

## Secondary English Language Arts Learning Activity Types<sup>1,2</sup>

The 21<sup>st</sup> century continues to challenge us with new literacies and emerging technologies that make defining literacy and the English language arts difficult. It also provides us with new opportunities for reconceptualizing how we teach reading, writing, language, speaking, performing, listening, viewing, and thinking. One way to do so is to focus upon the full range of technology-supported English Language Arts learning activities.

Identifying all of the possible activities for Secondary English Language Arts (ELA) instruction may seem daunting, especially when the added step of categorizing them is introduced into the process. Doing so, however, serves the important purpose of presenting a usable activity types taxonomy for secondary ELA teachers and English educators that introduces the full range of student learning activities to consider when building lessons that aim to integrate technology, pedagogy, and content effectively. The taxonomy presented here represents an initial attempt to provide scaffolding for teachers as they consider how to best structure learning activities, and how to best support those activities with educational technologies. Ideally, the taxonomy will also shed light on all aspects of the English language arts and spark creative ideas for instructional planning. With this in mind, these English language arts activity types are presented as possible catalysts for crafting thoughtful, dynamic, and innovative instruction by teachers.

The 67 secondary-level English learning activity types that we have identified to date are divided into five categories of English learning processes: reading, writing, language use, oral speaking/performing, and listening/watching. Within the reading category, two pre-reading activity types (e.g., activating/generating prior knowledge and making predictions) help students to frontload meaning, fourteen during-reading activity types (e.g., directed/guided reading, literature circles, critical analysis/reflection) assist students with constructing meaning, and seven post-reading activity types (e.g., summarizing, sharing/collaborating, reconstituting/reconsidering text) help students to extend meaning. The four subcategories of writing process activity types address learning before, during, and after writing. Five prewriting activity types help students to generate ideas and build fluency (e.g., brainstorming, free writing), four activity types help students to organize their ideas for writing (e.g., storyboarding, identifying purpose and audience), eight activity types assist students' writing (e.g., conferencing, revising, editing), and three activity types help students to share, publish, and/or perform their writing.

Language use activity types are subdivided into five categories. There are three activity types that address language exploration, inquiry, and awareness, two activity types that help students with language practice (e.g., sentence composing), four activity types that assist with language analysis (e.g., style/error analysis, semantic analysis), five activity types that help students with language conventions, such as mechanics, grammar, and spelling, and three activity types that help students to develop vocabulary awareness, usage, and analysis skills. Speaking, performance/production, and evaluation or critique of performance/production, plus listening, viewing, and multimodal or multimedia-based learning activity types complete this taxonomy.

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## I. The Reading Process Activity Types

As students make the transition from learning to read to reading to learn, it is important that they begin to see and experience reading as an active process that begins prior to engaging with the printed text, screen, or other text type. This process includes a range of activity types, specifically *pre-reading*, *during-reading*, and *post-reading* strategies, which when implemented systematically help to enhance and maximize comprehension. *Pre-reading* strategies help students to frontload knowledge in order to connect to texts they read by helping them to activate or generate prior knowledge. This prior knowledge then serves as the scaffold for students' entry into a given text—a bridge between their world and the world and words of that text. *During-reading* strategies help students to construct meaning as they are reading a text, providing them with the ability to make sense of the reading. *Post-reading* strategies provide the terms for students to process their reading and extend meaning after they have completed a given text. Depending on the type of reading assignment and a teacher's related objectives, students may move through the whole reading process or focus on discrete activity types within one or more phases of the process. Process and activities will also vary to some extent based upon the text type since differing text types have different text features and, as such, require different approaches and strategies for comprehension. Ideally, students will engage in focused reading experiences that feature a variety of learning activity types.

**Table 1:** Pre-Reading Activity Types

Activity Type	Brief Description	Possible Technologies
Activating / Generating Knowledge	<p>Students need to make connections with the reading they are required to complete. By activating or generating prior knowledge and experience, students are able to frontload meaning and forge connections with their reading that help in terms of motivation, focus, and comprehension.</p> <p>Examples include K-W-L Charts, Anticipation Guides, Personal Triggers, etc.</p>	Using wikis to create interactive K-W-L Charts,, student response systems to complete anticipation guides,, interactive white boards,, digital video cameras for recording personal trigger activity responses
Making Predictions	<p>As a means of drawing upon existing knowledge and generating new connections with a text, students make predictions about texts.</p> <p>Example activities include Probable Passage, Tea Party / “We think” Statements, Anticipation Reaction Guides, Text Features Analysis, etc.</p>	Digital cameras to take pictures of various parts of a book that students can use to make predictions about the text (e.g., title, cover artwork, author’s name, back cover artwork, chapter titles, etc.). Pictures then can be used to create a PhotoStory or VoiceThread in which students predict what the book or text is about. A student response system (“clickers”) can provide a snapshot of the whole class’ predictions about a text.

**Table 2: During-Reading Activity Types**

Activity Type	Brief Description	Possible Technologies
Directed / Guided Reading	Students are provided specific directions and guidance with a particular text that might range from setting a specific purpose for reading (e.g. to determine the reliability of the narrator) to a directed reading-thinking activity (DR-TA), to a detailed guided reading roadmap (i.e., slow down here, skim this, reread here and take notes, skip this section, etc).	Podcasts can facilitate DR-TA activities. Concept mapping software can be utilized to create reading roadmaps complete with icons like road signs and annotations to help with reading directions. For online reading, selected sites can be tagged and organized under a specific heading using a social bookmarking site. In addition, the content on Web sites can be annotated using Trailfire or similar Web applications.
Reading Discussion	Students discuss a text with teacher(s), other students, and possibly authors, community members, or parents.  Specific strategies include Reader Response, Say Something, Think-Alouds, Socratic Questioning, Debate, Surveys, Interviews, etc.	Online discussion groups, blogs, wikis, videoconferencing, podcasting or vidcasting for recorded Think-Alouds, author and book Web sites with online discussion features
Whole Class Literature Study	Students in a class engage in the study of a piece of literature together simultaneously. (Focus is on one text at a time rather than multiple texts.)	Online discussion groups, videoconferencing, author / text Web sites
Literature Circles / Book Clubs	Literature circles and book clubs provide an alternative to whole-class literature study. Students in a given class are organized in smaller groups and read multiple books at the same time. Selections may vary based on interest, ability, theme, content focus, etc.	Online discussion groups, wikis, videoconferencing, digital video for recording literature circle roles and related discussions
Sustained Silent Reading	Students read to themselves silently for a required amount of time on a regular basis during school. (Selections here may vary from student choice to required reading.)	Recorded texts for struggling readers, instrumental soundtracks to motivate engaged reading
Independent Reading	Students create or negotiate individual reading plans that involve reading chosen texts outside of school.	Blogs or wikis to post regular entries about completed independent reading, podcasts, digital movie trailers for books
Rereading	Students read selected text(s) multiple times for increased comprehension.	Digital audio recordings, including both a reading of text and a reflection on comprehension each time the text is read

Descriptive Analysis	Students engage in activities focused on descriptive analysis of text including conducting character analysis, creating character maps, comparison/contrast, creating story maps/pyramids, answering text-related questions, etc.	Concept mapping software, online discussion boards, blogs, wikis, and/or Glogster for posting responses to text-related questions
Critical Analysis / Reflection	Students engage in activities focused on higher level, critical analysis including: applying literary theory/criticism, identifying multiple points of view, embedded values, bias, doublespeak, propaganda, etc., making inferences, evaluating sources, relevance, credibility, validity, etc.	Participatory media (blogs, wikis, social networking sites, etc.) for representing critical literary perspectives of a text, digital audio and video, Glogster for recorded reflections and analysis
Dramatic Reading / Reader's Theater	Students participate in and observe dramatic readings of text to enhance interest, motivation, and comprehension.	Digital audio and video for recording, YouTube for posting and viewing
Note Taking	Students engage in note-taking by copying teachers' notes from some type of display tool (i.e., chalkboard, projector, etc.) and note-making by creating their own metacognitive reflections in response to texts (e.g., double entry journals, interactive notebooks, etc.)	Word processor,, wikis, concept mapping software
Literature Reading	Students read texts typically associated with literary study (e.g., novels, short stories, poetry, plays, graphic novels).	Online book and poetry sites that feature literary texts, ebook readers
Nonfiction Reading	Students read texts typically associated with nonfiction (e.g., essays, news writing, autobiography / memoir, biography, instructional writing, historical writing, graphic nonfiction, diary/journal, etc.)	Online book and nonfiction sites, ebook readers
Reading Other Forms of Text	Students read other forms of texts, including advertising, speech, screenplay, storyboard, online/Web-based text, e-mail, text messaging, participatory media (blogs, wikis, social networking, etc.), multimodal texts, multigenre texts, comics, cartoons, graphic storytelling, etc.	Relevant Web sites, participatory media options (blogs, wikis, social networking sites),, advertising Web sites

**Table 3:** Post-Reading Activity Types

Activity Type	Brief Description	Possible Technologies
Completing Scales	Students complete scales (e.g., Likert, semantic differential, etc.) and explain their choices to help process and better understand texts, including making comparisons, recognizing differences, drawing conclusions, distinguishing between fact and opinion, etc.	Online survey tools, student response systems (“clickers”)

Summarizing	Students summarize a text after reading by distilling it into a shorter piece representing key ideas, people, and events. Strategies include Somebody Wanted But So, Retellings, Text Reformulation, It Says—I Say—And So, Book Reports, etc.	Word processor,, concept mapping software, blogs, wikis, comic creation software for graphic novels
Quizzing / Testing	Students reveal knowledge and understanding of texts through their responses on quizzes and tests.	Online quizzing and testing software or Web sites
Sharing / Collaborating	Students extend their understanding of texts by sharing and collaborating with others about their reading experience and what they learned/gained. Examples include book talks, book buddies, book reviews, etc.	Wikis, blogs, and/or podcasts for creating and posting book talks and book reviews, online discussion groups, digital video,
Discussion	Students discuss a text after reading with teacher(s), other students, and possibly authors, community members, or parents. Format might range from open-ended discussion to more formal/structured examples like Socratic seminars or debates.	Online discussion groups, video conferencing, blogs
Reconstituting / Reconsidering Text	Students extend the meaning of text by reconstituting or reconsidering it in various ways (e.g., re-envisioning it from another character’s perspective, re-writing the ending, adding to the text, story recycling, etc.).	Cutting and pasting in word processing software, wikis
Creating Text-Related Artifacts	Students demonstrate understanding of text by creating various artifacts related to the content of the reading ranging from a literary essays to a collage, mobile, diorama, bulletin board display, Web site, movie, etc.	Web authoring software, drawing software, Glogster, video creation software

## II. The Writing Process Activity Types

As students make the transition from learning to write to writing to learn and composing, it is important that they begin to see and experience writing as an active process that begins prior to creating a rough draft. The writing process includes a range of activity types that can be categorized as *pre-writing*, *organizing ideas for writing*, *during-writing*, and *post-writing*. While students develop individualized variations of the writing process over time, this broad view reveals the extent of the work and time involved in creating authentic, thoughtful, and meaningful writing. *Pre-writing strategies* help students to generate or collect ideas. Writers’ block can result from not providing students opportunities to do this. Once students have initial ideas with which to work, they can then build upon them by *organizing their ideas for writing*—considering sequence, creating an outline, focusing on an audience and purpose, etc. Next, students engage in several *during writing* activities ranging from drafting and redrafting to conferencing and collaborating, to revising, editing, and evaluating. *Post-writing* activities provide opportunities for students to share, publish, and perform their polished writing with an audience. Writing of this type is meant to be shared with others.

Depending on the context associated with a particular piece of writing—that is the *purpose*, *audience*, and *format*—the writing process and resulting product may vary. Sometimes students will know the context

prior to composing, and at other times, the context may evolve and be crafted over time through the writing process itself. One important measure of writing quality is the degree to which the final product meets the expectations for a given context and is effective in terms of purpose, audience, and format.

Based on the type of writing assignment and a teacher’s related objectives, students may move through a more complete, formal writing process or, instead, focus more on discrete activity types within one or more phases of the process that serve a specific purpose (e.g., taking notes or completing an exit slip). For example, a final draft of a phase autobiography taken through the writing process is very different from a freewrite composed solely to initiate class discussion about a character’s point of view. Process and activities will also vary to some extent based on the type of writing students pursue. For example, different genres tend to have different rules associated with formatting, language, text features, and rhetorical strategies, and, as such, require different approaches and strategies for effective writing.

**Table 4: Pre-Writing Activity Types**

<b>Activity Type</b>	<b>Brief Description</b>	<b>Possible Technologies</b>
Brainstorming/Listing	Students write down ideas as they pop into their heads—sometimes done on their own, sometimes in response to a prompt.	Word processor, concept mapping software
Doodling	Students doodle or draw representations of the ideas in their heads (again, sometimes cued by a prompt and sometimes open-ended).	Drawing software, tablet computer drawing tools
Webbing/Clustering/ Semantic Mapping	Students use “webs” or “clusters” to create visual representations of brainstorming efforts.	Concept mapping software
Freewriting/Guided Freewriting	Students write freely about a topic of choice or in response to a guided prompt with the goal of sustained writing over 3-5 minutes (or longer). The focus is on generating ideas rather than format or mechanics.	Word processor, blogs
Researching	Students explore resources that contain background information related to their writing topics	Web sites, textbook multimedia supplementary materials, video clips

**Table 5: Organizing Ideas for Writing Activity Types**

<b>Activity Type</b>	<b>Brief Description</b>	<b>Possible Technologies</b>
Sequencing/Outlining / Storyboarding	Students organize ideas for writing by creating sequences, outlines, or storyboards.	Word processing software, ComicLife’s storyboard feature, other storyboarding software
Higher-order Webbing/Clustering	Students organize ideas for writing by creating higher-order webs or clusters in which there are subsections focusing on various characteristics or categories related to the larger topic (For example, the larger topic might be “my ideal home” and smaller clusters might include the kitchen and TV room, each with their own spokes of ideas.)	Concept mapping software, drawing software, clip art, digital camera/images

Choosing Form / Genre	Students organize their ideas for writing further by deciding which genre and format to pursue.	Consulting online examples of genre pieces and descriptions of various writing formats
Identifying Purpose / Audience	Students further organize ideas for writing by identifying a purpose for writing and a target audience.	Consulting online examples of genre pieces and descriptions of various writing formats

**Table 6:** During Writing Activity Types

Activity Type	Brief Description	Possible Technologies
Drafting	Students begin composing a draft of writing based on their pre-writing activities and ideas for organizing writing. During writing, they also redraft and rewrite based on feedback from others and new ideas.	Word processing software
Conferencing	Students conference (in person or online, or through audio or video) with each other and/or a teacher to share writing and provide focused feedback (i.e., initially on content, later on mechanics) for one another.	Online discussion groups, audio/videoconferencing, screencasts
Revising	Students revise the content of their writing based on feedback from peers and the instructor, as well as their own ideas regarding purpose, audience, and format. Revision is akin to reorganizing or remodeling your house and distinct from editing.	Word processing software, saving drafts with different names for reference points in revision process & using the comment and track changes functions, highlighting parts of text in documents
Editing	Students edit their papers to address language conventions appropriate to the context of the piece of writing based on feedback from peers, the instructor, and their own knowledge of accurate mechanics, usage, grammar, and spelling. Editing is akin to cleaning and polishing your house and comes after efforts to revise have been completed.	Word processing software, saving drafts with different names for reference points in revision process & using the comment and track changes functions in MS Word, highlighting parts of text in word processed documents, spellchecking
Consulting Resources	Students explore and consult resources that might inform their writing in some meaningful way (e.g., content, research, format, etc.)	Web searching, online writing models, Purdue University's Online Writing Lab (OWL)
Writing Fiction	Students engage in a variety of writing activities, including fiction (e.g., short stories, graphic fiction, fan fiction, etc.)	Word processing software/other writing software

Writing Nonfiction	Students engage in a variety of writing activities, including nonfiction (e.g., autobiography / memoir, diary / journal, essay, research / inquiry, news writing, letter writing, persuasive writing, graphic nonfiction, etc.)	Word processing software/other writing software
Writing Other Forms of Text	Students engage in a variety of writing activities including other forms of text (e.g., academic notes, poetry, screenplay, storyboard, multimodal, multigenre, multimedia, web-based text, participatory media, comic creation, texting, etc.)	Word processing software / other writing software, comic creation software, video creation software, VoiceThread, blog, wiki

**Table 7: Post-Writing Activity Types**

Activity Type	Brief Description	Possible Technologies
Sharing	Students share finished pieces of writing with a smaller audience.	E-mail attachments, Google docs, wikis
Publishing	Students publish finished pieces of writing in order to share processed writing with a larger audience.	Online publishing opportunities for students, school Web sites,
Performing / Performance	Students engage in performing or recording a performance of their finished writing in order to share it with a specific audience.	Digital audio and video recording, videoconferencing/streaming, video,, sharing sites

### III. Language-Focused Activity Types

When English language arts is mentioned as a content area, reading and writing often come to mind first. Grammar is probably close behind, but in reality, grammar is just one of many focus areas for studying the broader area of language more explicitly. To address language on a broader scale and in ways that go beyond just addressing notions of correctness, it is important to give students opportunities to explore language, use it, compose it, analyze it, and develop a better understanding of English in the context of reading, writing, speaking, and performing. Language study also includes the development of a heightened awareness and understanding of language variation and dialect, including how language conventions can vary based on context (e.g., audience, purpose, mode or format, and situation).

Here, Language-Focused Activity Types are divided into 5 categories. *Language Exploration, Awareness, and Inquiry Activities* provide students the opportunity to explore language, develop awareness and conduct inquiry into the history, culture, and origins of language. *Language Composing Activities* involve students in practice writing using published models and varying writing based on codes and contextual considerations all in an effort to develop syntactic complexity and further semantic development. *Language Analysis Activities* provide students with the opportunity to look deeper at language, analyzing words, sentences, and passages, in terms of structure, style, and meaning. *Language Conventions Activities* engage students in learning about and putting into practice the conventions of good

English, including an understanding of stylistic choices vs. error, as well as the importance of context. *Vocabulary Development Activities* build on prior language development at the elementary level to further enhance vocabulary awareness, as well as vocabulary analysis and use. Vocabulary study can have significant effects on writing and communication, and can be improved with informed instructional approaches. Vocabulary instruction involves both receiving and decoding, as well as inception or production. To move from acquisition to comprehension and application, students must have opportunities for developing awareness of, engaging in analysis of, and using new vocabulary words.

**Table 8:** Language Exploration, Awareness, and Inquiry Activity Types

Activity Type	Brief Description	Possible Technologies
Language Exploration	Students explore the origins and history of language (e.g., origins of writing v. speaking, origins and history of English language, origins of names and naming, exploring geographical language differences, etc.)	Web searching, concept mapping software
Language Awareness	Students engage in activities to develop awareness and understanding of... <i>a)</i> language variation and dialect (e.g., learning origins of dialect, determining authentic language patterns in dialect, distinguishing dialect from error, understanding social, cultural, and regional language variations, etc.), <i>b)</i> language as symbol (e.g., learning about literal and metaphorical symbolism, learning about literary symbolism, learning about archetype, denotation and connotation, etc.), and <i>c)</i> language in context (e.g., considerations include purpose, audience, mode, tone, etc.)	Web searching, concept mapping software
Language Inquiry	Students conduct inquiry about language origins, history, cultural connections, and usage (e.g., research into the origins and evolution of the English language, research into Elizabethan English and its role and status during Shakespeare’s time, research into the cultural and geographical effects on language use, etc.)	Web searching, digital archives, concept mapping software

**Table 9: Language Composing Activity Types**

<b>Activity Type</b>	<b>Brief Description</b>	<b>Possible Technologies</b>
Sentence Composing	Students build sentences using sentence composing strategies (e.g., sentence combining, sentence imitation, sentence expanding, etc.), resulting in syntactic growth.	Word processing software (use highlighting features and/or different font colors to demonstrate how kernel and model sentences are manipulated), interactive whiteboard applications
Code Switching	Students practice code switching in oral and written language, developing a better understanding of informal and formal speech varieties and the contexts in which each is most effective, e.g., speaking and composing in home language and Standard English, as well as translating from one to the other, slang and Standard English, alternative text types (e.g., texting, shorthand, abbreviations, etc.) and Standard English.	Word processing software (use highlighting features and/or different font colors to demonstrate how kernel and model sentences are manipulated), digital audio and video recordings, podcasts and vodcasts

**Table 10: Language Analysis Activity Types**

<b>Activity Type</b>	<b>Brief Description</b>	<b>Possible Technologies</b>
Word Analysis	Students analyze words in a variety of ways, including origins, parts (e.g., roots, affixes, etc.), formations, functions (i.e., parts of speech). Using the dictionary is a related activity.	Web searching, online dictionaries and language resources, concept mapping software
Sentence Analysis	Students analyze sentences in a variety of ways, including identifying patterns and types, syntax and structure, diagramming, phrases / clauses, punctuation's effects on style and meaning, etc.	Web searching, concept mapping software and word processing software for sentence diagramming, concept mapping software
Style / Error Analysis	Students analyze language to recognize and make distinctions between style and error (e.g. stylistic choices that break conventions v. errors in language conventions, dialect choices v. errors in language conventions, error analysis).	Word processing software spelling and grammar check, Online style guides
Semantic Analysis	Students engage in semantic analysis in a variety of ways to better understand simple and complex meaning in language [e.g., language as symbol, abstract v. concrete language, directional meaning: intentional (connotation) and extensional (denotation), semantic disruptions, analyzing doublespeak, euphemism, slang, and/or jargon, etc.].	Web searching, online dictionary, digital images, online advertising

**Table 11:** Language Conventions Activity Types

Activity Type	Brief Description	Possible Technologies
Mechanics	Students develop an understanding of mechanics in the context of language, specifically reading and writing, and an ability to apply it (e.g., capitalization, punctuation, etc.).	Word processing software grammar and spell checking,
Grammar	Students develop an understanding of grammar in the context of reading and writing and ability to apply it (e.g., sentence structure, correcting sentences, parallel structure, consistent verb tense, sentence diagramming, etc.).	Word processing software grammar and spell checking,
Usage	Students develop an understanding of language use in the context of reading, writing, and speaking (e.g., usage varies based on context, purpose, audience – jury box v. confessional box vs. batter’s box). They also learn and apply rules of Standard English language usage for applicable contexts (e.g., formal letter of application vs. e-mail to friend, formal speech as candidate for student council vs. song composed for peers).	Word processing software grammar and spell checking,
Language Errors	Students conduct error analysis (e.g., status-marking to very serious to serious to moderately serious to minor or unimportant, levels of usage – distract, stigmatize, confound, distinguish from style and dialect choices, etc.) and practice error correction (e.g., mug shots, daily oral language activities, sentence correction, etc.).	Word processing software grammar and spell checking,
Spelling	Students develop an understanding of spelling in the context of reading and writing and an ability to apply it (e.g., learning and applying conventional spelling rules, learning word families and patterns as spelling strategy, memorizing spelling words, etc.)	Word processing software grammar and spell checking,

**Table 12: Vocabulary Development Activity Types**

Activity Type	Brief Description	Possible Technologies
Vocabulary Awareness	Students engage in activities that allow them to gain acquisition of new vocabulary and develop awareness about various features of sets of words [e.g., similar consonant clusters, similar vowel sounds, similar root words, similar origins, words associated with a themes or tied to some aspect of content (e.g., poetry terms), etc.]. Example activities include sight words (e.g., word walls, word lists, etc.) and word play (e.g., crossword puzzles, word search, scrambled words, word matching, Scrabble, Magnetic Poetry, word lists, etc.)	Concept mapping software, online dictionaries, MS Word’s “Look Up” feature, Magnetic Poetry Web site, online vocabulary games
Vocabulary Analysis	Students analyze new and existing vocabulary in order to develop consciousness about core features of it, as well as more sophisticated understandings about it. Examples activities include semantic maps, word study, word origins, word sort (closed and open), analogies, context clues, use, using the dictionary (beyond just looking up definitions)	Concept mapping software, online dictionaries, MS Word’s “Look Up” feature, online vocabulary games
Vocabulary Use	Building on awareness and analysis activities, students use new vocabulary in various contexts in order to adapt it further, developing syntactic complexity and fostering semantic growth. Example activities include using vocabulary from word lists tied to literary works or other assigned texts, using vocabulary words in a... (e.g., poem, story, paragraph, etc.), practicing with homonyms, antonyms, and synonyms, word play with doublespeak (e.g., euphemisms, jargon, bureaucratise, inflated language, etc.), etc.	Online dictionaries, MS Word’s “Look Up” feature, Word processing software grammar and spell checking

**IV. Oral Speaking / Performance Activity Types**

Oral speaking is the primary way in which we use language. It serves as the foundation for English language arts and for all other forms of communication; therefore, it requires keen instructional focus and attention. Connection to the other arts of language is implicit, but activities involving oral language and performance need to be explicit and significant in the secondary English classroom. Performance serves as a natural extension of oral language instruction and activities. Together, they provide opportunities for students to speak more competently, cogently, and confidently. Instructional activities range from speaking/speeches to performances/productions to evaluating and critiquing speeches, performances, and

productions. Activities include opportunities for individual and group presentations, as well as formal, scripted presentations and more spontaneous, improvised ones.

**Table 13:** Oral Speaking/Performance Activity Types

Activity Type	Brief Description	Possible Technologies
Speaking / Speech	Individual students produce oral language in a variety of contexts. Example activities include giving a/an speech, book talk, recitation, sound bite, public reading, interview, monologue, or telling a story (storytelling) or joke, or participating in a classroom discussion (e.g., Socratic, fishbowl, jigsaw), debate, choral reading, etc.	Microphone and speakers, camera and projector, digital audio and video recording, podcasts, vodcasts
Performance / Production	Students contribute to and participate in a collaborative performance/production. Example activities include storytelling, freeze frames, dramatic sculptures, simulations, dialogue, mirroring, improvisation (structured or unstructured), rap/song, interpretive dance, etc.	Microphone and speakers, camera and projector, digital audio and video recording, podcasts, vodcasts, and other participatory media
Evaluating / Critiquing Speech / Performance / Production	While conversation is crucial to ELA curriculum and instruction, evaluating such talk is challenging but important. With these activities, students develop evaluation skills so that they can engage in assessing and critiquing speeches/performances. Example activities include creating categories for evaluation, developing rubrics for evaluation and critique, watching peers and providing feedback, watching other performers to practice evaluation and critique, watching self to provide self-evaluation and critique, etc.	Online rubric generators, digital audio and digital video recorders and players

## V. Listening / Watching Activity Types

Like oral language, listening and watching are key components of the foundation of the English language. In terms of language arts, they are complements to oral speaking and performance, except that listening and watching involve reception rather than production. A key component of listening and watching, however, is the active nature of taking in information and stimuli, and then processing it critically in order to make sense of and respond to it. Activity types here range from listening, to watching/viewing, to engaging in and interacting with multimodal and multimedia texts.

**Table 14:** Listening / Watching Activity Types

Activity Type	Brief Description	Possible Technologies
Listening Actively	<p>Students listen actively and process information in order to retain it, respond to it, act on it, or apply it in some way. Example activities here include listening to and processing information from a lecture, listening to peers in a discussion, listening to multiple points of view, listening to directions or an explanation, listening to an audiorecording, etc.</p>	<p>Digital audio and video recordings, podcasts and vodcasts,</p>
Watching / Viewing Actively	<p>Students watch and process visual images (still or moving, silent or audio enhanced) in order to create memories, learn from them, respond to them, or act on or apply information gained from them. Example activities include watching / viewing images, exhibits, demonstrations, etc.</p>	<p>Online image sharing sites (e.g., Flickr), online video sharing sites (e.g., YouTube), digital video recordings, online art sites, online demonstrations and simulations</p>
Multimodal / Multimedia Interaction	<p>Students listen, watch/view, and interact with or participate in, if applicable, multimodal and multimedia texts. Students also process the experience in order to think, learn, respond, react, or apply knowledge or some aspect of the experience in some way. Example activities here include: listening to a podcast and posting a response to it online either as text or as an audio comment, viewing a multimedia blog that includes digital video segments and then posting responses to various parts of the blog either as text or as digital video, viewing or listening to original audio or video recordings and then creating a remix or mash-up of those recordings that include elements of the original plus elements the student generates on his or her own, etc.</p>	<p>Digital audio and video devices for recording and playing files, video creation software</p>