacy to culturally and linguistically diverse learners through applications of the theory of multiple intelligences and how these applications can increase the effectiveness of instructional methods in reading and writing. Strategies for providing differentiated instruction that enhances English language learners' ability to read, write and speak English are presented. The paper includes a multi-faceted comprehensive model for teaching reading that includes decoding, word identification, spelling, oral reading, vocabulary, comprehension, and writing strategies that assist students in enhancing their creative potential and developing their reading skills.

In the concentrated effort to improve academic achievement and raise standards for student outcomes, the most important ingredient for academic success has often been overlooked. This ingredient is the focus on the uniqueness of each student's ability to learn. It has often been stated that all students can learn and succeed, but not in the same way and not on the same day. Students have the capacity to learn and achieve, but may need to learn in different ways. They can succeed if the process of learning is effectively designed or adapted to meet their needs. Because intellectual performances may vary on different days and in different ways, the academic success of students should be measured by multiple types of assessments in order to accurately assess their progress.

To achieve higher academic standards and student success, the educational system should focus more on the unique ways students learn and should integrate the theory of multiple intelligences in the learning process. Gardner (1983, 1993, and 1999) stated that individuals learn with at least seven different intelligences: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, intrapersonal and interpersonal. For many years the educational system has valued primarily linguistic and logical-

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mathematical ways of learning and has placed a stronger emphasis on student test scores than on the students themselves.

This paper focuses on best practices for teaching literacy to culturally and linguistically diverse learners through applications of the theory of multiple intelligences. Information on ways to provide differentiated instruction that enhances English learners' ability to read, write and speak English is presented.

The Theory of Multiple Intelligences

There are distinct characteristics that Gardner (1983) has defined for each of the intelligences that may affect curriculum and instructional methodologies and assessment measures.

Linguistic students have highly developed auditory skills, enjoy reading and/or writing, like to play word games and have a good memory for names, dates and places. They can possess well-developed vocabularies and use language fluently and are often able to spell words accurately and easily. They would learn to read more effectively through a phonics approach.

Logical-mathematical students like to explore patterns and relationships and enjoy doing activities in a sequential order. They often like mathematics, experiment to test things they do not understand, enjoy opportunities to problem solve, and reason logically and clearly. They learn best when information is presented in an orderly, logical, systematic way.

Spatial students enjoy art activities, read maps, charts and diagrams, and think in images and pictures. They are able to visualize clear images when thinking about things, and can complete jigsaw puzzles easily. They often need to see pictures before they can comprehend the meaning of words. Pictures can provide contextual clues to words and assist students in learning to read and/or spell.

Musical students are sensitive to the sounds in their environment, enjoy music, and prefer listening to music when studying or reading. They appreciate pitch, rhythm, and timbre and often sing songs to themselves. When musical students clap their hands, snap their fingers, chant words or move rhythmically, the rhythm can be used to engage them in the learning process. Through this process they are able to retain and apply information.

Bodily-kinesthetic students process knowledge through bodily sensations and use their bodies in differentiated and skilled ways. They need opportunities to move and act things out, and tend to respond best in classrooms that provide physical activities and hands-on learning experiences.

Intrapersonal students prefer their own inner world, like to be alone, and are aware of their own strengths, weaknesses and inner feelings. They often have a deep sense of self-confidence, independence, and a strong will. They can motivate themselves to do well on independent study projects. They may respond with strong opinions when controversial topics are being discussed.

Interpersonal students enjoy being around people, have many friends, and participate in many social activities. They learn best by relating and participating in cooperative/collaborative group environments. These students express empathy for the feelings of others and respond to their moods and temperaments.

Teele Inventory for Multiple Intelligences (TIMI)

Several years ago the Teele Inventory for Multiple Intelligences (TIMI -Teele, 1997) was developed to examine the dominant ways individuals learn. The inventory is a spatial, forced choice inventory that does not require individuals to read English in order to complete it. It has been administered to people at many ages, from two to ninety-five.

The TIMI (Teele, 1997) has been utilized with students at the preschool level through college to identify their dominant intelligences. The instrument is currently being used in public and private school settings throughout the United States, as well as in 35 other countries. The results of the inventory have indicated that students possess different combinations of the intelligences and process information in many different ways. Many students at all grade levels have exhibited higher mean scores in both spatial and bodily-kinesthetic intelligences than in the others. This is an indication that students may learn more effectively through pictures or spatial images, and movement or hands-on activities.

The mean scores on the TIMI, shown in the following graph, indicate that students at the lower primary school level demonstrated a stronger preference for spatial, bodily-kinesthetic, linguistic and logical-mathematical intelligences. Elementary school students in grades four and five exhibited higher scores in spatial, bodily-kinesthetic, interpersonal and musical intelligences. Middle and high school students had the highest mean scores in interpersonal, bodily-kinesthetic, spatial and musical intelligences. A division by grade levels indicates the following dominant intelligences, and is listed in order of strongest intelligences (in descending order).

**A Student Profile of Multiple Intelligences —
Based on the U. S. Results of the TIMI**

	Lower Elementary	Higher Elementary	Middle School	High School
Linguistic	4.09	3.48	2.73	2.74
Logical — Mathematical	4.05	3.66	3.04	2.86
Spatial	4.76	4.89	4.83	4.52
Musical	3.32	3.84	3.82	3.66
Bodily — Kinesthetic	4.39	4.75	4.76	4.98
Intrapersonal	3.39	2.95	3.26	3.54
Interpersonal	3.93	4.39	5.48	5.58

Kindergarten students were spatial, bodily-kinesthetic, linguistic, and intrapersonal. **First grade** students were spatial, logical-mathematical, bodily-kinesthetic, and linguistic. **Second grade** students were spatial, bodily-kinesthetic, logical-mathematical, and linguistic.

Third grade students were spatial, bodily-kinesthetic, and interpersonal; linguistic and logical-mathematical intelligences were tied for fourth.

Fourth and fifth grade students were spatial, bodily-kinesthetic, interpersonal, and musical.

Sixth grade students were bodily-kinesthetic, spatial, interpersonal, and musical.

Middle and high school students were strongest in interpersonal, spatial, bodily-kinesthetic, and musical intelligences.

Studies are currently being conducted utilizing the TIMI to examine how students at specific grade levels learn in Turkey, Belgium, Pakistan and Mexico. The similarities and differences with the results on the inventory are being compared to students in the United States. The preliminary results of this study support the fact that many different methods must be used when teaching students at all grade levels, particularly with culturally and linguistically diverse learners. The fact that there are both similarities and differences with the students in the United States and students in these four countries indicates the need to teach with strategies that include more than just linguistic and logical-mathematical intelligences. These findings also support the strong influence culture may play on student learning.

When working with culturally and linguistically diverse learners, educators must understand that students may learn in different ways than they are being taught. For example, Turkish students who were in the sixth grade reflected higher mean scores in linguistic and interpersonal intelligences, while students in the United States were stronger spatially. Students in the first grade from both the United States and Belgium demonstrated few significant differences in the ways they learn. However, in the fifth grade, students in Belgium were more bodily-kinesthetic, linguistic and logical-mathematical than those in the United States. If teachers can teach students learning English with methods that are more matched to the ways they learn, students may be able to develop proficiency more quickly.

English Literacy Development

Currently, American learners are required to acquire a higher level of fluency and literacy in English than ever before. But according to recent surveys, more than 6.3 million school-aged children in the United States come from families where the language spoken at home is not English. In a 2003 report by the National Assessment of Education Progress (NAEP), there were no significant reading assessment changes detected since 2002 in the average score for any of the racial/ethnic groups. White students and Asian/Pacific Islander students outperformed Black, Hispanic and Native American students on average in both grades four and eight. Students who are culturally and linguistically diverse have been documented to have a higher risk of experiencing reading problems. This can place these students at a disadvantage in performing at appropriate reading levels in order to experience academic success.

It is essential for culturally and linguistically diverse learners to understand both spoken and written language in English, and how the structure of the language and writing system in one language can affect students when learning another language. Literacy development in the stronger language can actually facilitate the development in the new language (Durgunoglu, 1998). When students know two languages they are more effective at detecting syntactic rules and can examine the similarities and differences between the languages (Durgunoglu, Nagy & Hancin-Blatt, 1993). Students who are able to understand the differences in the structure of the English language and compare that to the structure in their native language can improve their English skills

more quickly. One of the problems English language learners experience is once they learn how to decode words in text, they may not be able to comprehend the meaning of the words because the decoded words may not be an active part of their oral vocabulary in the new language. Using both languages to decipher new vocabulary words may be very important in accelerating the speed of the learning process. If English language learners can develop proficiencies in their native language, they can use those strengths to improve their ability in English.

To become fluent readers quickly English language learners must build their vocabulary. When working with English language learners, lessons on decoding, phonemic awareness and spelling should not be taught in isolation, but rather in a way that students can understand. Students should not only be asked to memorize information, but also receive assistance in understanding what they are learning. In order for English language learners to build word recognition, decoding and spelling skills they should be taught with engaging, developmentally appropriate methods they can comprehend. Because of the No Child Left Behind (NCLB) requirements and implementation of high stakes testing, English language learners must acquire fluency and literacy in English more quickly while they are developing academic content knowledge that will allow them to experience success in the schooling environment.

It is important when working with English language learners to validate constantly knowledge of their own language and utilize that knowledge as they begin to learn English. If the teacher is interested in learning some words in the student's language, the teacher reinforces this validation. The gap between native and non-native speakers in vocabulary knowledge and reading can be reduced over a period of time when students receive an enriched program of vocabulary instruction.

In addition, teachers must encourage students to preserve their knowledge and proficiency in their native language as they learn English. English language learners should be taught to look at cognates they already know in their native language as that will accelerate the process of understanding the words in English. Older students' knowledge of cognates can facilitate academic vocabulary development. Students need to be taught new concepts and words in English but should discuss the meaning of these words in their native language. This can improve understanding of the words.

The following are several approaches to the development of literacy in English.

Phonological skill development. Many different languages have sounds that are not found in English just as the English language has sounds that are not included in many languages. For example *th* and *ng* are digraphs that are often new sounds to many English language learners. *Th* is a digraph that is not part of the Chinese, French, Italian, Turkish, Japanese, Korean, Spanish and Urdu languages. *Ng* is a digraph that is not part of the French, Greek, Italian, Spanish, Urdu and Vietnamese languages. Sounds that are not a part of students' native language need to be taught through multi-sensory methods to allow them the greatest opportunity to add these sounds to their new language. Students can integrate bodily-kinesthetic and musical intelligence with linguistic intelligence when they are asked to clap their hands if two words rhyme and snap their fingers if they do not rhyme. Word combinations such as *fat* and *cat*, *dog* and *top*, *house* and *mouse* and *look* and *room* can be used for this activity (Teele, 2004).

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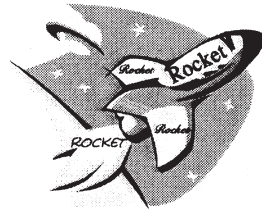
Vocabulary development. Students who have limited language development skills when they enter school will often have less developed vocabulary skills which can affect their comprehension ability. Educators must consider the diverse needs of students, the language differences and many different maturational experiences and ability levels of students as they teach them to read. It is important to build on students' prior knowledge, home language, and home culture in order to accelerate the process of acquiring a new language. Students need to understand how their native language and writing system intersects with their literacy development.

Students who are bodily-kinesthetic respond to Total Physical Response (TPR) methods. For example they can act out new vocabulary words such as run, hop, skip, jump, and skate. The words can first be taught to the students. Then students can provide a movement that matches the word. These words can be used with music or with a song like "Listen and Move" (CTP/Youngheart, 1978).

Spatial students can use pictures to provide cues for them to identify words they may not know. They learn to associate pictures with words or letters. Integrating a letter that a word begins with into a picture that describes the word reminds students of the sound and shape of the letter, and assists them in better retaining the letter-sound associations than when presented with a side-by-side presentation of the picture with the letter (Ehri, Deffner and Wilce, 1984).

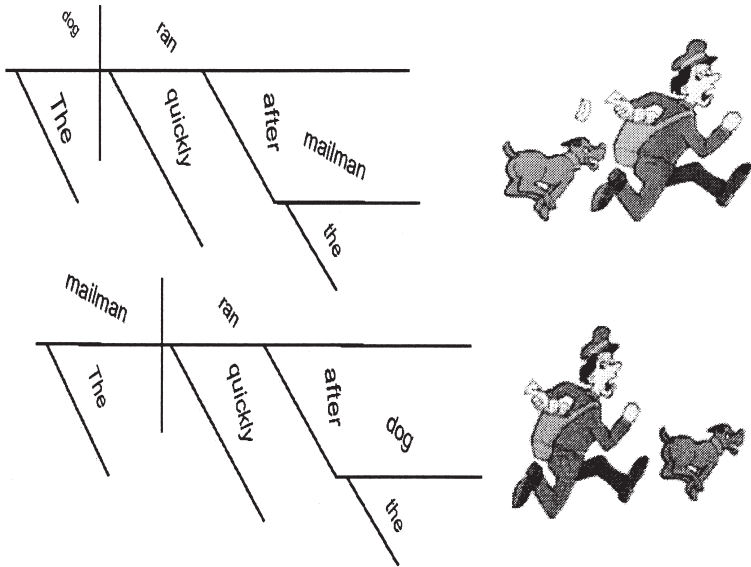


Teaching students spelling words by having them draw their own pictures and then write the correct spelling of the word several times within the picture can provide a combined snapshot in students' minds of the picture and the word. When the word is spoken they see both the picture and the correct spelling together. When students draw their own picture of a word and write the correct spelling of the word several times within the picture, this can assist them in encoding the word into long-term memory (Teale, 2004).



Sentence construction development. Students who are both spatial and bodily-kinesthetic can diagram sentences and then draw pictures and/or act out those sentences. For example, they can draw a picture of the following diagram and then act out two scenes: one where the dog ran after the mailman and a second where the mailman ran after the dog. They can discuss the differences in the structure of the language between the two sentences and compare the English structure to the structure in their native language (Teale, 2004).

Students who are learning English must receive differentiated instruction. Because no two individuals learn in exactly the same way, instructional strategies must be modified in order to provide success for every student. Vygotsky's (1978) zone of proximal development (ZPD) and Bruner's (1986) scaffolding provide a framework



for developing instruction so students advance toward mastery of skills. The more teachers can actively engage their students in the learning process and have them enjoy what they are learning, the more intrinsic motivation is enhanced and progress is made with encoding language into long-term memory.

Reading Skill Development

The theory of multiple intelligences can be an effective way to enhance students' ability to learn how to read, write and speak English. Strategies can be presented through different intelligences that accommodate the unique ways students learn to read. It is important that reading skills be taught not only through linguistic methods in a prescriptive manner, but also through music, pictures and other visual media, acting things out or touching things, sequencing or processing in logical ways using both independent learning and group work. When skills are taught as an integrated part of the total reading process, culturally and linguistically diverse students can more effectively understand how decoding, vocabulary, word identification, spelling, oral reading and comprehension blend together to create fluency and develop independent readers.

A multi-faceted comprehensive view of reading that includes decoding, word identification, spelling, oral reading, vocabulary, prior knowledge, comprehension, and writing strategies is essential if culturally and linguistically diverse students are going to be able to master all the elements required in becoming fluent readers and writers.

Children begin to learn to read through visual picture clues, repetition of words and rhyming words. At the elementary level it is important to teach nursery rhymes in English to culturally and linguistically diverse learners as it allows them to hear the sounds of initial, middle and ending consonants and vowels. Nursery rhymes can assist students in hearing the rhythm of English. Fingerplay, poetry, rhymes, games and songs can be used effectively to teach phonological awareness. To teach reading to students who are musically intelligent one could rhyme words and sing songs using the sounds

they are learning. Books such as *The Cat in the Hat* (Geisel, 1985) and *Chicka, Chicka, Boom, Boom* by Bill Martin, Jr. (1989) assist musical students in learning words and letters of the alphabet through rhythms and rhymes.

Students have to make the transition from learning to read to reading to learn from the third or fourth grade on through middle and high school. They are required to read expository text that necessitates more in-depth vocabulary and comprehension skills. Pressley (2002) found many different researchers agreed that to teach comprehension skills, instruction must include modeling, scaffolding, guided practice and ways for students to develop the ability to regulate comprehension processes independently. Pressley also stated that the focus in teaching reading should shift away from teaching isolated skills to teaching students the skills necessary to be able to comprehend what they are reading. Comprehension skills have to be integrated into the decoding process at an early age in order for students to understand the relationship and interconnections between decoding and comprehension.

Reading requires students to become actively involved with the text and be able to understand their thought processes as they read. Students should be taught how to ask questions and try to locate answers to their questions. When they discover the answers, they can begin to make predictions about the text. Students can learn the process of asking questions through reciprocal teaching, questioning the author and question-answer relationships (Palinscar and Brown, 1984).

Reciprocal teaching is an instructional approach that is an interaction between the teacher and students while reading. It involves student groups generating predictions, questions, clarifications and summaries as they read. The teacher provides modeling and scaffolding to the group discussions to support the students' understanding and interpretations of what they are reading.

Questioning the author encourages students to judge and evaluate the author's ideas within the text. This strategy enables students to operate at application, analysis, synthesis and evaluation levels described in Bloom's (1956) six-level taxonomy of educational objectives. Too often students are only processing at the first two levels in the taxonomy: knowledge and comprehension (Bloom, 1956).

A question-answer relationship (QAR's) assists students in classifying questions and finding answers to these questions within the text. Students work in small groups, divide the questions into categories and provide sources of possible answers. When students who are English language learners can access their prior knowledge to a topic, they can connect more personally to the information they are reading. Students should be provided time to write, draw or make charts about what they already know regarding the topics they are reading.

Vygotsky's zone (1978) of proximal development (ZPD) can be supported by scaffolding each student's unique ways of learning. Some ways to scaffold instruction include: modeling, bridging, contextualization, schema building, metacognitive development and text representation (Walter, 1996). Modeling provides students with guidelines, standards, and examples of what they are being asked to do, such as samples of work from previous students or projects. Bridging links new information to students' prior knowledge. Think-pair-share models, graphic organizers, KWL charts (K-Already

know, W-Want to know, L-Learned), brainstorming, quick writes and review of the information being presented are all ways to provide bridging to students.

Contextualization provides opportunities for complex ideas to become meaningful, relevant and comprehensible to students. Manipulatives, visual images, charts, diagrams, maps, puppets, music, objects, analogies and metaphors, hands-on activities, demonstrations by the teachers and laboratory experiments allow students to utilize their spatial, musical and bodily-kinesthetic intelligences to enhance their linguistic and logical-mathematical intelligences. Schema building provides students with a conceptual map or connections to what is going to be taught. It allows students to understand the big picture of general knowledge being presented. Venn diagrams, word or semantic webs, storyboards, story mapping, advanced organizers, taxonomies and specific rules and regulations enable schema building to occur (Teele, 2004).

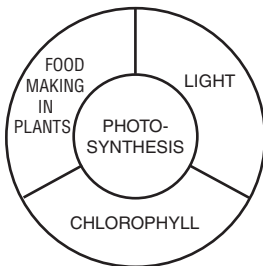
Metacognitive development provides learning strategies, explicit skills and vocabulary for students to monitor and assess their progress. Students need to think about what they are thinking and then plan, monitor and assess what they have learned. Learning logs, questioning, reciprocal teaching, self-assessment tasks and think-alouds assist in metacognitive development. Text representation assists in developing the higher levels of Bloom’s taxonomy by using application, analysis, synthesis and evaluation. Information is re-presented through different ways that students can understand. For example, scientific information can be represented through drawings or posters (Teele, 2004).

The following are several additional approaches to the teaching of reading in English, or for that matter, teaching reading in any language.

Drawing pictures. Students can create mental images of text by drawing pictures of what they read. This spatial method can support comprehension skills. Students can discuss their pictures with other students to decide if the pictures appropriately match the information in the text.

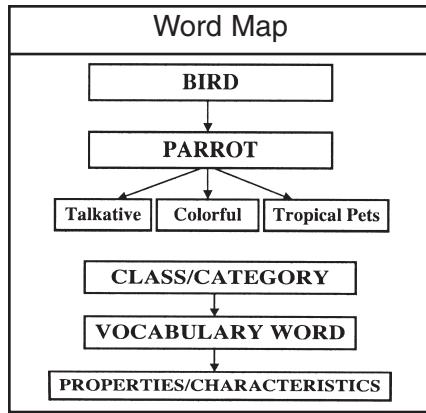
Graphic organizers. Graphic organizers provide a structure for students to construct meaning through an orderly, visual medium. Students can better understand how words are related to one another and ideas are represented when they see information presented in an organized way. Graphic organizers such as synonym and word webs, semantic word maps, descriptive maps, timelines, Venn diagrams, concept maps and wheels, story mapping, diagramming sentences, storyboards and story pyramids can assist culturally and linguistically diverse students in improving their com-

Concept Wheel



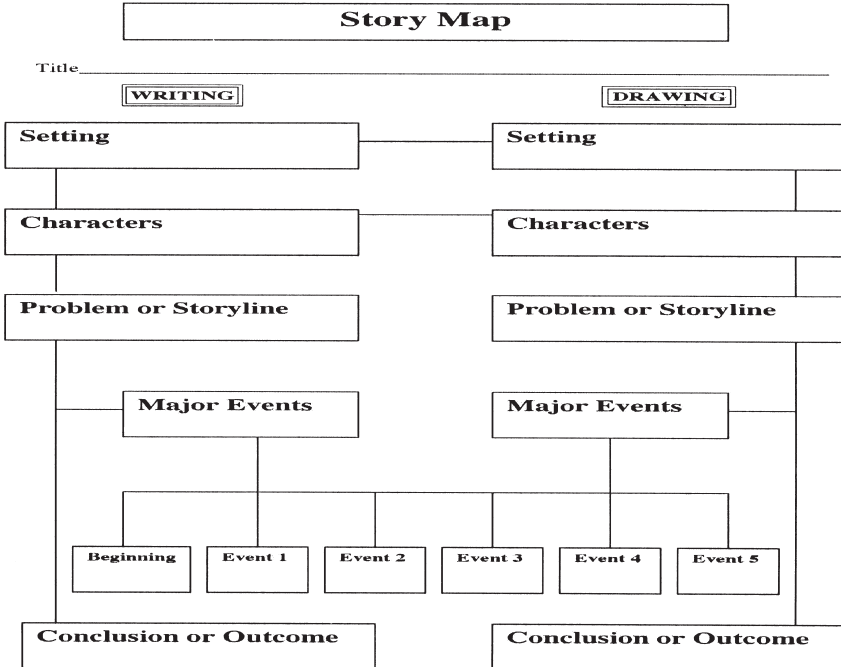
Descriptive Map





prehension and writing skills. These visual activities can present ways for logical and spatial learners to organize their thoughts, as demonstrated in the following graphic organizers (Teale, 2004).

Story mapping. Story mapping assists logical, spatial and linguistic students in analyzing a story in an orderly, sequential fashion by mapping out key events and understanding narrative text. Students work in teams to create a story map. Each team identifies an event in the story and discusses characters, setting, what occurred and the point of view. Each group meets with another group to discuss the events or elements



in the story. This enables students to connect the events together as they discuss all the key elements. They determine the main idea of the story and analyze the author's point of view. The entire class discusses the story, main idea, theme, and author's perspective and analyzes the characters, setting and how that affects the storyline.

Text Comprehension Strategies and their Corresponding Intelligences

Pearson and Fielding (1991) have identified thirteen strategies that assist in developing text comprehension skills, as listed below.

- Previewing texts
- Making Predictions
- Monitoring and re-reading text
- Visualizing representations of text
- Asking questions about what is being read
- Relating text to personal background and prior knowledge
- Clarifying concepts
- Making inferences regarding text
- Thinking aloud
- Increasing vocabulary development
- Summarizing
- Synthesizing connections in text
- Evaluating and making judgments about what has been read

The following grid provides approaches for teaching these strategies and identifies ways different intelligences can be used (Teele, 2004).

Comprehension Strategy	Approaches for Teaching the Strategy	Intelligences That Could Be Used
Previewing	<p>Creative introduction to text by teacher through a visual, story, music, quotation, acting out, etc.</p> <p>Activate students' background knowledge.</p> <p>Establish a purpose for reading text.</p>	<p>Linguistic</p> <p>Logical-Mathematical</p> <p>Spatial</p> <p>Musical</p> <p>Bodily-Kinesthetic</p> <p>Intrapersonal</p>
Predicting	<p>Examine title, table of contents, chapters, and key words and make predictions about text based on this examination.</p> <p>Modeling is done by teacher on how to predict.</p> <p>As text is read, ask if prediction was correct or if it should be changed based on what is now known.</p> <p>Predict with a partner what will occur next.</p> <p>Predict at specific points, with subsequent evaluation of predictions and revision of predictions.</p>	<p>Linguistic</p> <p>Logical-Mathematical</p> <p>Interpersonal</p>

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Comprehension Strategy	Approaches for Teaching the Strategy	Intelligences That Could Be Used
Monitoring	<p>Continuously check to see if students' vocabulary knowledge and comprehension of text is correct.</p> <p>Re-read parts of text to ensure comprehension.</p>	Linguistic Intrapersonal
Visualizing	<p>Ask students to visualize what is read.</p> <p>Describe what is seen by drawing and then writing or writing and then drawing.</p> <p>Create mental images of the setting, characters and action in the story.</p>	Spatial Linguistic Intrapersonal
Clarifying	<p>Discuss what parts of the text interfere with understanding the text.</p> <p>Relate text to personal experience.</p> <p>Consider students' personal background.</p>	Linguistic Logical-Mathematical Intrapersonal Interpersonal
Inferring	<p>Examine illustrations, graphs and titles within text to make inferences and insights about the text.</p>	Linguistic Logical-Mathematical Spatial Intrapersonal
Think-aloud	<p>Teacher modeling by verbalizing thought process while reading orally to students.</p> <p>Students say aloud what they are thinking as they are reading.</p> <p>Teacher describes pictures or images created while reading.</p> <p>Students work with partners by reading orally and sharing thoughts.</p>	Linguistic Logical-Mathematical Spatial Intrapersonal Interpersonal
Summarizing	<p>Teacher models how to summarize.</p> <p>Students summarize segments of text with a partner using a set of rules or procedures.</p> <p>Students use graphic organizers and charts to assist them in summarizing the material individually.</p> <p>Differentiate, organize and categorize ideas.</p> <p>Follow a step-by-step procedure to develop summaries.</p> <p>Retell the text and focus on key information in the text.</p>	Linguistic Logical-Mathematical Spatial Intrapersonal Interpersonal

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Comprehension Strategy	Approaches for Teaching the Strategy	Intelligences That Could Be Used
Vocabulary Development	<p style="text-align: center;">Cognates.</p> <p style="text-align: center;">Create contextual word lists.</p> <p style="text-align: center;">Grammar and syntax — How specific words are used in a sentence.</p> <p style="text-align: center;">Read aloud.</p> <p>Figurative language—alliteration, metaphor, personification.</p> <p style="text-align: center;">Rhyme similar words and define or draw meanings.</p> <p style="text-align: center;">Semantic maps.</p> <p style="text-align: center;">Draw pictures of words and put word inside picture several times.</p>	<p style="text-align: center;">Linguistic</p> <p style="text-align: center;">Logical-Mathematical</p> <p style="text-align: center;">Spatial</p> <p style="text-align: center;">Musical</p> <p style="text-align: center;">Bodily-Kinesthetic</p> <p style="text-align: center;">Intrapersonal</p> <p style="text-align: center;">Interpersonal</p>
Questioning	<p style="text-align: center;">Reciprocal teaching.</p> <p style="text-align: center;">Question the author.</p> <p>Ask questions about the text that represent a range of levels in Bloom's taxonomy.</p> <p style="text-align: center;">Refer to the text to justify answers to questions.</p> <p style="text-align: center;">Question-Answer-Relationships (QAR's)</p> <p style="text-align: center;">Students generate their own questions about text.</p> <p style="text-align: center;">Think-Pair-Share</p>	<p style="text-align: center;">Logical-Mathematical</p> <p style="text-align: center;">Linguistic</p> <p style="text-align: center;">Intrapersonal</p> <p style="text-align: center;">Interpersonal</p>
Activating Prior Knowledge and Making Connections to Self, Other Texts, and to the World	<p>Students draw, make a chart, act out, compose a song or write what they already know about the text.</p> <p>Ask students if they have ever experienced anything like the events in the text.</p> <p style="text-align: center;">How does the content in the text compare to the world today?</p> <p style="text-align: center;">How do the characters in the story relate to characters today?</p> <p>Compare text to another text students have read.</p> <p>Graphic organizers such as Venn diagrams assist in making connections to other texts.</p>	<p style="text-align: center;">Linguistic</p> <p style="text-align: center;">Logical-Mathematical</p> <p style="text-align: center;">Spatial</p> <p style="text-align: center;">Musical</p> <p style="text-align: center;">Bodily-Kinesthetic</p> <p style="text-align: center;">Intrapersonal</p> <p style="text-align: center;">Interpersonal</p>
Synthesizing	<p style="text-align: center;">Respond to or rewrite a text from a different point of view.</p> <p>Design a visual, musical or action presentation of students' interpretation of text.</p> <p style="text-align: center;">Create connections in text and question what that means.</p> <p style="text-align: center;">Examine new insights, understandings or solutions to text.</p>	<p style="text-align: center;">Linguistic</p> <p style="text-align: center;">Logical-Mathematical</p> <p style="text-align: center;">Spatial</p> <p style="text-align: center;">Musical</p> <p style="text-align: center;">Bodily-Kinesthetic</p> <p style="text-align: center;">Intrapersonal</p> <p style="text-align: center;">Interpersonal</p>
Evaluating	<p>Make judgements and assessments about what is read.</p> <p style="text-align: center;">Determine if reading goals are met and how.</p> <p style="text-align: center;">Justify the ideas, problems or situations in the text.</p>	<p style="text-align: center;">Linguistic</p> <p style="text-align: center;">Logical-Mathematical</p> <p style="text-align: center;">Intrapersonal</p>

Conclusion

Literacy development is affected by many factors: physiological, psychological, environmental, developmental, cultural, socio-economic, background knowledge and linguistic factors. These factors are all interrelated and critical to providing educational access and equity to culturally and linguistically diverse learners.

Educators should place more emphasis on the dominant ways in which students process information and allow them to learn to read, speak and write through their greatest strengths.

Reading instruction should be redirected in such a way that teaching, learning and literacy are equitable for all students, including students of culturally and linguistically diverse backgrounds.

When students are taught reading skills in an integrated way English language learners are able to understand the entire reading process from decoding, vocabulary, word identification, spelling, oral reading, comprehension, writing and general literacy to fluency. They will have greater opportunities to learn to read and write in English when taught with methods that focus on the more dominant ways they learn.

The process of learning to read and write is very complex. Because students learn in many different ways there is no one way to teach all students to read and write. A match between student needs and the educational environment enables students to engage in active, academically rich learning experiences. A multi-faceted comprehensive approach to teaching reading is essential if students are going to master all the elements required to become fluent readers and writers.

The educational system must not only make it possible for all students to achieve academic success, but must also provide fair and equitable opportunities for them to reach their highest potential. The future mandates that education build on both students' and teachers' mutual strengths, respect individual differences, provide opportunities for students to deepen their academic content knowledge and skills, and offer students relevant practical experiences that assist them in understanding, retaining and applying their knowledge.

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