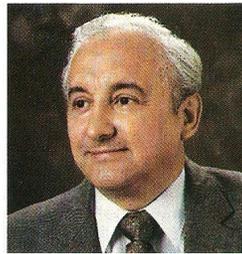


Dr. George A. González'

Total Integrated Language Approach

Language Arts Mastery Process

L-A-M-P



Materials Collected by Donald L. Potter
From Workshops delivered by
Dr. George A. González, Ph.D.

The University of Texas
Pan American, Edinburg, TX
Bilingual/ESL Workshops

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by Donald L. Potter

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Introduction

I first met Dr. George González on December 1, 1990 at an ESL workshop. He presented the *Riverside Oral Language Transition Program*, of which he was the author, to a large group of teachers for the Ector County Independent School District in Odessa, TX. Over the next decade, I made it a point to attend every workshop Dr. Gonzalez offered within driving distance from Odessa.

I was privileged to offer training in the Riverside ESL method for the next five years to new teachers to our district. When the method was replaced by Scott-Foresman ESL, I declined to do further workshops, believing that the new program was decidedly inferior to the one I had been using.

Dr. González' method are so powerful that third-grade teachers who got my students from second grade often thought they were born in the USA. I would usually cover all the Riverside first- and second-grade materials with my second-grade bilingual students. Dr. González told me that each grade level taught about 1,000 words.

The materials will be in outline form with some comments and suggestions on their use.

I published a YouTube clip demonstrating the basic procedures.

There will be some duplication of materials as I am working from my personal notes of Dr. González' workshops and some handouts he gave us.

I would like to express to Dr. González my heartfelt appreciation for the many years of success I have experienced in the classroom teaching Spanish speaking children to appreciate and read their native language and to use native language literacy as a springboard to the rapid mastery of the English Language.

Dr. González told us that his elementary teachers did not know how to teach him English so he started going to the movies to teach himself English. He learned that language was power. One time some older students were bullying him at school. He recalled a line he had heard on a movie and quoted it to the big bullies. The quote was, "You are but a figment of my demented imagination." The bullies were so impressed - or perhaps confused - that they left him alone. He was the only member of his family to get a Ph.D. (or maybe even a basic education). He told us that the difference between him and others was that he learned how to **highlight**. He said, "Highlighting is a very important tool of thinking. Teach the **10 Most Important Sentences** for comprehension."

Dr. González showed us the how to be successful teaching English to every bilingual student while respecting the students' native language and culture while quickly bringing them up-to-speed in American English.

I will add to these materials as I have opportunity. Last revision, July 7, 2017.

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Five Areas of Reading Essential Elements

I. Word Attack

1. Use Simple Phonics
2. Use Complex Phonics (digraphs, diphthongs)
3. Structural Analysis (Prefix, Suffix, Endings, Roots)

II. Vocabulary

1. Use words in context
2. Use words based on experience

III. Comprehension

1. Facts and Details (10 most important sentences: hand with fingers tips together, pointing up)
2. Facts and Opinion (right hand = facts; left hand = opinion)
3. Sequence (bobbing hand up and down, from left to right)
4. Cause and Effect (interlocking fingers and arm)
5. Main Idea (hand and fist, song: :I Got the Main Idea in my hand – Who? Did what? Where? When? Why?)
6. Predicting Outcome (shrug shoulders, hand away from head)
7. Draw Conclusions (shrug shoulders, or hand spiraling away from head)
8. Generalization (hit head with hand) Now I see. Read between lines. Aha!

IV. Apply Reading Skills

Index. Glossary. Atlas. Encyclopedia.

V. Literary Appreciation

Identify: feelings, emotions, mood, tone, time, and author's intent

Don Potter's notes from a workshop delivered by Dr. George A. Gonzalez, February 9, 1991 in Odessa, TX.

TEACHING IN THE CONTENT AREAS IN A BILINGUAL CLASSROOM

LA ENSEÑANZA DE LAS ÁREAS DE CONTENIDO EN LA SALA DE CLASE BILINGÜE

INICIAR EL CONCEPTO/GENERALIZACION

- presentación de varios ejemplos del concepto relacionándolo con experiencias previas
- interacción inicial con objetos para representar el concepto

RE-INTRODUCIR EL CONCEPO/GENERALIZACION

- examinación de dibujos, objetos, lugares que representan el concepto
- lectura sobre el concepto
- resumen de atributos del concepto

ELABORAR EL CONCEPTO/GENERALIZACION

- observación del películas o cintas sobre el concepto
- práctica con el concepto por medio de arte, música, drama, simulacros, juegos

REINFORCE THE CONCEPT/GENERALIZATION

- listen/read about the new concept
- answer questions and discuss examples
- do oral written exercises on the concept
- summarize attributes of the concept

EVALUATE THE CONCEPT/GENERALIZATION

- take an oral/written examination on concept
- complete oral/written exercises on concept
- judge/discuss the significance of the concept
- develop/graph a new representation of the concept

Dr. George A. González

A DUAL-LANGUAGE APPROACH

1. Iniciación del concepto en español. (Initiation of the concept in Spanish)

This will involve the first contact that the student experiences with the new and unknown concept through oral explanation/discussion in Spanish. Relationships with previous experiences of the learner are a set of examples for the concept will be offered.

2. Re-introducción del concepto en español. (Re-introducción of the concept in Spanish)

This step will offer the student a second contact with the concept in his/her native language through active experiences such as viewing a set of pictures or reading in Spanish about the concept.

3. Elaboración del concepto en español. (Elaboration of the concept in Spanish)

This step allows the student to immerse himself/herself in the acquisition of the concept through expanding or enriching of the experience, which goes beyond the mere listen-recite level of learning. Elaboration of the concept augments the understanding of the student of the concept thoroughly and actively involving the student in the application level. This is done through the use of audio-visual media, on the arts, and games.

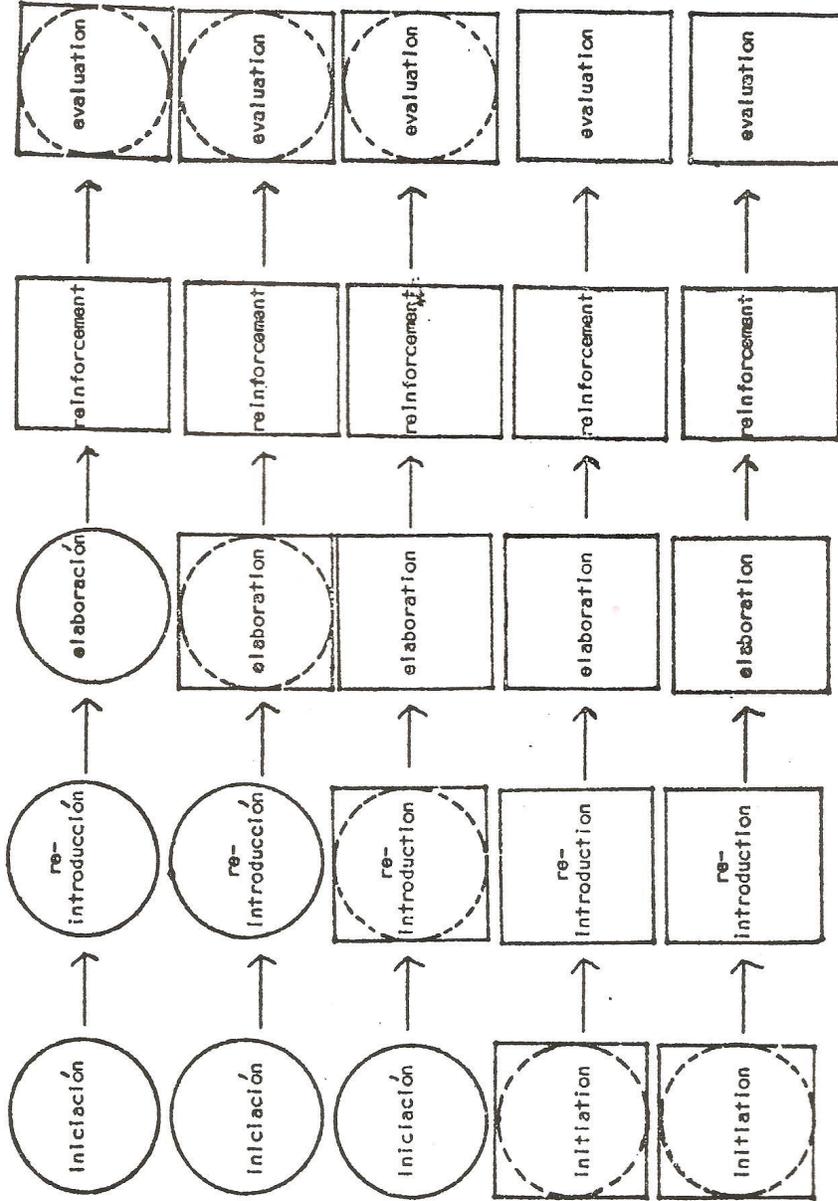
4. Reinforcement of the concept in English

This experience gives the student an opportunity to review the acquired concept in the second language through a listening/speaking activity. This is the relabeling of known content in the second language, going from the known to the unknown: Known concepts in Spanish to unknown labels in English. English as a second language methodology begins with this step.

5. Evaluation of the concept in English

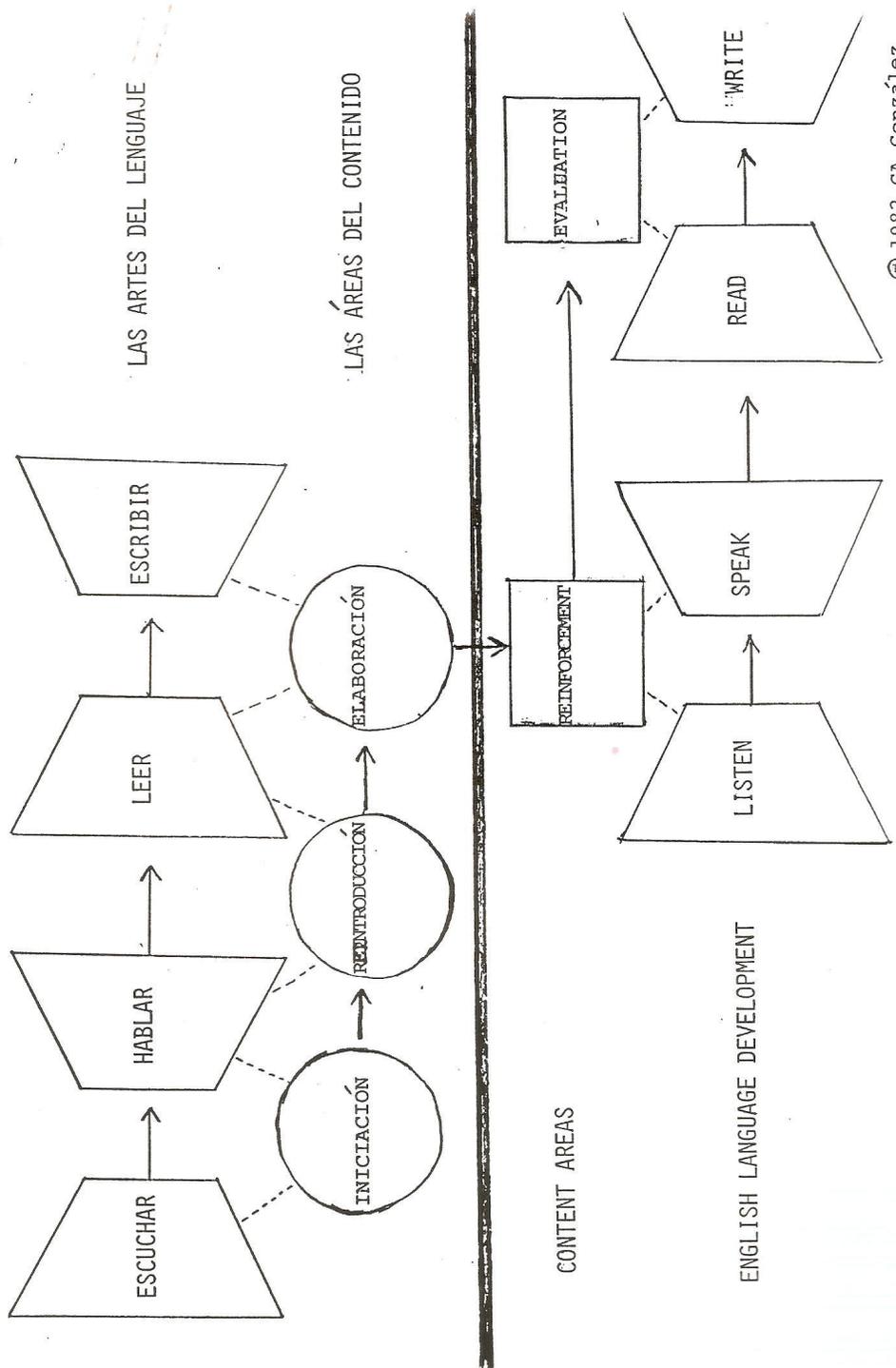
This is the final step in the instructional cycle, which allows the student and the teacher to measure the progress and level of achievement in the total instructional sequence. A formal or informal, oral or written evaluation is conducted in the English language in order to assess the validity and reliability of the program.

SEQUENCE IN A BILINGUAL INSTRUCTIONAL PROGRAM IN THE CONTENT AREAS/UN PROGRAMA DE INSTRUCCIÓN BILINGÜE EN LAS ÁREAS DEL CONTENIDO



Prepared by Dr. G.A. González
 Longoria School Faculty/PSJA

BILINGUAL EDUCATION : A COMPREHENSIVE APPROACH

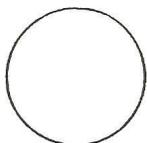


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TEACHING THE CONTENT AREAS IN A BILINGUAL CLASSROOM

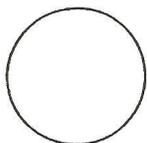
LA ENSEÑANZA DE LAS ÁREAS DE CONTENIDO EN LA SALA DE CLASE BILINGÜE

INICIAR EL CONCEPTO/GENERALIZACION



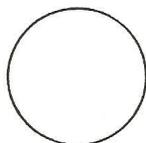
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- presentación/discusión sobre el concepto

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- examinación de dibujos, objetos, lugares que representan el concepto
- lectura sobre el concepto
- resumen de atributos del concepto

ELABORAR EL CONCEPTO/GENERALIZACION



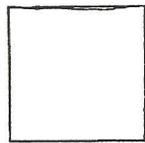
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REINFORCE THE CONCEPT/GENERALIZATION



- listen/read about the new concept
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Dr. George A. González

Goals

Demonstrate oral language proficiency

Experience literary reading selections

Attain cognitive objectives

Reach mastery and high expectations

Perform on grade level

Dr. González told us to send cassette tapes home with the students every night. All the stories in the *Riverside Oral Language Transition Program* basal readers were recorded on cassette tapes. The student listened to the stories over and over. I should love to join a team to reproduce a new program just like the old Riverside program. There is nothing like it available at the present time, as far as I am aware.

Demonstrate Oral Language Proficiency

Oral language development promotes the ability to utilize skills and concepts in social and academic settings through the process of inner speech and overt vocalization of meanings and messages.

Oral language includes the command of sounds, words, sentences, and comprehension of entire selections of entire selections and experiences by listening and speaking.

Listening and speaking are components of oral language and are essential and basic prerequisites in the successful development of reading and writing processes.

S T O R Y

Sentences

Words

Sounds

This graphic organizer was presented in an inverted triangle. This helped us develop a schedule for bathing students daily in language. 15 to 20 minutes for Story, 5 to 10 minutes for Sentences, 10 to 15 minutes for Words, and 5 to 10 minutes for Sounds. Everything is done with pleasure and enjoyment. Everything was taught from the base of the triangle the top to the point at bottom. These were the skills. There was a component for each.

Riverside ESL Systems

<u>Skill</u>	<u>System Component</u>
Sounds	Sounding Time
Words	Picture Time/Defining Time
Sentences	Singing/Chanting Time
Stories	Story Time

10 minutes each for sounds, words & sentences, 15 minutes for stories.

For **Sounding Time** there was a box of objects the children would use to learn the sounds.

For **Picture Time** there was a green box of picture cards with sentences on the back. The students memorized the sentences and associated them with meanings through chants, songs, and games. About 1,000 words were taught each year. This was highly effective for vocabulary development. It prepared the students to comprehend the stories when listening and later when reading. There were cards for grades 1 through 3. There was a wonderful book of words for each story with the words used in a sentence along with another sentence that explained the word: John was **nuisance**. He was always bothering us.

Sentences were chosen from the stories. Usually 10 were chosen. Lots of games and activities were used.

For **Story Time**, after the cards teaching the vocabulary for a storybook (basal reader) had been taught, the students would begin to listen to the teacher read the stories. They were also recorded on cassette tapes for listening centers and for the children to take home for extra listening practice.

Listening	Speaking		Reading	Writing
Oral Language			Literacy	
Story	Story		Comprehension	Composition
Sentences	Sentences		Details	Grammar
Words	Words		Vocabulary	Spelling
Sounds	Sounds		Phonics	Penmanship

Summary

Oral language development within a language arts program can use as its bases or sources of content:

Selections, such as stories, poems, dramas, articles, essays, biographies, songs, etc.

Sentences, which are found to represent most significant, critical, salient ideas in each of the above selections and can be regarded as the essence of the story of “the important sentences.”

Words found in these selections represent new concepts, new labels, or idiomatic expressions and are essential to attain full comprehension of the story.

Sounds, the smallest elements of language represent the mechanical dimension of verbal production and are later seen as graphic symbols in printed matter.

Eight Powerhouse Comprehension Skills

A. Literal Comprehension Skills

(On the page)

1. Recall Facts & Details
2. Distinguish Fact & Opinion
3. Sequence of Events
4. Identify Cause & Effect
- 5: Identify Main Idea: Who? Did what?
Where? When? Why?

B. Inferential Comprehension Skills

(In the student's head – not on the page:
Higher Order Thinking Skills):

6. Predict Outcomes (what happens next)
7. Draw Conclusions (from the evidence)
8. Make Generalizations (Aha!)

This is a chart I use with my students. The Literal and Inferential skills separated on the chart. There is a steady progress from concrete to abstract. Dr. González recommended teaching one of the five literal skills every day along with one of the three inferential skill. The “SCOPE AND SEQUENCE OF INSTRUCTION” chart on page 23 will help with making lesson plans.

Main Idea

Who?

Did What?

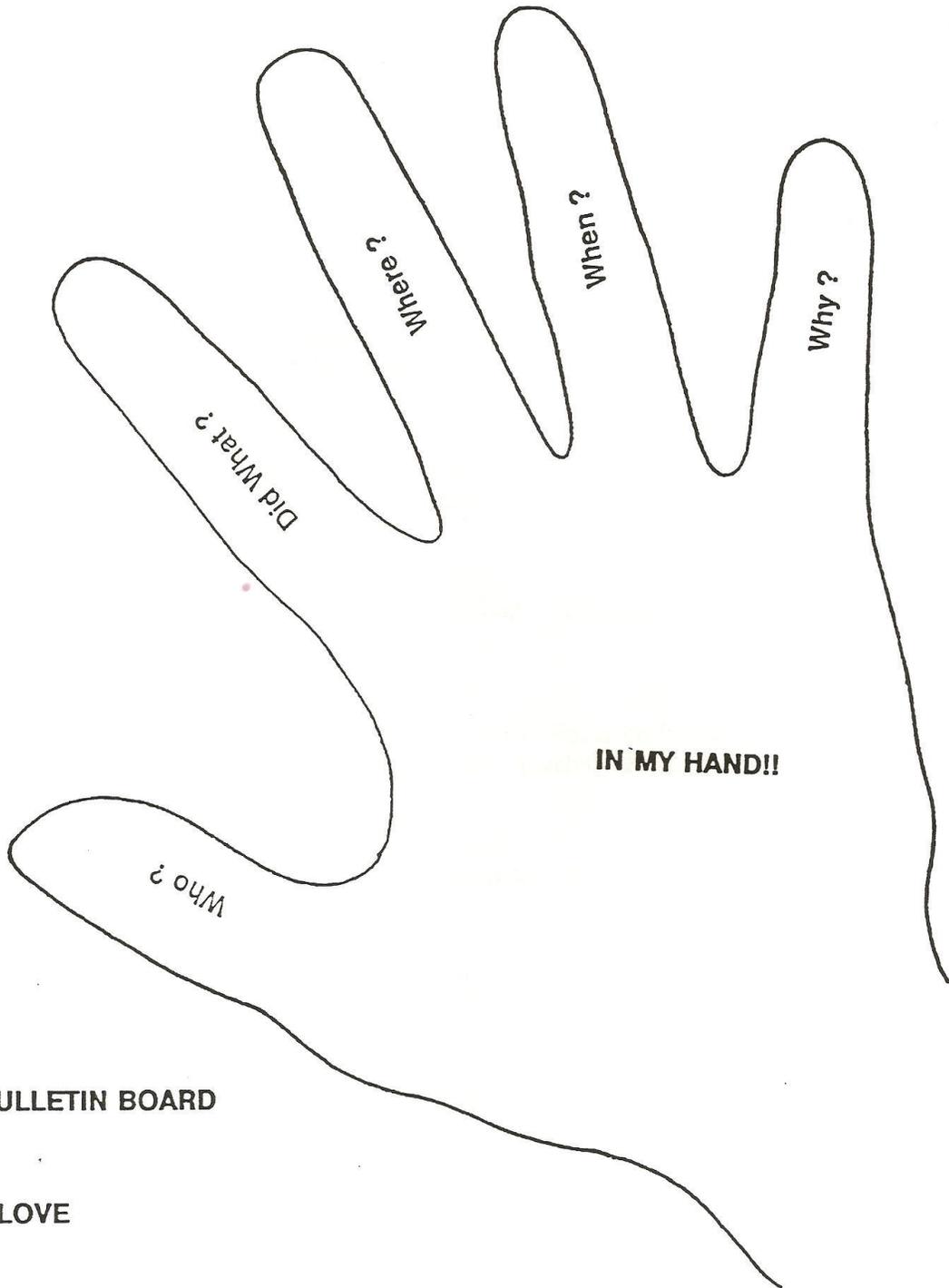
Where?

When?

Why?

This was Dr. Gonzalez' favorite graphic organizer. He said it was also good for writing new stories. He said, "Students looked at their hands when taking the Texas TAAS test." The hand on the following page was posted on the wall in all our classrooms. We would also buy a glove and write the Main Idea questions on each finger. We colored the thumb red, the index finger blue, the middle finger orange, the ring finger green, and the pinkie purple. We would sing the questions to the tune of "He's Got the Whole World His Hand." I got the main idea in my hand, I got the main idea in my hand, I got the main idea in my hand, etc. The kids would hold up the corresponding finger while singing.

I'VE GOT THE MAIN IDEA...



BULLETIN BOARD

GLOVE

'HANDBOOK'

Methods for Teaching Comprehension

Model

Echo

Whisper

Chant

Clozure

Choral

**Key Words for
Feeling, Opinion or Attitude
[Primary Grades]**

THOUGHT

WANTED

WONDERED

KNEW

FELT

LIKED

DECIDED

ARGUED

ACCEPTED

EXPECTED

**Key Words
for
Feeling, Opinion or Attitude
[Secondary Grades]**

THOUGHT
BELIEVED

WANTED
WISHED DESIRED HOPED ASPIRED PROPOSED

WONDERED
IMAGINED

KNEW
UNDERSTOOD RECOGNIZED

FELT
SENSED CONSIDERED

LIKED
LOVED ENJOYED HATED

DECIDED
REALIZED

ARGUED
CLAIMED PROTESTED DEFENDED

ACCEPTED
SUPPORTED

EXPECTED
PREDICTED

Key Questions: Predicting Outcome

1. What is going to happen next?
2. What is _____ going to do now?
3. Where is _____ going?
4. Who is going to be there?
5. How is _____ going to feel?
6. What is _____ going to say?
7. What is _____ going to think?
8. What is going to be found there?
9. Who is going to win at the end?
10. How are they (we) going to solve the problem?

Key Questions: Drawing Conclusions

1. What seems to be happening?
2. How would you explain this? Why do you think this happens?
3. What could have gone wrong? What would you have done?
4. How do you feel about this? How would you have felt?
5. Why do you say this?
6. Why do you feel this way?
7. What is your opinion? Who is right? Who is wrong?
8. Whose side are you on? Who do you like? Dislike?
9. Whose do you think is right? Do you agree? Disagree?
10. What else is Possible? What information is needed? [Student has to give his own explanation of the story.]

Key Questions: Making Generalizations

1. What can we learn from this story?
2. What is the story trying to teach us?
3. What is the author trying to say?
4. What is the moral of the story?
5. What is the message of the story?
6. What is the argument presented in the article?
7. What is the importance of the story?
8. What is the story really about?
9. What is the story implying? What are the implications of the article?
10. What is the generalization found in the experiment? What is the theorem operating in the problem?

Scope and Sequence of Instruction			
	Predict Outcomes	Draw Conclusions	Make Generalizations
<i>Comprehension Power</i>			
Recall Facts & Details			
Distinguish Fact/Opinion			
Sequence of Events			
Identify Cause & Effect			
Identify Main Idea			

A Theory of Important Sentences in Selections

The important sentences in a selection convey the most significant and basic ideas in the material and represent the critical comprehension elements, which provide students with:

- The conceptual glue which brings together the essence of the whole story.
- A mental outline of highlighted ideas
- A set of mental notes with which to build the power of total recall (Auditory/Visual)
- The precise language of the selection used to express complex thoughts
- An intellectual framework or base from which to conceptualize at higher abstract levels
- The building blocks of knowledge forming the necessary background of experiences.

THE LITTLE RED HEN: Important Sentences

1. Once upon a time there was a little red hen who worked very, very hard.
2. “Who will help me plant the wheat?” asked the little red hen?
3. “Who will help me cut the wheat?” asked the little red hen?
4. “Who will help me pound the wheat?” asked the little red hen?
5. “Who will help me take the wheat to the mill?” asked the little red hen?
6. “Who will help me make the bread?” asked the little red hen?
7. “No I,” said the duck, said the cat, said the pig.
8. “Then I’ll do it myself?” said the little red hen.
9. You didn’t help me make the bread, so you won’t be able to eat the bread.
10. I will do it myself.”

THE ROLE OF IMPORTANT SENTENCES

HIGHLIGHTING

OUTLINING

SUMMARIZING

COMPOSING

NOTE TAKING

TEST TAKING

METHODS OF TEACHING SENTENCES

Say/Repeat

Recite/Chant/Sing

Dramatize/Role-play

Games

Illustrate

Locate

Words

New Concepts

New Labels

Idiomatic Expressions

Punctuation

Familiar Concepts

Methods for Teaching Words

Personalize

Adjectives, Use personalities of kids. Rene is frugal. She is very, very careful with money.

Demonstrate

Verbs: Doing things separately.

Dramatization

Verbs: Doing things together.

Exemplification

Category word. A dog is an animal. A cat is an animal. A cow is an animal. And so is an elephant.

Examples

Illustration

Picture Time (These were cards with pictures and sentences that taught the vocabulary of the Riverside Stories before the students heard or read them.

Definition

Make up baby definitions. The word was **nebulous**. Nobody understood it. It wasn't clear. This was the "Defining Time" part of the *Riverside Program* for fourth grade and up.

González Hand Clues for Comprehension

1. Recall Facts and Details

Students hold up both hands, fingers extended to represent ten facts and details they are going to remember.

2. Identify Fact and Opinion

Students hold up right hand for fact, left hand for opinion, feeling or attitude.

3. Sequence of Events

Students bounce hands from left to right to show movement/sequence of events in the story.

4. Identify Cause and Effect

Student will interlock left and right hand to show how one can cause the other to move. Students can also interlock arms with one pulling to show cause and effect.

5. Main Idea

Students will hold up one hand with fingers extended and chant the main idea question words.

6. Predict Outcomes

Students will touch forehead and move hand away to show they are predicting an outcome. Note that the hand clues for the last three comprehension skills all touch the forehead signifying that they come from the child's head (inferred) rather than taken from the page (literal).

7. Draw Conclusions

Students will touch forehead and move hand away with a spiraling motion to show “drawing” conclusions.

8. Make Generalizations

Students will hit their heads with the ball of hand to indicate the Aha moment, the moral of the story. The lesson we learn.

<https://youtu.be/oLEDN8khNhY>

Some Dr. González Workshops that I Attended

December 1, 1990. I believe this was presented in a large auditorium to all the Riverside ESL and Bilingual teachers for Ector County. At the time many bilingual students were in ESL classrooms instead of bilingual. I was always a bilingual teacher, never just ESL. The ESL program was the same, but the bilingual teachers also taught the students in their native language to facilitate rapid and successful transitions to Social and Academic English. The Riverside program could be taught successfully in a monolingual format, but bilingual is always better IF the English receives proper emphasis.

February 9, 1991 at the Region 18 Education Service Center. That was a Marathon Bilingual ExCET Preparation. Dr. González must have done a very good job because I got an overall score of 92%.

September 24 1994 I attended a Riverside ESL presentation by Judy McGee at the Ector County ISD Administration Building. She was a Riverside presenter. She told us that Dr. González wife piloted his program.

April 10, 1996 in Lubbock, TX. Many of the notes came from this workshop. I had lunch with Dr. González at this workshop. He told me he had been invited to be a Consultant for the new *Scott Foresman ESL Accelerating English Language Learning*. which was about to be published. The next year our district replaced Riverside with the new Scott Foresman program. Dr. González specifically mentioned that he would be working with Dr. Jim Cummins, a leading ESL expert. I was shocked when the new program arrived at my classroom. It was **decidedly inferior** to the Riverside ESL program and certainly not vintage George González. There was more audio for one book in Riverside than the entire 6 grades of Scott Foresman! There were no Picture Time Cards or Defining Time for teaching vocabulary. The only input I could see from Dr. González was a couple pages that he wrote for the Teacher's Manual. I continued to teach Riverside until I left bilingual to teach Junior High Spanish.

October 6, 1997 at Region 18 Education Center between Odessa & Midland.

The last time I heard from Dr. Gonzalez was about six (2005) years ago when he called me at the Bowie Junior High School in Odessa, Texas where I was teaching Spanish. He asked me to send him some of the Riverside materials that he no longer had. I sent him the materials right away. He told me he was working with inner-city schools that were finding his ESL techniques valuable for helping low income English speaking children improve their English languages skills.

I would like to mention Velma Tórréz who did Riverside Workshops for the Ector County ISD with me. Velma was a Master Riverside Teacher. Dr. Roberto Medrano, the Director of the Ector County Independent School District's Bilingual program at that time, was a very close friend of Dr. González and helped us implement the program with high fidelity and success.

George González was one of the very best teachers I ever had. He could hold a large audience spellbound for hours. He followed all the teaching principles he taught, setting a good excellent example for us to follow.

I hope that this modest effort to publish the high points of his methodology will help promote the good instruction he envisioned and enable many young English language learners to master English to the very highest levels of social (BICS: Basic Interpersonal Communications Skills) and academic achievement (CALPS: Cognitive Academic Language Proficiency.). BICS & CALPS were the brainchildren of Jim Cummins. CALPS are more cognitively demanding and require more time to master than BICS. Cummins also advanced the theory that there is a common underlying proficiency (CUP) between two languages. Skills and ideas and concepts learned in the first language transfer to the second language. This was the basis of Dr. González dual-language teaching concept.

On the next couple pages is a letter I wrote Dr. González after the ExCET Preparation Class at Region 18. Readers of this material may find it of some interest. My years as a bilingual teacher amply confirmed to my satisfaction the superiority of Dr. González "Total Integrated Language Approach."

(FYI: Jim Cummins developed the concept of BICS (Basic Interpersonal Communicative Skills) and CALPS (Cognitive Academic Language Proficiency Skills). See Wikipedia article for more information. He was part of the so called "dream team" of bilingual educators who worked on the S-F ESL. The program turned out to be a great disappointment.)

12061 W. Hoffman
Odessa, TX 79764
April 13, 1991

Dear Dr. Gonzalez,

You asked for a copy of our ExCET scores. Here they are:

Foundations of Bilingual Education	100
Language Arts in Native Language	90
English as a Second Language	93
Instruction in Content Areas	86
Culture	92

Enclosed is a copy of the Official Examinee Score Report. Thank you for coming to Odessa and helping us prepare for the exam. I do believe that the exam probably was different from the one you prepared us for in the sense that the exact questions were somewhat different, but your emphasis on concepts and methodology in general gave us the information needed to understand and answer the questions. My test was number 15, not form A or B. I took the test in about 1 ½ hours. The Spanish portions were extremely easy – para los que saben español!

Now for a few notes on Riverside. I ran off the Picture Time Sentences on my word processor and took them to school to show the students how much progress they were making. They ran over each other trying to get a copy. Last Friday I introduced cards 270 to 284. We should complete the cards for second grade easily by the end of the year with time left over for extensive review and maybe a head start on third grade. Next year I plan to pull spelling words from the Picture Time Cards, introduced in a progressive manner. I should be able to get the kids into writing in a more or less painless manner. The stories will give the models to follow, and the Language Labs will provide careful direction in writing. I will be able to integrate math with the vocabulary of the Picture Time Cards. I hope to be able to work up some TAAS preparation materials from the Riverside program. Using the stories, I should be able to produce written study materials that my bilingual students can handle. Keeping the vocabulary of the TAAS study materials carefully graded according to the students progress through the Riverside Oral Language Transition Program. I should be able to avoid the frustration level so often encountered by our students when we throw the “Gringo prepared material” at them. Working on the “instructional level” of *our* students will allow them to experience success needed to maintain motivation and to move ahead to new levels of success in English test taking. I am still amazed at how well our students are reading on *grade level* without a single ditto. At first I said to myself, “What is Dr. González doing? Where are the dittos?” I am beginning to think that dittos are sometimes a copout for teachers who do not want to teach. I taught kid to read on grade level without a single workbook fill in the blank, or draw a line to the correct word. I plan to use dittos next year for the TAAS preparation, but building on the skills I saw developed using your program this year.

I recently completed the *Herman Reversing Reading Failure* program. Much of what they told us about the use of rhythm reminded me of what you had told us about changing and singing. In fact, I had never used chanting to teach spelling; but Thursday, after the training, I used rhythm and hand movements to go over the spelling words. I was shocked when almost everyone got a hundred on their test Friday. Rene Herman actually uses a metronome to keep the beat. I think tapping the keys in my pocket worked pretty well this year, but I am not above trying a metronome. The instructor told us that in California they often put dyslexic students in bilingual classrooms because we use many of the same techniques as the Herman program. I found that admission very interesting.

My experience with the *Riverside Oral Language Transition Program* this year has caused me to rethink the Bilingual program. I had been told that it would take three to four years to get a student to make the transition to the regular English classroom. Now I am beginning to think that in second grade we can get better students on grade level in English in a much shorter period of time – one year.

Now for the best news: I got *Exceeds* on my last evaluation! How did I do it? Simple: Follow the lesson plans in Story Time. I used Lesson 34 in Level 6, *Following Directions*. I followed the plan to the letter. The “Focus” went smooth. I took all kinds of things that had directions: a map, Kool-Aid package, model airplane, etc. I read the stories “Just Awful” and “What to do” to the kids while they followed in their books. Then I practiced 911 with three of the kids. I felt like I was sticking my neck out, but the kids did a super job. I used a telephone and pretended I was a dispatcher and paramedic. To conclude the lesson, I had the students take turns reading. The Principal could have fallen off her chair! The majority of my students read with expression and understanding. Working with sentences, instead of baby exercises matching Spanish and English words, builds comprehension and fluency rapidly. I will credit you, Dr. González, with that evaluation.

Concerning Whole Language: I believe that there will still be a need for the carefully graded vocabulary of the Riverside program. To throw trade books, with their huge vocabulary load, at our Bilingual students would be a mistake. A vocabulary rich reading program should follow success in the Transition Program. Many Whole Language and Language Experience techniques can be used in the classroom, but the materials will have to follow the path you blazed in the Transition Program.

Would you please send me a catalog of your college? I told Bill Reader, the head of the ATCP program, that I would like to go to Mexico to study pedagogy. He suggested that my time might be better spent studying with you. That is probably impossible, but the thought is inviting.

Your appreciative student,

Donald L. Potter
Second Grade Bilingual
Travis Magnet School
Odessa, TX

12061 W. Hoffman
Odessa, TX 79764
August 20, 1997

Dear González,

Scott Foresman ESL: Accelerating English Learning is here. I have the books for all six grades.

It looks like a *useful supplement* to Riverside,
but NOT a replacement.

Sorry, this is not *Vintage González*

You taught me “The González Way.”

It works
every time.

Vocabulary: A Comparison

Riverside Oral Language Transition: 1,000 words per grade
Scott Foresman ESL: ??? radically less

Riverside Picture Cards: VOCABULARY and GRAMMAR in context!!
SF Picture Cards: Little baby pictures with a few baby words.
No grammar. Ugh! Fundamentally worthless!

Defining Time: Are we supposed to write our own *Defining Time* book?
Dr. González, you invented the perfect “wheel.”
Do we have to reinvent it?

QUITE FRANKLY

They need to let *you* go back and produce an Oral language Transcition Program for the Scott Foresman ESL Program.

I prefer you as a *Creator* rather than a *Consultor*.

THOUGHTS

My job is to teach kids quickly and thoroughly. I do not have any time to “mess around.” A thousand words a year is a minimum. I often teach older kids *all* the *Picture Time Cards* in one year. Once they know the vocabulary and grammar on the cards, the reading is a snap. It is hustle, hustle, push, push all the time. And that is the way it is supposed to be in a Bilingual Class. Does it really take 5 to 6 years to teach the CALPs (Cognitive Academic Language Proficiency)? Maybe we focus on baby stuff so long that we forget what these kids are really capable of, if exposed to sufficient quantities of the language in the form of comprehensible input. STORIES!

IRI: Where is it?

I depend on my *Riverside Informal Reading Inventory* (IRI) to help me evaluate kids' progress. It does not give me an absolute value, but it does give me a fairly accurate measure of their skills and progress. It keeps me honest!!! It is those scores that keep me teaching – keeps me believing that with Riverside I am indeed enabling kids to take giant steps into English reading. I have the IRIs on every kid I ever taught.

MY RIVERSIDE WORKSHOPS

I am still astounded. Many of the teachers that attended my Riverside Workshops (now defunct with the “passing away” of *Riverside Oral Language Transition Program* – end of adoption) found that they could revolutionize their teaching by pulling those cards, tapes, and books out of the closets and putting them to work. The kindergarten teacher at my school last year attended the last Riverside workshop I offered (or ever will – so sad!). She borrowed some of my cards and books and began using them in her class. RESULTS were forthcoming!!! At the end of the year, the veteran bilingual teacher told me (also my Principal and Counselor) that her kids were not just talking English words or sentences, but *whole paragraphs*! Nothing like that had happened in her class before. The outstanding LAS scores verified her clinical observation. Yes, it works. Works like magic! Just like *you* told us it would. I am now working with those same kids in First grade. They have those cards memorized. You can bet they are ready to begin reading – and everything else. As you recommended at Lubbock last year, I keep sending those tapes home and the students keep getting better and better.

Actually, I think Scott Foresman is going to be a useful tool for helping my kids achieve academic excellence. SF should be especially useful for helping my kids for TAAS. Still, I do not see how it can provide an adequate base for total language development.

TOKEN

Your “page” in SF seems only a *token*. Can anything ever replace the exquisitely detailed, teachable lessons plans in Riverside Levels 5-10? Teaching comprehension skills orally - I still love it.

OCTOBER

We're working hard to round up a good group of teaches for your workshop at Region 18. Can't wait to hear you! Maybe we can have lunch together again (like we did in Lubbock) so I can get *even more* of your edifying counsel.

SUMMARY AND CONCLUSION

Riverside continues to REIGN SUPREME!

The "Dream Team" must have been sleeping when it produced SF ESL.

Dr. González was consulted

too little

too late.

Only in Dr. González do THEORY and PRACTICE meet.

One MIND is better than six.

GONZALEZ UNDERSTANDS

The Theory,
The Teachers
The Technique,
The KIDS.

Your Disciple
And Fellow Bilingual Educator

12061 W. Hoffman
Odessa, TX 79764
November 22, 1997

Dear Dr. González,

If you thought I was unhappy with the infantile Picture Cards and anemic vocabulary of the new *Scott Foresman ESL: Accelerating English Language Program*, you will understand my consternation at the *pitiful tape program*. Why, one tape of the *Riverside Oral Language Transition Program* contains more spoken material than all 6 grades of the *Scott Foresman ESL Program* put together! We used to bathe students in the English language. I guess the “experts” today think a little sponge bath is sufficient. Personally, I run a shower program here, drenching students in English via comprehensible input ala *Riverside. SF ESL* will make a nice little TAAS preparation program. For videos, *Blockbuster Video* is a better choice.

It’s all so very simple:

I teach vocabulary and read stories – they listen.

We discuss.

They read stories – I listen.

We discuss.

Comprehension comes through directed *oral* discussion. All TAAS objectives are taught orally *before* students ever see a multiple choice TAAS test on paper. Oral skills naturally precede literary skills. Some try to put the cart before the horse.

What is urgently needed is a Dual-Language Program. A transition program where content area concepts are first presented in the native language, then relabeled in the target language (English) and finally tested in the target language. This presents the proper focus (transition) while utilizing (and in many instances maintaining) the students’ native language. This approach should be built into the textbooks themselves. Not just parallel translations, but translations built into the very flow of the teaching cycle: Heavy on Spanish up front, heavy on English at the end. The testing should be in English. The Spanish TAAS test gives the wrong message. Many teachers want to “look good” so they teach Spanish exclusively for three years, then (and only then) they jump into English for the mad rush to prepare them for the English TAAS – too late. I think the bilingual classroom should be better than the old ESL only classes, but quite frankly the students would be better off in the old ESL English only classrooms that to get *stalled* for three years in Spanish. The dual-language approach solves all the problems. Unfortunately, I have never seen an adoption designed to your specifications. This is a tragedy of major proportions

I am including a copy of the paper on dual-language you gave me years go. It would be worthy of a Master's Thesis, or a research project. There should be a comprehensive handbook on dual-language available for teacher training. It would be an expansion of your paper. If published by a respectable publisher, it would begin to make an impact on the classroom and eventually on materials presented for adoption. If you would publish such a work, you would be a *benefactor* to a whole generation of teachers and students.

May I ask, "Have you dropped the idea?"

"Was anyone listening?"

Step 4 of our Dual-Language Approach was a decisive turning point in my thinking about bilingual education.

4. Reinforcement of the concept in English

"This experience gives the student an opportunity to review the acquired concept in the second language through a listening/speaking activity. This is the relabeling of known content in the second language, going from the known to the unknown: Known concepts in Spanish to unknown labels in English. ENGLISH AS A SECOND LANGUAGE METHODOLOGY BEGINS WITH THIS STEP" (Emphasis mine).

I am convinced that you are absolutely correct. We haven't even gotten to first base in bilingual education: our spaceship is still on the launch pad.

The page entitled,

"Un programa de instrucción en las areas contenidos"

is a brilliant and complete piece of work. The Spanish circles and English squares in their carefully ordered sequence is the clearest presentation of what *ought* to happen in a bilingual classroom.

I have already sent in my reservation for your presentation at Region 18 on October 6. A lot of new teachers have never heard you. They need to!

Donald Potter

Internet Links Relating to Dr. González Methodology

I find it strange that there is so little information on the Internet relating to Dr. González and his methods. If anyone reading this document knows of any Web sites that promote it, please let me know.

I did find the **Brockton Public School in Brockton, MA** uses the Comprehension Component. They have made available a lot of detailed information on how to create lessons based on the method. Below is a link to their González materials. I appreciate very much their work in making this material available. Their materials are a good example of how to implement “Total Integrated Language Approach.”

10 Important Sentences

During the spring of 2002, teachers from the bilingual/ESL department met to learn about a powerful teaching strategy called “Ten Important Sentences.” The strategy develops students’ oral language and literacy skills of recall of facts and details, distinguishing between fact and opinion, sequencing of events, recognizing cause and effect, and identifying the main idea. The method, developed by Dr. George González, is based on the fact that comprehension is based upon understanding the sounds that make words, which are parts of sentences, and which make up text. The method is also based on the principles of second language acquisition including providing comprehensible input, lowering of anxiety by providing support, and using meaningful contexts for language. The method is based upon the teacher choosing a text, reading it aloud, and using the book for a weeklong series of activities. Prior to the lesson, the teacher would read the text, chose the ten important sentences that as a whole capture the events and main idea of the text, and also choose vocabulary words to introduce to the students. In choosing a text, the teacher would want to select a text that provides rich language that the students have not been exposed to.

The following is one possible sequence of activities:

- 1. The Ten Important Sentences** - Read aloud the text to the students. Introduce the ten sentences. Students can repeat, chant, sing, dramatize, and illustrate the ten important sentences. Reread the text and have students find the ten sentences in the text.
- 2. Sequencing Events** - Using the ten important sentences, students place the sentences in order.
- 3. Distinguish Fact from Opinion** - Use the ten important sentences or another set of sentences to have students distinguish between fact and opinion.
- 4. Cause and Effect** - Using some of the ten important sentences or others in the text, discuss with students the relationship between cause and effect.
- 5. Determining Main Idea** - Using the ten important sentences, the teacher asks students to locate which sentences tell the who, what, here, when, and why of the text. Each day as part of the approach, the teacher would introduce five new words per day using a variety of strategies including demonstrating, dramatizing, providing different examples, illustrating, and defining.

<http://www.brocktonpublicschools.com/page.cfm?p=1261>

About the Author

Dr. George A. González is a professor in The School of Education at the University of Texas/Pan American in Edinburg, Texas. There he has served as the Director of Bilingual Education/ESL/Bicultural Studies. In addition he has been a consultant for many curriculum-development and teacher-preparation programs through the United States, as well as in Latin America.

Dr. González has been instrumental in incorporating ESL techniques into regular reading classrooms, as well as in teacher training, to insure schools greater success in the assessment program in reading and languages arts mandated by the state of Texas.

Dr. González's daily contact with school districts brings a practical "hands on" approach to implementing oral language techniques in the classroom. His broad experience in the classroom serves as the background for his work with LEP (Limited English Proficient) students in assisting them to succeed academically.

Dr. González recent work in Texas covers a variety of tasks in many areas.

- He has worked as a consultant and implemented techniques of oral language development for the school districts of Pharr San Juan Alamo, Los Fresnos, Port Isabel, McAllen, Rio Grande City, and many other Rio Grande Valley schools.
- In Corpus Christi, he prepared teachers in integrating oral language techniques with basal readers. In addition, he taught parents of Limited English Proficient (LEP) students how to work with their children at home on oral language activities.
- In San Antonio area districts, he has demonstrated how to implement The Riverside Oral Language Transition Program.
- In Houston, Dr. González introduced teachers to the methodology of Spanish reading instruction and related the methods to oral English language instruction.
- In West Texas, he has worked with the Amarillo Regional Service Center, and the Amarillo school district teachers. In Ector County (Odessa), he modeled his techniques for implementing oral language activates in the classroom to administrators, principals, and teachers.

(Biographical Information taken from Riverside material that was in a booklet of materials presented at the Murry Fly Elementary School in Odessa, Texas on February 16, 1990. I was not at that presentation. **I would like to update this history.** I do know that Dr. González did extensive training for the Lubbock school district in 1997. The last time I heard from him was in about 2007. He called to ask me to send him some Riverside material that I had. When Riverside went out of adoption, I had schools send me materials they no longer wanted. I have continued to use them over the years. At the time he mentioned that he was working with some inner-city children whose academic English was weak. He said that his ESL techniques really helped these students.)

Dr. González used to sell some materials he called, *Language Power Guides* and *Language Power Videos*. The Ector County ISD Bilingual Dept. bought me a set. Unfortunately, I loaned them out and never got them back.

Below is a link to a short YouTube video demonstrating how I teach his Eight Comprehension Powerhouse Skills. They are very easy to learn to teach and have a great impact on students' ability to pay attention to text and score high on standard reading test of comprehension. It would be even better if someone could prepare some of Dr. González own workshop teaching for posting on the Internet so others can profit from his powerful methods.

<https://youtu.be/oLEDN8khNhY>

www.donpotter.net

www.blendphonics.org

This document was last updated on July 18, 2011, March 3, 2012, August 19, 2012, October 8, 2015, 7/25/2015, 7/7/2017, 9/9/2021.

Since publishing this document back in 2011, I have received some emails from teachers who appreciate and continue to use Dr. González' materials.

On July 11, 2020 I discovered the following YouTube interview with Dr. González concerning his early life and career.

<https://youtu.be/xJvcgkrzF2w>

Mary Pecci has published a nice set of developmental basal readers that can be used in place of the Riverside Readers.

<http://onlinereadingteacher.com>