

“All teachers are teachers of English Language Learners”

NYS BLUEPRINT FOR ENGLISH LANGUAGE LEARNERS (ELLS) SUCCESS

Resource Guide

For Integrating English Language Development in the Content Areas



Malverne School District

Malverne, New York

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A Resource Guide for Integrating English Language Development in the Content Areas

First Edition

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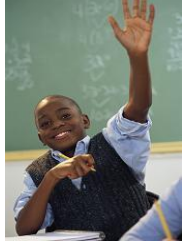



I. Introduction

This resource guide for integrating English language instruction in the content areas was written to provide new teachers and seasoned educators with a useful tool to broaden their teaching skills and establish a cohesive framework for infusing language acquisition into the content area classroom. Since the number of ELLs in our classroom is increasing, we as teachers have a crucial opportunity to address their instructional needs. While students are acquiring the target language, effective teaching is a critical factor to ensuring successful learning. Teacher effectiveness is enhanced by teachers who allow ELLs to demonstrate knowledge in ways that are not dependent on language mastery and who enable their students to develop a growing confidence in their language usage.

II. Expectations of Language Proficiency for Entering, Emerging, Transitioning, Expanding and Commanding English Language Learners

	Entering/Emerging	Transitioning	Expanding/Commanding
Reading	<ul style="list-style-type: none"> ▪ Match words with pictures ▪ Look for information in a text ▪ Learn limited amount of new vocabulary each lesson ▪ Understand literal meaning of text ▪ Sequence events from a text 	<ul style="list-style-type: none"> ▪ Interpret figurative language ▪ Identify main idea ▪ Learn increasing amount of new vocabulary in one lesson ▪ Use context clues to determine meaning of words ▪ Interpret information and data from a text or graph ▪ Find details to support main ideas ▪ Sequence pictures and events from a text ▪ Read different genres of text ▪ Identify roots, prefixes and suffixes ▪ Explicitly make text-to-world and text-to-text connections 	<ul style="list-style-type: none"> ▪ Conduct research to obtain information from multiple sources ▪ Draw conclusions from implicit and explicit text ▪ Interpret figurative language and quotes ▪ Identify literary techniques and devices ▪ Identify common themes among various genres or pieces of work ▪ Identify roots, prefixes, and suffixes ▪ Decode complex TIER 2 and TIER 3 words ▪ Explicitly make text-to-world and text-to-text connections ▪ Interpret graphs
Writing	<ul style="list-style-type: none"> ▪ Label pictures, objects and diagrams ▪ Write simple sentences with no connectors or one connector, or clause and simple paragraphs ▪ Use simple present, simple past, present continuous, past continuous ▪ Write dialogues, letters, etc. ▪ Describe pictures, things, and people 	<ul style="list-style-type: none"> ▪ Compare and contrast information ▪ Describe events, people and procedures ▪ Write a well-developed paragraph (introduction, body, conclusion) ▪ Write a topic sentence with supporting details ▪ Summarize information from a text, graph, or notes ▪ Create original ideas and detailed responses 	<ul style="list-style-type: none"> ▪ Respond to multiple discourse and genres ▪ Use literary techniques and devices (theme, hyperbole, imagery, symbolism) ▪ Write different types of essays (literary response, critique, persuasive, summary) ▪ Use more sophisticated vocabulary ▪ Use the internet for research

III.ELL Performance Levels

ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
				
<p>The Entering ELL</p> <ul style="list-style-type: none"> • Has minimal proficiency in English • Can understand very basic language • May not have begun speaking • Will mostly communicate nonverbally or in his or her native language 	<p>The Emerging ELL</p> <ul style="list-style-type: none"> • Can comprehend simple phrases and short sentences • Has begun to speak using words and short phrases • Is developing an understanding of English print 	<p>The Transitioning ELL</p> <ul style="list-style-type: none"> • Can participate with some aptitude in everyday conversations about limited topics • Demonstrates some proficiency using academic language • Is developing basic reading and writing skills 	<p>The Expanding ELL</p> <ul style="list-style-type: none"> • Can participate with aptitude in everyday conversations <ul style="list-style-type: none"> • Demonstrates moderate proficiency using academic language • Has functional reading and writing skills 	<p>The Commanding ELL</p> <ul style="list-style-type: none"> • Has proficient oral skills but needs help to comprehend, interpret and articulate specific academic language • Is developing proficiency in reading and writing English • May still demonstrate below grade level literacy skills

Adapted from: "Mainstream Teachers of English Language Learners Handbook," 2008, Tamara Hepler, Lindsey Schubert, Briana Boodry, Waunakee School District (Wisconsin)

IV. Strategies for Supporting English Language Acquisition across Content Areas

The following pages contain lists of strategies for the content areas. Each strategy was selected for its potential as a tool for integrating English language development into content instruction. We believe these strategies are beneficial to share within and across disciplines. Please read all strategies and consider how each of us might adapt them to our own content area and for our students. Further, this would allow us as teachers to build consistency, school wide, for using these strategies. Once our students begin applying a particular strategy in one class, it will be easier for them to apply that strategy across disciplines.

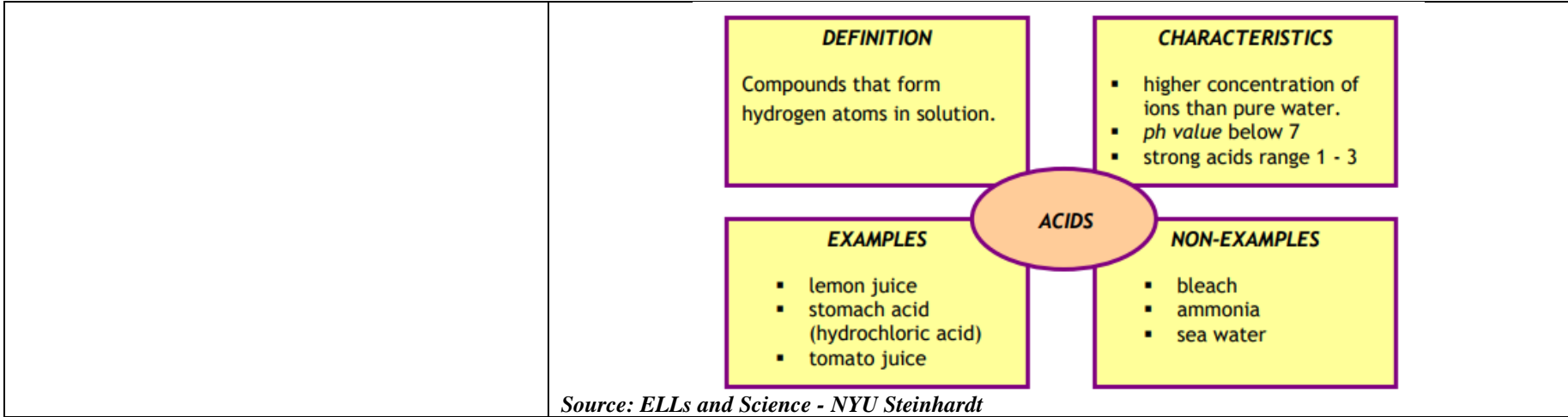
Strategies for the Mathematics Department

Strategy	Description
Key Words	Students focus on key math words when working on word problems.
Learning with Technology	Students use technology (translators, dictionaries, calculators, and Internet) to learn word meanings and content.
Strategic Grouping	Students who speak the same native language sit together to help each other.
Streamlining a Multi-Step Approach for Solving Math Word Problems	<p>STEP 1: Make Language Substitutions: In pairs or small groups, students look for words or phrases that can be eliminated or replace with simpler language.</p> <p>STEP 2: Determine the Information Presented: In pairs or small groups, reread the now simplified wording of the problem. Students search out and write down all information given in the problem.</p> <p>STEP 3: Determine the Information Needed for the Solution: Students now look for words that offer clues to the information needed in the problem. They first eliminate extraneous words and information and then write the words and phrases that tell how to process the information in the problem.</p> <p>STEP 4: Determine the Process Needed for the Solution: Students figure out the process needed to find the solution.</p> <p>STEP 5: Students Perform the Necessary Computations and Compare Results.</p>

Strategies for the Science Department

Strategy	Description									
Learning with Technology	Students use technology (translators, dictionaries, calculators, and internet) to learn word meanings and content.									
Strategic Grouping	Students who speak the same native language sit together to help each other.									
Comparison-Contrast Matrix	<p>A comparison-contrast matrix is a graphic organizer that helps students organize ideas from a text into similarities and differences. It can be used to compare and contrast two or more concepts, processes, or events. This gives students a visualization of a common text pattern in science. It also allows them to understand the similarities and differences of key concepts and enhances their understanding of this text structure.</p> <p>Example:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Meat-eating Marsupials</th> <th style="text-align: center;">Plant-eating Marsupials</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">teeth</td> <td>many sharp teeth</td> <td>Large front teeth for shaped for nipping and cutting</td> </tr> <tr> <td style="text-align: center;">feet</td> <td>looks like a dog's or cat's foot</td> <td>Second and third toes joined; big toe opposed</td> </tr> </tbody> </table> <p><i>Source: ELLs and Science - NYU Steinhardt</i></p>		Meat-eating Marsupials	Plant-eating Marsupials	teeth	many sharp teeth	Large front teeth for shaped for nipping and cutting	feet	looks like a dog's or cat's foot	Second and third toes joined; big toe opposed
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Anticipation Guide	<p>An anticipation guide is a series of statements students read and respond to before reading a text, viewing a video or listening to a presentation. It is a way to activate and assess thoughts and prior knowledge about a topic. These statements often challenge or elicit students' misconceptions or preconceived ideas about a topic. This activity is particularly useful for ELL students. It allows for cooperative exploration of a topic before studying material. It allows for a rich discussion where students can make predictions and expectations about reading or listening before taking in new information. It also helps teachers identify student ideas or misconceptions about a topic that may connect to a different culture or different experiences.</p> <p><i>Example:</i> <i>Directions: Read each statement. Start with the "Me" column and place a "+" if you agree or an "o" if you disagree with the statement. Then read the textbook and decide whether the author agrees with the statement. Again use a "+" or a "o". Change all "o" statements so they agree with the textbook, and write the page number of the page where you found the information.</i></p>									

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<p>Frayer Model Map</p>	<p>A four-square graphic organizer that helps students visualize how a concept relates to other ideas. This allows students to organize their inquiry about a new vocabulary term and helps improve their comprehension of a new concept. Each box requires a different type of thinking about a concept. In one box, students must define the concept, in another box identify its essential characteristics, and in the last two boxes come up with examples of the concept and contrast it with non-examples of the concept. This process can be a preparation activity for creating analogies or connecting a concept to synonyms and antonyms. This strategy is useful for assessing and activating prior knowledge about a concept. It allows teachers to identify student misconceptions about a topic. It also provides a structure for students to work cooperatively with reference materials to explore a new concept.</p> <p><i>Example:</i></p>																																	



Source: *ELLs and Science - NYU Steinhardt*

Semantic Feature Analysis or Features Matrix

This chart includes a list of concepts about a topic or category and a list of features connected to that topic. Students indicate which features are a component of each concept by writing a plus (+) or minus (-) in each column. Some teachers have students use the symbol (?). There are many ways to use these charts. *It is important to model the activity to allow for collaborative interactions, scaffold and require practice articulating the information orally and in writing, once the chart has been completed.*

Example:

Chordates	Invertebrates	Fish	Amphibians	Reptiles	Mammals	Birds
Central nervous system	+	+	+	+	+	+
Lives on land	-	-	+	+	+	+
Lays hard-shelled eggs	-	-	-	+	-	+
Gives live birth	-	-	-	-	+	+
Has a nerve cord at some stage	+	+	+	+	+	+

Source: *ELLs and Science - NYU Steinhardt*

Strategies for the Social Studies Department

What are some difficulties an ELL student has to face in a Social Studies classroom?

While these students already have to contend with the same problems native English-speaking students do, they often have to overcome even more difficulties to be successful.

Some problems that ELL students have to overcome:

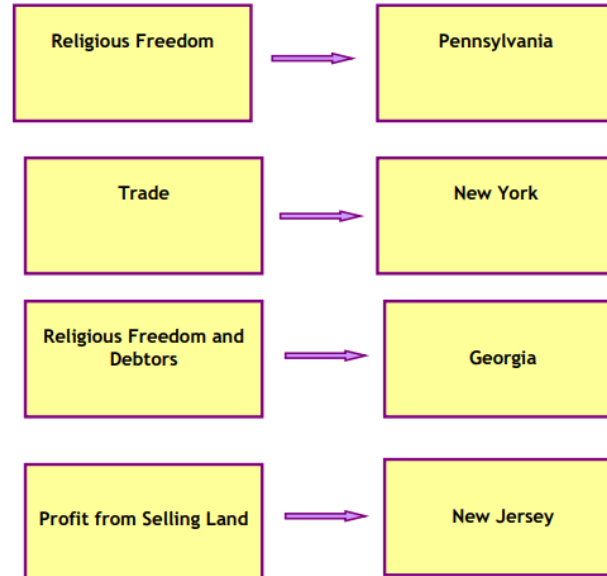
- Lack of familiarity with US social institutions and customs.
- Difficulties learning from textbooks. Textbooks are written in the highly condensed nature that can make it hard for ELL to relate new unfamiliar concepts to their own experiences.
- Difficulties learning from lectures.
- Concepts may be harder for the ELL student to understand if he or she was foreign-born because he or she may not have been exposed to similar concepts that native-born English speakers would have learned through living in the culture or enculturation.
- Some English language learners may be proficient in *writing* English, but have not yet developed sufficient *listening vocabulary* or *listening skills* in order to understand and comprehend a lecture.

Strategy	Description
Sentence Starters	Students use sentence stems as “jump starters” to write answers to content questions in complete sentences. This activity helps students to learn correct sentence structure.
Debates	Debates are an engaging way for students to develop their proficiency in speaking, listening, researching, reading, and writing and help to promote higher order thinking and vocabulary skills. Debates both informal and formal are a way for students to express their opinions assertively in a respectful manner on a relevant issue or topic.
Story Mapping	A story map is a graphic organizer that displays key concepts, events or a narrative in graphic sequence. Each step of the map can show growth, change, or development over time.
Word Wall	A dedicated wall space to display a list of key words throughout the year. Advantages of using word walls are that they serve as a reminder of the most essential vocabulary in a course.
Performance-Based Assessments	PBAs measure students learning through an authentic task or real-world application of knowledge and skills, rather than by a test. This offers an opportunity to apply differentiated instructional approaches. Some examples of PBAs are essays, portfolios, exhibits, oral readings and debates.

<p>Analogy</p>	<p>This activity is used to foster critical thinking and reinforcement of key vocabulary through the comparison of relationships in two pairs of words. <i>Example:</i> Rights and Responsibilities of Citizens 1. FEDERALIST is to REPUBLICAN as ANTIFEDRALIST is to: a) Congress b) Libertarian c) American Independent d) Democrat 2. EATING is to DINING ROOM as VOTING is to: a) platform b) Republicans c) Democrats d) polling place 3. RACE is to RUNNER as ELECTION is to: a) voter b) platform c) candidate d) government 4. BOOK is to WRITER as CONSTITUTION is to: a) framers b) voters c) political parties d) citizens 5. GAMES are to BASEBALL as ELECTIONS are to: a) Constitution b) political parties c) United States d) July 4, 1776</p>
<p>Teaching Current Events</p>	<p>Teaching current events presents a way to bring the world into the classroom and motivate students to make connections between academic concepts and everyday events. Teachers can begin lessons with relevant current events and build in regular current event days. Possible resources include the Internet, the NYT Learning Blog, newspapers, and magazines designed for classroom use (Scholastic, NYT Upfront, Wall Street Journal classroom edition and TV or radio clips). After reading/listening and discussing a current event story, students can write letters to the Editor. The student letter can be displayed in the class alongside the original published article.</p>
<p>Postcard (Grades 3-8)</p>	<p>When a teacher wants students to place themselves in a particular situation and analyze events through the lens of a character (topic or event) a postcard activity can be helpful. For example, during a unit on WW1, students can pretend they are soldiers writing home about their experiences on the battlefield.</p>
<p>Cloze Graphic Organizer for Notetaking</p>	<p>Pass out fill-in-the-blank lecture guides or graphic organizers before you lecture with key words defined.</p>
<p>Graphic Organizers</p>	<p>Graphic Organizers are visual organizations of information, whether for levels of information, sequence of ordering, or relationships. Related terms are concept maps, webs, clusters, pictorial reorganizers and timelines. One suggested application is for students to create timelines retelling historical events.</p>

<p>T-Notes</p>	<p>T-notes are a simplified form of an outline. Readers grasp concepts by mentally organizing them. ELLs, in particular, will find a text easier to read and learn if they have an overview of concepts before reading the chapter.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. In T-Notes, the left column represents a main idea. Have students write the main idea here. 2. The right column shows supporting details and/or examples. Have students write supporting information here. <p><i>Example:</i></p> <table border="1" data-bbox="1024 500 1816 1091"> <thead> <tr> <th colspan="2" data-bbox="1024 500 1816 532">Prehistory</th> </tr> <tr> <th data-bbox="1024 532 1419 613">Main Idea</th> <th data-bbox="1419 532 1816 613">Details/Examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="1024 613 1419 889"> <ol style="list-style-type: none"> 1. Hunters and gathers lived during the Stone Age </td> <td data-bbox="1419 613 1816 889"> <ol style="list-style-type: none"> 1. Stone Age was a period of time during which early humans made lasting tools and weapons from stone. 2. Early humans also learned how to create fire 3. Our Stone Age ancestors were nomads. </td> </tr> <tr> <td data-bbox="1024 889 1419 1091"> <ol style="list-style-type: none"> 2. The Beginning of Farming </td> <td data-bbox="1419 889 1816 1091"> <ol style="list-style-type: none"> 1. The Middle Stone Age was characterized by the use of more advanced tools. 2. They continued to live as nomads but discovered farming. 3. They discovered that if they planted the seeds of wild grasses, new crops </td> </tr> </tbody> </table> <p><i>Source: ELLs and Social Studies - NYU Steinhardt</i></p>	Prehistory		Main Idea	Details/Examples	<ol style="list-style-type: none"> 1. Hunters and gathers lived during the Stone Age 	<ol style="list-style-type: none"> 1. Stone Age was a period of time during which early humans made lasting tools and weapons from stone. 2. Early humans also learned how to create fire 3. Our Stone Age ancestors were nomads. 	<ol style="list-style-type: none"> 2. The Beginning of Farming 	<ol style="list-style-type: none"> 1. The Middle Stone Age was characterized by the use of more advanced tools. 2. They continued to live as nomads but discovered farming. 3. They discovered that if they planted the seeds of wild grasses, new crops
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<p>Chaining</p>	<p>Chaining provides a graphic representation to students to aid them in understanding chronological sequence or in comprehending how one cause may lead to one effect, which may then become a cause leading to another effect or a problem and solution representation. This strategy helps students understand a chronological sequence, a cause and effect series, or a problem-solution pattern of organization from a narrative or expository passage.</p> <p><i>Example:</i></p>								

Reasons for the Creation of the 13 Original Colonies



Source: *ELLs and Social Studies - NYU Steinhardt*

Strategies for the ELA Department

Strategy	Description
Sentence Starters	Students use sentence stems as “jump starters” to write answers to questions in complete sentences. This activity helps students to learn correct sentence structure.
Point-of-View Writing (RAFT)	This a form of writing in which the reader returns to a text for deeper analysis by writing about the content or some aspects of the content, in a variety of genres and in alternate voices. When point-of-view writing is shared orally, the range of perspectives enriches students’ understanding of the content. R.A.F.T. is an acronym for ROLE, AUDIENCE, FORMAT, TOPIC/TIME.
Dialogue Writing	Dialogue writing is used to help students develop their reading, writing, discussion, vocabulary skills. This strategy has a wide variety of classroom applications such as: 1) Utilizing new vocabulary words in context 2) Reinforcing content information through role-play and dramatization 3) Assessing students’ vocabulary and content knowledge
Literature Circle	Students meet in small groups to read and discuss a text. Each student assumes a different role (vocabulary builder, question raiser, illustrator, or passage finder).
Vocabulary Word Map	A vocabulary word map is a visual organizer that helps students engage with and think about new terms or concepts in a variety of ways. One word map idea is to place the term in the middle of the map. Students fill in the rest of the map with a definition, synonyms, antonyms, and a picture that illustrates the new word.
Graphic Organizers	Graphic Organizers are visual organizations of information, whether for levels of information, sequence of ordering, or relationships. Related terms are concepts maps, webs, clusters, pictorial reorganizers and timelines.
Note-Taking	Students can take notes from a film or lecture, and then use the notes to form sentences. To scaffold the activity more, students can answer multiple-choice questions or fill in the blanks after listening, then turn their notes first into sentences and finally into a paragraph.
Self-Assessment	Involving students in the assessment and evaluation process (admit slip, exit slip, learning log) is an essential part of balanced assessment. When students become

	<p>partners in the learning process, they gain a better sense of themselves as readers, writers and thinkers. As students reflect on what they have learned and how they have learned it, they develop the tools to become effective learners. www.eduplace.com/rdg/res/assess/partners.html</p>
<p>Exit Slip/Reflection</p>	<p>Students respond to reflective prompts at the end of an activity or class. These informal writing activities give the teacher a sense of their students’ learning and reactions and allow individual students to self-assess.</p>
<p>Active Reading Strategies</p>	<p>Reading is an interactive process of constructing meaning, and does not develop independently in many readers, especially students with limited literacy and language skills. Teacher can help students to comprehend text by using a variety of meaning-making strategies framed around a before-during and after-reading approach. This approach to reading contains a number of strategic elements.</p> <p><u>Before Reading:</u></p> <ul style="list-style-type: none"> ▪ Activating background knowledge (K-W-L Chart) ▪ Investigating text structure ▪ Setting a purpose for reading ▪ Predicting text content ▪ Reviewing and clarifying vocabulary <p><u>During Reading:</u></p> <ul style="list-style-type: none"> ▪ Establishing the purpose for each part of the reading ▪ Self-monitoring ▪ Visualizing ▪ Summarizing ▪ Confirming/rejecting predictions ▪ Identifying and clarifying key ideas ▪ Questioning self <p><u>After Reading:</u></p> <ul style="list-style-type: none"> ▪ Assessing if the purpose for reading was met ▪ Paraphrasing important information ▪ Identifying the main idea and details (summarizing) ▪ Making comparisons ▪ Connecting ▪ Drawing conclusions ▪ Summarizing ▪ Interpreting and evaluating

<p>Shared Reading Aloud / Think Aloud</p>	<p>In a shared read-aloud the teacher reads to students from a text above their independent reading level but at their listening level while they follow along silently with their own copies. As the teacher reads, she/he stops at preselected points to think aloud, sharing how she/he is making sense of the reading. By doing this, the teacher is modeling the metacognitive processes and strategies of proficient readers. Additionally, the teacher is demonstrating the sound of fluent and expressive reading; how to identify key text structures, and how to figure out the meaning of words in context.</p>
<p>Compare / Contrast Matrix</p>	<p>This “graphic organizer” helps students analyze key features of two or more ideas, characters, objects, stories, etc. The comparison charts are very effective for ELLs because they help to highlight the central notions in a text, whether oral or written. When used immediately before reading or mini-lecture, a compare-and-contrast matrix can foreshadow important ideas in the text or in the teacher’s explanation. Students can also use these matrices afterward to organize their understanding. As with any graphic organizer, these notes can be very helpful to students in construction essays.</p>
<p>Semantic Map</p>	<p>Semantic Maps provides students with useful ways of organizing their ideas. The maps can be simples, with central theme written in a circle and surrounded by all the ideas students associate with it.</p>
<p>Text-Dependent Comprehension Questions</p>	<p>This strategy combines using context clues to figure out the meaning of vocabulary words in a given text and answering questions about the text according to a question hierarch or question-answer relationships (QARs). The question types include: “right there” or literal questions; “think and search” questions that require an understanding of how ideas or information in the passage relate to each other; “author and you” questions that require the use of ideas and information not directly stated in the passage; and “on my own” questions that require the use of background/outside information.</p>
<p>Text-on-Text</p>	<p>This strategy encourages students to share their responses to a text with other students who are reading the same work. Each student reads “with pen in hand” writing comments directly on the paper (pulling connections, posing questions, making predictions, etc.) then passes the paper to one or more partners who record their own comments. Students have the opportunity to pool thinking and work together to form insights.</p>

Strategies for the ELA Department

(continued)

Listening Strategies	Description
Paraphrasing	Students can paraphrase what they have understood from another student's response.
Modeling a Read-Aloud	The teacher models reading a paragraph in thought groups, pausing where necessary. Students listen and mark off pauses in the passage and then read aloud to each other imitating the teacher. The teacher may also record his/her voice and student voices.
Dictation	The teacher dictates notes. Students then pair to share and compare notes. This activity builds note-taking and listening skills.
Writing Strategies	
Sequencing	Students can sequence the steps in the scientific method, stages in the menstrual cycle, the water cycle, the digestive process, or how DNA makes proteins. This activity helps students to learn time connectives (First, second, third, finally, last, or numbering the steps.)
Story Writing/Point of View Writing	<ul style="list-style-type: none"> ▪ Students pretend they are a hamburger inside the digestive system and describe what happens to them in course of a day. ▪ Students pretend they are a lead and describe how their various parts help to make food.
Foldables	Foldables are 3D paper constructions that allow learners to record and process new words and concepts in a hands-on kinesthetic way. A useful type of foldable in science is the layered book. Students write key words on colored papers folded within each other and record descriptions of the words and or pictures of the words inside the flaps.
Booklet	Students develop a booklet made from construction paper that includes drawings and / or photos of key concepts and vocabulary words.
Labeling	Students are given diagrams of different body systems and asked to label the parts.
Table/Chart Making	Students complete a table/chart, showing the parts and functions of different body systems. Students work in cooperative groups to respond to specific questions. They create drawings using colored markers.

	Students organize information from class notes into a table. This activity encourages students to complete their work and facilitates comparisons.
Vocabulary Strategies	
Syllabification	Words are broken down into syllables to improve and decode pronunciations.
Cognates	Teach students whose native language is Spanish to use Spanish cognates to guess the meaning in scientific terms in English (cell-célula).
Mnemonic Devices	LEO vs. GER LEO stands for Losing Electrons in Oxidation GER stands for Gaining Electrons in Reduction Students can devise their own reminders or shortcuts for other content.
Word Wall	Word walls are an organized collection of words displayed on a wall. For word walls to be effective, they must be used. Some suggestions are: <ul style="list-style-type: none"> ▪ Teachers can review the meaning of word wall words, talking with students about the definitions, additional examples, and related words. ▪ Students can write creative and interesting sentences and paragraphs using their word wall words. ▪ Students can create vocabulary word card for the word wall words.
Breaking Down a Word	Students can fill in one section on a worksheet by either <ul style="list-style-type: none"> ▪ Writing related words ▪ Drawing a visual ▪ Writing questions about the word ▪ Why it is important Then, with a partner, students come up with a definition. This activity helps students learn how to define words in context.
Activating Prior Knowledge	Relate a topic to the student's experience or to real life situations.

V. Differentiated Instruction for English Language Learner Students

Get to know your student:

- Talk to them about their home country/language
- Talk to the ELL teacher, other classroom teachers, and parents
- Look through their student record
- Research on the Internet about their language and culture

Examples of Differentiated Instructional strategies for ELLs

- Using graphic organizers
- Using supplemental texts and materials about the topic
- Grouping students by readiness level, varying the complexity of the task
- Assigning an activity with imperatives (everyone has to do this) and negotiables (students can choose from a list of options)
- Using learning centers in small groups

Source:

Abate, Laura. "Differentiating Instruction for Limited English Proficient Students." BETAC Interchange

VI. Note Taking and Study Guide Tips for ELL Students

Adapted from: "Mainstream Teachers of English Language Learners Handbook," 2008, Tamara Hepler, Lindsey Schubert, Briana Boodry, Waunakee School District (Wisconsin)

Effective note taking skills and study guides help students become more independent and successful learners via assignments and tests. Study guides should be blueprints for students, helping them feel more confident, organized, and prepared.

- Provide study guides to students a week or more prior to test taking. Some teachers even prefer to distribute them at the beginning of unit studies.
- Provide an organized overview of content.
- Consider making the guide a cloze activity.
- Emphasize key concepts and vocabulary in study guides.
- Provide information for locating answers.
- Provide white space to write answers, notes, or additional questions due to confusion.
- Provide an opportunity to review before studying.
- Consider giving definitions and ask students to identify terms.
- Suggest test taking strategies to students, i.e., index cards, graphic organizing of information, memory strategies, saying definitions or processes in your own words, assist in highlighting notes and handouts.
- Teach note taking. Provide notes until students can manage on their own.
- Consider taping lectures or providing notes to ELL students. Assist student in learning how to highlight key information.
- Notes must be clear and easy to read. Use words, short sentences, phrases, simple charts, and graphs that are well organized. There should be plenty of white space. Allow for extended "copy" time.
- Outlines must be focused on the most important content information in a clear, concise format. Consider having the students fill-in-the-blanks until writing skills are solid.
- Provide extended note taking time.
- Teach test taking strategies.

VII. Testing Accommodations for English Language Learners

(For more information, visit www.p12.nysed.gov/assessment/accommodations/)

Schools may provide testing accommodations to ELLs, as needed, on all NYS ELA and content-area assessments (i.e., Mathematics, Science, and Social Studies). Districts / schools must make all necessary arrangements to make these accommodations available for ELLs who need them.

Testing Accommodations for ELLs on NYS ELA and Content-area assessments include:

Time Extension (all exams)

Schools may extend the test time for ELL students on NYS ELA and content-area Assessments and on Regents Examinations. Principals may use any reasonable extensions, such as "time and a half" (the required testing time plus half that amount), in accordance with their best judgment about the needs of the ELL students. Principals should consult with the student's classroom teacher in making these determinations.

Separate Location (all exams)

Schools are encouraged to provide optimal testing environments and facilities for ELLs. NYS assessments may be administered to ELLs individually or in small groups in a separate location.

Bilingual Dictionaries and/or Glossaries

ELLs may use bilingual glossaries when taking State examinations in all subjects except foreign languages. The bilingual dictionaries and glossaries may provide only direct one to one translations of words. Bilingual dictionaries and/or glossaries that provide definitions or explanations are not permitted. Bilingual glossaries in the content areas are available for downloading.

Are there testing accommodations available for Former ELL students?

Yes. On September 15, 2008 the NYSED Board of Regents approved extending test accommodations to former ELLs for two additional years after achieving proficiency on the NYSESLAT.

Who gets testing accommodations?

ELLs and eligible former ELLs may receive certain testing accommodations local assessments. There are four (4) pathways for a current ELL to exit his or her ENL program (become a former ELL):

- Any ELL K-12 who tests Commanding on the NYSESLAT within the past two years

- Grades 3-8 ELLs score at the Expanding/Advanced level on the NYSESLAT *and* 3 or above on the New York State ELA assessment within the same school year
- Grades 9-12 ELLs score at the Expanding/Advanced level on the NYSESLAT *and* 65 or above on the Regents Exam in English within the same school year.
- For ELLs with disabilities – Per CR Part 154-3.4(3), an alternate pathway as a method of assessment as may be prescribed by the Commissioner for students with disabilities.

Examples of local assessments include the Specialized High School Admissions Test, Gifted & Talented, classroom tests, etc; and NYS assessments (ELA and Math State Exams), Regents content assessments) and Math.

Permitted Accommodations:

The only testing accommodations permitted for ELLs and Former ELLs (without IEP's or 504 Plans) are:

- Extended time (up to time-and-a-half);
- Flexible setting: 1:1 or small group; separate location;
- Bilingual dictionary (ELA) and/or glossary (content): direct word translations (not definitions);
- Test form: use of English and alternative language test forms at the same time (only 1 form is submitted);
- Flexible response format: writing responses in the native language, if using alternate language test forms

Best Practices:

- IT IS BEST PRACTICE TO PROVIDE SIMILAR ACCOMMODATIONS THROUGHOUT THE YEAR, AT THE VERY LEAST ON THE “BIG” TESTS (E.G. UNIT EXAMS, MOCK TESTS, INTERIM ASSESSMENTS, MAP TESTS, ETC.).
- Students should have multiple experiences using accommodations PRIOR to the “big” test.
- This is especially true for bilingual glossaries. Providing a bilingual glossary for the first time the day of the state exam is not useful as it takes a lot of practice to use them efficiently. It also is not helpful if the ELLs are not proficient in reading in their native language.
- ALL ELLs AND FORMER ELLs WITHIN TWO YEARS OF PASSING THE NYSESLAT CAN RECEIVE ANY OF THE ELL TESTING ACCOMMODATIONS (EXCEPT THOSE WITH IEPS WHICH MAY DICTATE ADDITIONAL ACCOMMODATIONS). SEE LIST ABOVE.

- Schools can choose (and should speak with students about) which would be the most helpful. In general, schools usually always give time and a half, separate location, and directions read twice. It is highly recommended that schools provide (and teach into using) bilingual dictionaries, allow for responses to be provided in native language (when needed)...
- **FOR MATH, SCIENCE, AND SOCIAL STUDIES EXAMS**
- Ask the student and parent which language they would prefer to take the test in. Some ELLs with interrupted formal education (SIFE students) actually prefer taking the exam in English because that is what they are most used to and / or they cannot read in their native language. Students can have the written tests side-by-side for cross referencing, but they must pick one booklet to write their answers in (and write in that language).
 - If something impedes the delivery of a written test in the child's native language, oral translation can be provided.
 - If a school uses an oral translator, make sure the person is familiar with vocabulary ahead of time as they receive access to the test only one hour prior to an exam's start time.
 - Also, if you use an oral translator, have them translate the response into written English afterward to facilitate scoring.

How do I conveniently assess ELL students?

Evaluations of ELL students should include assessments that attend to individual needs and accomplishments. The exclusive use of tests to measure the ELL student's academic success may generate faulty comparisons between ELLs and others, create inaccurate guidelines for placement and identification for special services, and overlook what an ELL might be achieving. While tests are widely used to assess student progress, they can and should be complemented with other indicators that show how an ELL is learning, including alternative assessments. Examples of alternative assessment could include performance assessment, oral response, observations, individual or group performance assessment, essays, interviews, or portfolios, etc. A portfolio tells the story of the student's efforts, progress or achievement in (a) given area (s)." Examples of artifacts one might find within portfolios include writing samples, awards, assessment results, a tape of an interview, a series of photographs, or a drawing of an object. Other Assessment modifications include:

- Assess students' content knowledge and abilities in the native language as well as in English (if possible)
- Use a diversity of measures, such as portfolios, observations, anecdotal records, interviews, checklists, and criterion-referenced tests to measure content knowledge and skills
- Take into account students' backgrounds, including their educational experiences and parents' literacy (August & Pease-Alvarez, 1996)
- Allows extra time to complete or respond to assessment tasks
- Make other accommodations, such as permitting students to use dictionaries, word lists, notes, or the book
- Simplify tasks and language
- Use multiple choice (no more than three options) or word banks (each word used once) tests

VIII. Homework/Instructional Accommodations

Adapted from: "Mainstream Teachers of English Language Learners Handbook," 2008, Tamara Hepler, Lindey Schubert, Briana Boodry, Waunakee School District (Wisconsin)

Worksheets/Handouts/Assignments should:

- provide clear, concise, simple directions
 - review concepts already taught
 - maintain adequate amount of white space so it's easy to read
 - begin with easier items so students feel successful
 - keep requests for similar information together
 - provide clues for finding information in notes or texts
 - offer extra credit activities
-
- allow extra time for completion
 - individual/small group instruction
 - student collaboration – learning with peers is beneficial for language development and content learning
 - assign a responsible peer tutor or buddy to help model what is expected and re-explain concepts
 - compete 1 or 2 questions in each section together as a class
 - modify assignments by reducing or limiting the number of questions or problems assigned- assign only crucial parts (ex. assign only enough items needed to test student's knowledge or comprehension)
 - reduce the number of assignments
 - simplify complex tasks-adapt the tasks to the students' skill level
 - rewrite story problems-use shorter sentences, pictures, & cues to convey meaning
 - provide word banks for fill-in-the blank activities with the same number of words as answers with each word being used once.
 - multiple choice questions for ELL students should have not more than three answers- the three answer choices should be clear and concise
 - ignore spelling or grammar errors except for when explicitly taught
 - shorten/summarize readings
 - provide students with study guides/outlines of concepts they need to learn
 - shorten/modify writing requirements
 - permit shorter written responses on assignments (ex. one or two sentences instead of one paragraph)
 - ask students to orally retell concepts learned, especially if writing is not developed enough
 - allow students to take breaks when working: their brains tire quickly

IX. Assessment Accommodations (Tests, Papers, Projects, Speeches)

Adapted from: "Mainstream Teachers of English Language Learners Handbook," 2008, Tamara Hepler, Lindey Schubert, Briana Boodry, Waunakee School District (Wisconsin)

***When grading tests/assignments take into consideration the lack of English support the ELL student receives after school. The ELL student is struggling to overcome many obstacles.**

Assessments should:

- **provide clear, concise, simple directions – read test directions aloud**
- **have a progression of easy to hard questions – if possible, cluster related questions or concepts**
- **review and emphasize important test material**
- **multiple choice questions should have no more than three answer options; should omit answers: all of the above, none of the above, a & b only**
- **provide a word bank**
- **shorten test or provide an alternate test for lower ELL students**
- **provide samples of former tests for students to use to study**
- **offer extra credit activities**

Testing Accommodations:

- create performance-based assessments that enable students to demonstrate knowledge without language mastery
- test key concepts or main ideas
- avoid test questions that ask for discrete information
- accept non-verbal responses such as sequence pictures, drawing, and matching
- test orally-read all or portions of tests aloud as needed
- allow extra time to complete the test
- take test in a small group with accommodations such as definitions of words, explanations, examples, etc.
- use of notes/outline on test
- open book assessments
- use a version of the test with simplified language (less complicated verb tenses and vocabulary)
- multiple-choice questions for ELL students should have no more than three answers, and the three answer choices should be clear and concise
- give students objective tests: matching, multiple choice, word banks
- T/F tests should be kept simple, clear, and concise (for example no double negative)
- familiar teacher (take with ESL teacher)

Writing/Essay Accommodations:

- extra time to write and complete essay/paper
- work with a partner or in a small group
- to accommodate ELLs with essay assignments, modify Collin's requirements and length
- familiar teacher (obtain assistance from the ESL teacher)

Project Accommodations:

- extra time to complete the project
- work with a partner or in a small group
- simplify tasks
- familiar teacher (obtain assistance from the ESL teacher)

Oral Speech Accommodations:

- extra time to prepare for speech and present
- work with a partner or in a small group
- simplify tasks
- allow the use of note cards/written outline
- allow the student to give the speech just to the teacher, not in front of the entire class
- familiar teacher (obtain assistance from the ENL teacher)

Examples of Alternative Assessment:

Non-Verbal	Oral and Written
<ul style="list-style-type: none"> • physical demonstration (point, gesture, act out, thumbs up/down, nod yes/no) • pictorial products (manipulate or create drawings, diagrams, dioramas, models, graphs, charts) • label pictures- keep a picture journal • KWL charts using pictures or native language 	<ul style="list-style-type: none"> • Interviews, oral reports • role plays using visual cues, gestures, or physical activity • describing, explaining, summarizing, retelling, paraphrasing • thinking and learning logs, reading response logs • writing assignments • dialogue journals • audio or video recordings or students • portfolios

***When grading tests/assignments take into consideration the lack of English support the ELL student receives after school. The ELL student is struggling to overcome many obstacles.**

Grading Modifications:

- grade in accordance with individual progress, not in comparison with other students
- in some cases, pass/fail may be appropriate (contact building administrator and ENL teacher for more information)
- supplement a written response for a verbal response or vice versa
- reduce the number of questions/problems
- simplify the language and reduce the length of the reading and writing components
- aid with retrieval (multiple choice-word bank)
- give extra credit for class participation
- allow some assignments to be accepted for completion points
- make some grades not applicable toward the student’s overall grade
- alternative assignments and assessments

***If you would like more information about homework, grading, and testing support, contact your school’s ENL teacher.**

X. Suggested Modifications for ELLs

Modifying instruction is critical to ELL students' success. However, modifying instruction doesn't mean creating a second lesson plan or curriculum; it just means changing some of the ways you do things. Most of your native English-speaking students can benefit from modifications as well.

I. Special Considerations:

1. ELL students don't often come with the same educational background as native English speakers.
2. Enhance English acquisition by encouraging the development of literacy skills and proficiency in the first language also.
3. Promote first language literacy when appropriate by providing multicultural and take-home books in the student's home language.
4. Provide age-appropriate and interesting reading materials with strong picture support that relate to the cultural backgrounds of the students.
5. Increase your own knowledge of the student's culture and language.
6. Support the student's home culture and language by bringing both into the classroom when appropriate.
7. Recognize that students are adjusting to a new language and new culture. Some behaviors considered culturally appropriate here, are not culturally appropriate in the native country of the ELL student.
8. Ensure that classroom rules and consequences are understood with the help of an interpreter, if necessary.
9. Write clearly, legibly and in print unless specifically teaching the cursive alphabet. Many ELL students have difficulty reading cursive.
10. Avoid using idioms and slang words that might cause confusion.
11. Encourage students to participate, and encourage social interaction among ELL students and the native English speakers in class.
12. When grading tests/assignments take into consideration the lack of English support the ELL student receives after school. The ELL student is struggling to overcome many obstacles.
13. Realize that oral knowledge precedes reading or writing ability.
14. Focus on the student's message rather than on grammar, syntax or pronunciation.

II. Daily Class Procedure:

1. Provide a daily or weekly routine and maintain consistent, clear, and reasonable expectations. ELL students NEED routines and consistent expectations to feel secure so that they perform to the best of their ability.
2. Assess prior knowledge. It may be necessary to include basic terms such as printing, cursive, main idea, topic sentence, addition, diagrams, multiplication, decimal, equal, greater than, less than, minus, year, subtract, place value, telescope, grow, temperature, animals, scientific process, pollution, thermometer, ocean, road, continent, governor, democracy, etc..
3. Write down assignments and test dates. Verify that the student understands and has written the information in his/her assignment book as well.
4. Speak slowly and enunciate clearly, but do not raise your voice.
5. Use simplified language when giving instructions; repeat, rephrase, and summarize often (especially for new arrivals).
6. Accompany oral directions with written directions for student reference.
7. Add gestures, point directly to objects or draw pictures when appropriate.
8. ELLs sometimes pretend to understand more or less English than they actually do. To verify their understanding ask him/her to retell the information.
9. Check for the student's understanding of assignment directions; ask him/her to restate in their own words. Check for comprehension and assignment understanding. Question the student regarding the facts given, assignment expectations, and procedure.
10. Relate new concepts to those previously taught. Connect students' prior knowledge, interests, and life experiences to instruction.
11. Ask students to find examples in the classroom or real life.
12. Clearly relate how the information taught applies to real life.
13. Increase interaction through cooperative strategies and activities, putting ELL students in groups with English-speaking students.
14. Provide differentiated instruction.
15. Model examples of quality work. Model or demonstrate activities before students are asked to participate. Provide examples when explaining concepts.

16. Use physical activity: model, role-play, act out, etc.
17. With fill in the blank activities, provide a word bank with the same number of words as answers with each word being used once. Provide word banks on worksheets and tests. Adding visuals, pictures, photos, charts, and clip art next to words, phrases, or tasks is great.
18. Multiple choice questions for ELL students should have no more than three answers. The three answer choices should be clear and concise.
19. Provide peer, bilingual, or cross-age tutoring.
20. Post models, rubrics, and daily objectives for student reference.
21. Allow additional time for oral responses in class, as well as extra time to complete activities, assignments, and assessments.
22. Do not force reluctant students to speak.
23. Supplement your textbook with other available resources on the same topic (borrow materials from other grade levels when possible).
24. Distribute rubrics that explain what is expected of the students.
25. Talk regularly with ELL students.
26. Provide sincere praise and reinforcement as students' skill building and English develop.

III. Visuals/Vocabulary/Technology:

1. Provide explicit vocabulary instruction for all ELL students.
2. Write key vocabulary words and concepts on the board.
3. Teach students the importance of visual clues.
4. Pre-teach vocabulary and key concepts.
5. Teach using pictures, charts, graphs, objects, diagrams, and stories to illustrate new terms, vocabulary, or concepts.
6. Use a white board, chalkboard, overhead, etc. Visuals are a must!
7. Have the student draw or illustrate concepts that they understand but are unable to translate into English.

8. Encourage students to “copy” vocabulary words and/or sentences after proper letter formations occurs.
9. Teach student how to use a dictionary/ bilingual dictionary. Allow students to use bilingual dictionaries, picture dictionaries in all class work and tests depending on their proficiency levels.
10. Use computer software to reinforce skills. Utilize LMTC resources regularly.
11. Encourage the student to make a card file of vocabulary words or concepts in English on one side and native language information on the other. Like Hmong, some languages, are not written, therefore this activity would have to be adapted. With math, the student can write English words on one side and the symbols on the other. Do the same with measurement terms, ordinal numbers, etc..
12. Encourage him/her to keep a log (glossary) of difficult vocabulary words he/she encounters in the text.

IV. Reading Material/Assignments:

1. Be aware that reading materials may contain words that are culturally foreign, i.e., American holidays, foods, slang, idioms, pop culture, etc..
2. Read most important information from text or article aloud to all students.
3. Audio-tape textbook readings or provide abridged versions of texts/books. Or, find a children’s book that is a simplified version of the story.
4. Provide students with a purpose for reading.
5. Use a variety of reading materials.
6. Assign reading “chunks” for homework.
7. Provide pre-reading, during reading, and post-reading activities.

V. Writing Material/Assignments:

1. Provide students with a purpose for writing.
2. Use a variety of writing materials/genres, i.e., writing workshops, journals, etc..

3. Use a variety of writing strategies, i.e., guided writing, process writing, etc..
4. Assign short writings for homework.
5. Model many examples of good writing.
6. Use dialogue/interactive journals, response journals and simple “copying”.

VI. Teaching/Learning Strategies:

1. Model “thinking aloud” when learning new concepts. Provide additional student “think time.”
2. Use role play activities to make abstract concepts concrete.
3. Use concrete examples to help students understand concepts.
4. Teach and utilize graphic organizers, i.e., concept maps, attribute webs, k-w-l charts, SQ3R (Survey, Question, Read, Recite, Review), Venn diagram, etc..
5. Teach memory strategies. (ex. “Please excuse my dear Aunt Sally”)
6. Use cooperative groupings/pairs focusing on specific goals or tasks.

VII. Notes/Outlines/Study Guides:

1. Teach note-taking skills and outlining skills.
2. ELLs are more academically successful when provided with partial notes, study guides, or summaries before introducing new units and vocabulary.
3. Give students an outline of the lesson that highlights the key concepts.
4. Allow ELL students to copy your or someone else’s notes.
5. Provide outlines or summaries to students. Study guides for ELLs should be provided at least 10 days in advance. When possible, please provide a completed study guide for your ENL teacher. The ENL teacher will keep the study guide on file for future use.

6. Be a considerate lecturer to help struggling listeners (pass out fill-in-the blank lecture guides or graphic organizers before you lecture, etc...)

VIII. Testing:

1. Provide extended time to complete assessments.
2. Read parts or the entire test aloud to students.
3. Adapt the test by highlighting key words or sentences that capture the concepts to be learned.
4. Simplify tasks, language, and requirements on tests.
5. Provide an “old” test for the ELL student to study and better understand the expectations.

IX. Extended Time:

1. Students have limited homework support at home and with the ENL teacher.
2. ELL students require more time to comprehend and process information, as well as to produce and complete the required tasks.
3. ELL students should have extended time to complete certain homework assignments, projects, tests, quizzes, etc..

X. ELL Teacher:

1. Contact the student’s ENL teacher with concerns or needs that you or your ELL students have. They will assist in providing instruction, strategies, and/or suggestions.
2. Regularly provide the student’s ENL teacher with key vocabulary, concepts, and skills to pre-teach two weeks prior to beginning a unit. This information can be used to reinforce your teaching during the unit as well. It may be necessary to provide the ENL teacher with teaching material.
3. If possible, please provide a completed copy of a test to the ENL teacher to modify the test to accommodate.

XI. Appendices

A. Analysis of Tier 2 and Tier 3 Academic Language

Content Area: Social Studies (Global History and Geography / US History and Government)

Tier 2 Language	Tier 3 Language
<p>Abolish Achieve Adopt Adore Advance Advocate Agriculture Alien Alternative Analyze Antagonism Appropriate Ascend Aspect Association Atrocity Cataclysmic Change Circulator Circumstance Coincide Commercial Compromise Confess Confidence Conflict</p>	<p>Amend Apartheid Appeal Appeasement Aristocracy Armistice Boycott Capital Civil Rights Colony Commercial Revolution Competition Constitution Coup d'état Depression Economic System Economy Ethnic Cleansing European Union Executive Branch Federal Feudalism Genocide Globalization Government Heliocentric</p>

<p>Descend Describe Desolate Deter Develop Dictate Discuss Dispute Distinct Diverse Domesticate Ecology Emissary Enable Engage Engulf Era Establish Evaluate Exodus Experiment Explain Exploit Expose Extensive Extort Impact Impede Implement Inalienable Incite Industrial Influence Initiate Innovate</p>	<p>Holocaust Imperialism Industrial Revolution Inflation Judicial Branch Labor Organizations Legislative Branch Liberal/Moderate/Conservative Manorial Mercantilism</p>
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<p>Integrate Inundate Jurisdiction Laden Limit Lofty Maritime Method Modern Modify Multitude Novelty Partition Personnel Philosophy Possession Preservation</p>	
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Analysis of Tier 2 and Tier 3 Academic Language

Content Area: Mathematics

How to incorporate vocabulary instruction to each lesson:

- Pre-teach vocabulary for every lesson – when students are equipped with the vocabulary, they are more likely to understand the concept during instruction
- Model vocabulary when teaching new concepts
- Graphic organizers can help students grasp an understanding of mathematical terms and their relation to one another
- Use appropriate labels clearly and consistently – use the word "reciprocal" instead of using the words "flipping the fraction upside down"
- Integrate vocabulary knowledge in assessment – vocabulary should be placed strategically in questions to reinforce vocabulary knowledge along with conceptual knowledge

Tier 2 Language	Tier 3 Language
<p>Age Angle Causal Relationship Correlation Data Decreased Determine Diagram Dimensions Distance Drawing Edge Equivalent Error Expression Factor Function Given Greater than How Long In Terms of Intersection</p>	<p>Algebraic Expression Axis of Symmetry Box and Whisker Plot COS Fractional Linear Inequality Median Mode Ordered Pair Parabola Perfect Squares Probability Radical Scatter Plot Simplest Form SIN Slope TAN To the Nearest Degree (foot, mile, etc.) To the Nearest Thousandth (tenth, hundredth, etc.) Trigonometric Ratio Univariate</p>

<p>Justify Length Less Than Mean More Likely (or less likely) Parallel Percentage Purchase Random Relation Remain Represents Root Round Sets Solution Square Inches Successive Sum (difference, product) System Table Volume</p>	
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Analysis of Tier 2 and Tier 3 Academic Language

Content Area: Science

“If science is taught without explicit teaching of science language, science will “remain a foreign language to most students.”
(pp. 139, Wellington & Osborne, 2001)

Why do English Language Learners struggle with science?

Learning the language of science and the vocabulary of science presents multiple challenges for ELLs. The language and concepts of science are often abstract. This level of abstraction goes beyond the understanding of individual vocabulary words. One issue for ELL students is difficulty in understanding polysemous words (words with multiple meanings). These words may have everyday meanings and, at the same time, very specific meanings in science. (Example: A **class** of animals is not connected to a school. You do not sit at the **periodic** table.)

Tier 2 Language	Tier 3 Language
<p>Adapt Advantage Alter Alternative Ameba Analyze Apply Aquarium Associated Attach Balance Benefit Breakdown Calculate Cause Characteristic Communication Competition Composed Connect Consequence</p>	<p>Amino acid Antibodies Asbestos Asexual Autotroph Biotechnology Carbohydrate Chromosomes Codon Compound Concentration Culture Cyclic Relationships Density Direction Relationships Diffusion DNA Dynamic Relationships Fertilization Fossil Gamete</p>

<p>Contribute Control Cycle Data Decline Decomposer Define Definitive Deplete Describe Destroyed Detect Develop Disadvantage Drastically Effective Eliminated Embryo Environment Extinct Factor Fertilizer Genes Guarantee Horizontal Hypothesis Identical Identify Illustrates Leaves Observe Property Properties Statement Tendency</p>	<p>Habitat Heterotroph Incubator Inference Mass Meiosis Metabolic Mitosis Mutation Observation Offspring Organic/Inorganic Organelle Parasite Pest Pollutant Predator Prey Protein Resistance Respiration Scavenger Specimen Synthesis Trait Uterus Vaccine Variable Volume</p>
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C. Suggestions for Effectively Teaching Content to ELL Students

Adapted from: "Mainstream Teachers of English Language Learners Handbook," 2008, Tamara Hepler, Lindey Schubert, Briana Boodry, Waunakee School District (Wisconsin)

Suggestions for Effectively Teaching Spelling to ELL Students

Communication arts teachers of ELL students have successfully used the following activities and practices. Choose & Use those according to your teaching style and content area.

1. Share letter patterns, not rules initially with students.
2. Respond to ELL students' curiosity about word spellings and pronunciations with direct answers and provide additional word examples.
3. Teach students to look for familiar words within words.
4. Teach word families. Note similarities & differences in letters and sounds.
5. Encourage students to create a collection of difficult spelling words. Occasionally review with individual students to sort them into categories.
6. Use phonics learning to teach spelling.
7. Assign weekly spelling words. Consider using the district's Gr. 1-5 high frequency spelling list to boost student spelling. This is a list of over 400 frequently used words that students in these grades are expected to spell correctly in everyday writing.
8. Consider allowing student to take spelling tests orally if helpful.
9. Teach proofreading.
10. Try incorporating spelling strategies such as "Trace, Copy, "Recall", highlighting, using a tape recorder, Rebecca Sitton's spelling activities (i.e., students learn to spell forms of words, i.e., play--- plays, played, playing, playful, player, display, replay...), etc..
11. Provide spell checkers or dictionaries for all written work.

Suggestions for Effectively Teaching Writing to ELLs

Communication arts teachers of ELL students have successfully used the following activities and practices. Choose & Use those according to your teaching style and content area.

1. Use completion exercises, formulation exercises, sentence combining exercises, guided writing, classification and sequencing exercises, etc..
2. Teach students how to create an outline before having them write an essay.
3. Provide a daily or weekly writing routine and maintain consistent writing expectations, i.e., Six Traits or Collins or simply-brainstorm, select topic, write, rewrite, edit, final copy.
4. Use the Language Experience Approach (discussed in the A Sampling of Teaching Strategies section). *While ELL students are learning English, they can write by creating their own texts!
5. Use a variety of writing materials/genres, i.e., writing workshops, journals, etc..
6. Use a variety of writing strategies, i.e., guided writing, process writing, etc..
7. Model many examples of good writing.
8. Modify/shorten writing requirements and length when necessary.
9. Use of dialogue/interactive journals, response journals, story-related writing, and simple “copying”.
10. Consider assigning a fellow student as an in class “writing assistant.” Provide “in class” time to monitor initially.
11. Distribute writing rubrics that explain what is expected of the students.

Suggestions for Effectively Teaching Reading to ELL Students

Communication arts teachers of ELL students have successfully used the following activities and practices. Choose & Use according to your teaching style and content area.

1. Provide pre-, during and post- reading activities. Provide project choices.
2. Emphasize letter-sound relationships. Emphasize reading of whole phrases and sentences not single words.
3. Use a variety of reading materials and lengths. Structure, complexity, and vocabulary determine degree of reading difficulty. Utilize culturally relevant scripts based on students’ favorite books when participating in reader workshops.

4. Encourage student to choose and read material daily for pleasure.
5. Provide “in class” free reading time. Provide class resources, i.e., daily newspapers, magazines, picture and chapter books, comic books, etc..
6. Utilize books with simple words and structures, but make sure that they are age and interest appropriate.
7. Provide guided reading, independent, and paired reading experiences.
8. Read to students regularly. Tell and read stories appropriate for grade level and student interest. Nothing boring!
9. Utilize books on tape for students to use inside and outside of class. A tape recorder may also have to be provided.
10. Use a variety of reading strategies (cloze passages to determine if the student comprehends what was read, literature circles) and language building games (alphabet or number tic-tac-toe/, bingo, charades, hangman, monopoly, scrabble, word dice, etc..)
11. Consider assigning a fellow student as an in class “reading assistant.” Provide “in class” time to monitor initially. Participate in “reading buddies” with younger grade level students.
12. Ask student to keep a card file of words with multiple meanings. Review regularly. Introduce new words via class discussion, reading, etc. You may want to do the same with synonyms, antonyms, homonyms.
13. Teach prefixes and suffixes. Find base words in these and throughout reading materials.
14. Model correct English pronunciation.
15. Do the five finger check for text readability.
16. Use interactive journals, response journals, reading logs, and story-related writing, etc..

Suggestions for Effectively Teaching Math to ELL Students

The following activities and practices have been successfully used by regular classroom teachers of ELL students. Choose & Use according to your teaching style.

1. Reduce the number of language-based math problems to be completed.
2. Use manipulatives.
3. Use graph paper to align numbers when adding, subtracting, multiplying, and dividing.

4. Use calculators when appropriate.
5. Provide modeling and multiple examples of problem solving.
6. Provide written scripts of steps to use to problem solve, i.e., long division, solving two-step word problems
7. Provide number lines, multiplication charts, measurement information, etc..
8. Teach common comparison words, i.e., more, less, most, least, larger, greater than, equal, half as much, twice as many, etc..
9. Teach common words for telling time.
10. Teach the English currency system including counting and using money.
11. Teach students problem solving strategies, i.e.,

Guess & Check	Make a Table/Chart	Work Backwards
Draw a Picture	Logical Reasoning	Look for a Pattern
Make it Simpler	Make an Organized List	

12. Teach common prefixes used in math: bi-, deci-, centi-, kilo-, etc..
13. Give only a few problems of each new concept to the ELL student. Check for the student's understanding of assignment directions; ask him/her to restate in their own words. Check reading comprehension and problem understanding. Consider asking the student to read the problems aloud to you. Question the student regarding the facts given and procedures for the solution.
14. Consider assigning a "math buddy" or "tutor" for the ELL student. Provide practice assignments and time "in class" for monitoring.
15. Consider tape-recording problems. Ask the student to listen to the problem while he/she reads it. Re-listen and re-read as many times as necessary for a thorough understanding of it. (His/her buddy or tutor could record the problem.)

Suggestions for Effectively Teaching Science and Health to ELL Students

Regular classroom teachers of ELL students have successfully used the following activities and practices. Adjust according to your teaching style.

1. Focus on similarities and differences.
2. Use manipulatives. Lab experiments are effective tools!
3. Make a “chain of events” for each concept taught.
4. Teach common comparison words, i.e., more, less, most, least, larger, greater than, equal, half as much, twice as many, etc.
5. Give only a few new concepts to the ELL student. Check for the student’s understanding of assignment directions; ask him/her to restate in their own words. Check reading comprehension and assignment understanding. Consider asking the student to read part of the text aloud to you. Question the student regarding the facts given, assignment expectations, and procedure.
6. Group students together to complete tasks, or consider assigning a “science buddy” or “tutor” for the ELL student. Provide “in class” time to monitor initially.
7. Consider tape-recording readings. Ask the student to listen while he/she reads it. Re-listen and re-read as many times as necessary for a thorough understanding of it. (His/her buddy or tutor could record the reading.)
8. Adapt the test by highlighting key words or sentences that capture the concepts to be learned.
9. Include the students in many hands-on activities (observations, experiments, lab work, etc...)

Suggestions for Effectively Teaching Social Studies/History to ELL Students

Regular classroom teachers of ELL students have successfully used the following activities and practices. Adjust according to your teaching style.

1. Focus on similarities and differences, i.e., North & South during the Civil War.
2. Teach common comparison words, i.e., more, less, most, least, larger, greater than, equal, half as much, twice as many, etc.

3. Create bilingual or shared cultural timelines. Compare & contrast what was happening in your ELL student's country to our country, i.e. South Africa in the 1960's vs. America in the 1960's?
4. Give only a few new concepts to the ELL student. Check for the student's understanding of assignment directions; ask him/her to restate in their own words. Check reading comprehension and assignment understanding. Consider asking the student to read the part of the text aloud to you. Question the student regarding the facts given, assignment expectations, and procedure.
5. Consider assigning a "social studies buddy" or "tutor" for the ELL student. Provide "in class" time to monitor initially.
6. Consider tape-recording readings. Ask the student to listen while he/she reads it. Re-listen and re-read as many times as necessary for a thorough understanding of it. (His/her buddy or tutor could record the reading.)
7. Create analogies to help students link the unfamiliar with the familiar (i.e., compare government to the school).
8. Create opportunities for jigsaw learning to provide reading and study support (divide a subject or textbook chapter into parts and make each group responsible for learning and teaching one of those parts)
9. Be a considerate lecturer to help struggling listeners (pass out fill-in-the blank lecture guides or graphic organizers before you lecture, etc.)

Adapted From: Ronge, Sherri. Support Guide for K-12 Teachers.

D.ELLs with Special Needs

INSTRUCTIONAL TECHNIQUES

- Teach new concepts concretely. Provide physical examples.
- Provide the purpose of the lesson/activity.
- Use student's prior knowledge. Provide simple, direct instruction.
- Break down learning into sequential tasks or small chunks.
- Provide intensive instruction until learning is mastered. Use repetition.
- Preview and review key skills, concepts, and vocabulary.
- Use eye contact. Minimize visual or auditory distractions.
- Utilize small or paired groupings.
- Instill routines with instruction, homework, tests, and classroom management.
- Communicate with parents by informing them about class expectations and home support activities.
- Enhance instruction by using pictures, charts, maps, etc., but avoid "watering down" the content.
- Use ELL students' experiences, skills, and learning styles.
- Provide activities that students will be successful with.
- Provide sincere praise and caring.

E. FAQs

Adapted from: "Mainstream Teachers of English Language Learners Handbook," 2008, Tamara Hepler, Lindsey Schubert, Briana Boodry, Waunakee School District (Wisconsin)

Must I redesign classroom curriculum in order to accommodate ELL students?

In most cases, it is not necessary for the mainstream teacher to completely redesign curriculum in order to accommodate the ELL students. Generally teachers and ELL students experience academic success via accommodations to teacher instruction and student assignments/assessments. It is a good idea to conference with the building's ELL teacher and/or building administrator to discuss curriculum modifications and receive input and support. Modifying curriculum to help ELL students become successful learners can also benefit the students in class who are native English speakers. Some modifications that are easy to incorporate are: directly teaching vocabulary, use of visuals (white board, overhead projector, drawings, charts, tables, graphs, etc..), use of computer technology and hands-on activities, simplify the language of abstract concepts, use of high frequency words and simple sentence structure, connect new material to students' lives and culture, build connections and associations in order to access background knowledge or previously taught information, allow the student to use teacher-prepared outlines, study guides or notes, always write important information on the board (assignments, test dates, etc..), modify/simplify tasks, assignments and projects for lower level ELL students (levels 1-3), provide examples, model quality work and "think-alouds", directly teach learning strategies, etc...

How do I conveniently assess ELL students?

Evaluations of ELL students should include assessments that attend to individual needs and accomplishments. The exclusive use of tests to measure the ELL student's academic success may generate faulty comparisons between ELLs and others, create inaccurate guidelines for placement and identification for special services, and overlook what an ELL might be achieving. While tests are widely used to assess student progress, they can and should be complemented with other indicators that show how an ELL is learning, including alternative assessments. Examples of alternative assessment could include performance assessment, oral response, observations, individual or group performance assessment, essays, interviews, or portfolios, etc. A portfolio tells the story of the student's efforts, progress or achievement in (a) given area (s)." Examples of artifacts one might find within portfolios include writing samples, awards, assessment results, a tape of an interview, a series of photographs, or a drawing of an object. Other Assessment modifications include:

- Assess students' content knowledge and abilities in the native language as well as in English (if possible)
- Use a diversity of measures, such as portfolios, observations, anecdotal records, interviews, checklists, and criterion-referenced tests to measure content knowledge and skills

- Take into account students' backgrounds, including their educational experiences and parents' literacy (August & Pease-Alvarez, 1996)
- Allows extra time to complete or respond to assessment tasks
- Make other accommodations, such as permitting students to use dictionaries, word lists, notes, or the book
- Simplify tasks and language
- Use multiple choice (no more than three options) or word banks (each word used once) tests