Procedure for new students
At the time of student registration, a Home Language Survey is completed and if needed (when a language other than English is spoken in the home) an ESL teacher will give a state approved English language proficiency test to the student. A native language assessment of math and language is also administered to students who are not English language proficient. Parents are interviewed regarding previous educational history of their children, as higher native language literacy is a strength in English language learning.

Annual Assessment
New Jersey requires that school districts indicate each student’s proficiency level (1 to 6) annually through the ACCESS 2.0 test. These proficiency numbers do not correlate to grade or age levels. Potential ELL students are given English language proficiency assessments within the first few weeks of enrolling in the district and the ACCESS 2.0 in the spring of each school year. ACCESS 2.0 is a state mandated test that measures English language proficiency. The test consists of sections in listening, speaking, reading, writing, oral language (50% listening + 50% speaking), literacy (50% reading + 50% writing) and comprehension (70% reading + 30% listening).

Frequently Asked Questions
Is your school an ELL friendly school?
Helping ELLs to feel welcomed in your school requires the efforts of all staff—not just one or two individuals working with ELLs. This includes a total school approach of examining cultures that are portrayed at your school, curriculum, environment, training and education of mainstream staff, etc. If mainstream staff is expected to meet the needs of ELLs, we must assist them in determining how they can best do this through instruction, modifications, and other tools available to help them with this process. From the first moment ELL parents enter the school, they should feel welcomed into their children’s new educational environment. Every staff member should be sensitive to their needs. First impressions by staff are crucial to forming a partnership with parents.

What is the difference between ESL and Bilingual education programs?
ESL programs teach English to non-native English speaking students using real life and content learning. Students receive a minimum of 40 minutes of ESL instruction per day. Direct instruction may occur in or outside the classroom. ESL teachers are not bilingual teachers, although many do know a second language.

Bilingual teachers and programs use two languages of instruction. Content area classes are taught in both languages until English proficiency occurs. Here in Roselle:

✓ Grades K – 4
  o Students whose proficiency levels are 1 -3 are recommended to attend Harrison School (Kindergarteners will attend the Kindergarten Success Academy); Spanish speakers will be placed in the bilingual classes and other languages in the general education classes with ESL support.
  o Students whose proficiency level is above level 3 will be placed in the general education class and provided with push-in ESL services. Parents of students whose home school is Washington or Polk may elect to remain at Washington or Polk and receive ESL support for 40 minutes daily.

✓ Grades 5-8
  o Students whose proficiency levels are 1 -3 will be placed in the newcomer self-contained class where they can receive native language support in Spanish or French-Creole.
  o Students whose proficiency level is above level 3 will be placed in the general education class and provided with push-in ESL services at LV Moore and Reading and Writing ESL classes at Grace Wilday.
Grades 9-12
- Students in grades 9-12 are placed in the appropriate double period ESL level classes with the exception of Level IV students who receive one class of ESL and one class of CP English at the appropriate grade level.
- Students at proficiency level 1 and 2 will be recommended for Sheltered content level classes.
- Students with low literacy and math levels in their first languages will be placed in sheltered Math and/or reading classes.

When do schools need to implement a Bilingual program?
In New Jersey, the district board of education shall establish bilingual education programs whenever there are 20 or more ELLs in any one language classification enrolled in the school district, pursuant to N.J.S.A. 18A:35-18. However, waivers can be obtained if there are not enough students in an age/grade span or location.

Why is there a need for an ESL program now? My great-grandfather came to this country, and he did just fine without special programs.
Learning a second language takes time and dedication. Social language is learned within the first two or three years of arrival; academic language can take up to seven to ten years to achieve English proficiency. Education and job expectations long ago were less demanding than they are today.

Today, the standards movement has directly impacted English language learners, as well as mainstream students. ELL students are required to learn state-prescribed content curriculum and often demonstrate this knowledge through performance on state-mandated tests. Across the board, curriculum and computer/technology dependence have become more advanced and complex. Many of the concepts presented in high school today were not introduced until college years earlier.

Today's high-technology global economy requires that youth entering the job market have the training and life skills necessary to get and keep available jobs. In order for people to be able to compete in the job market, they need English skills, knowledge of how to use the technology of the 21st century. People need to have the ability to access information quickly in today's job market. Some other important social skills that many employers look for include cooperation, cultural tolerance, leadership, conflict resolution, and decision making. If we don't support, accommodate, and help ELL students to become successful, we are creating more of a burden on society.

Must I redesign classroom curriculum in order to accommodate ELL students?
No. 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 ESL teacher(s) 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, smartboard, 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..

You can refer to the section “Suggestions for effectively teaching ELL students” for more ideas.

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

What opportunities are there for regular classroom teachers to learn more about teaching ELL students?

You can visit the New Jersey Department of Education Bilingual Home Website (http://www.state.nj.us/education/bilingual/resources/) which contains useful ELL information as well as professional development opportunities.

Adapted from:
| **List of Terms Related to English Language Learners (ELL)**
| **Glossary of Terms and Acronyms** |
| ACCESS 2.0 for ELLs | Assessing Comprehension and Communication in English State-to-State for English Language Learners. This is a required annual assessment for all New Jersey ELLs who are receiving program support. This test is used to determine the English language proficiency level. |
| Acculturation | The process of adapting to a new cultural environment. |
| Affective Filter Hypothesis | This hypothesis by Stephen Krashen and Tracy Terrell says that a student's negative feelings and lack of self confidence and/or motivation can hinder their progress when learning a new language. |
| Assimilation | The native culture is essentially eliminated from a person's cognitive behavior as the second culture takes its place. |
| Authentic Assessment | Allowing students various methods of assessment to demonstrate their knowledge and abilities based as closely as possible to real life experiences. |
| BICS | (Basic Interpersonal Communication Skills) Social Language that is less cognitively demanding. |
| Bilingual Instruction | Instruction using two languages, the student’s first language and a second language. |
| CALP | (Cognitive Academic Language Proficiency) Language proficiency related to academic setting. Language that is more intellectually demanding and abstract. |
| CLD | Culturally and Linguistically Different |
| Comprehensible Input | The language the learner already knows plus a range of new language that is made comprehensible by the use of planned strategies. |
| Content-Based ESL | A second language learning approach where teachers use instructional materials, learning tasks, and classroom techniques from academic content areas to develop second language, content, cognitive and study skills. |
| Culture | The sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes, and artifacts. Culture also involves traditions, habits or customs; how people behave, feel and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating, and acting. |
| ELL | English Language Learner (preferred acronym) |
| ELP | English Language Proficiency. In New Jersey this is evaluated on a scale of 1-6, with 1 being very low English proficiency and 6 being fluent English. |
| NES | Non English Speaker |
| ESL | English as a Second Language |
| FEP | Fluent English Proficient |
| FES | Fluent English Speaker |
| Home Language | Language(s) spoken in the home by significant others (e.g., family members, caregivers); sometimes used as a synonym for first language, primary language, or native language |
| Language Proficiency | The level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes |
| L1 | First Language Learned |
| L2 | Second Language Learned |
| LEP | Limited English Proficiency |
| NEP | Non English Proficient |
| Newcomer | Any non-English speaking student who has never attended American schools and is new to this country |
| OCR | Office for Civil Rights |
| PHLOTE | Primary Home Language Other Than English |
| Primary language | First or native language spoken by an individual |
| Pull-out Instruction | When students are withdrawn from their regular classrooms for one or more periods a week for special classes of ESL instruction in small groups |
| Realia | Concrete objects used to relate classroom teaching to real life (e.g., use of actual foods and supermarket circulars to develop the language related to foods, food purchasing) |
| SAE | Students Acquiring English |
| Scaffolding | Temporary supports that permit L2 learners to participate before they are able to do so unassisted |
Sheltered Instruction | An approach in which students develop knowledge in specific subject areas through the medium of English. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.

TESOL | Teaching English to Speakers of Other Languages

W-APT™ | WIDA Assessment of ELLs Placement Test. This is a screening test used to determine the ELP level of new ELLs or ELLs who were not available during the ACCESS for ELL® testing window.

WIDA | A consortium of 39 states who design the ACCESS for ELL® and W-APT™ and oversee the annual testing of ELLs.

Sources:

Background Description ESL/ELL/LEP

1. What does ESL, LEP, ELL – all that – mean? These all refer to students who are learning English as an additional language.

<table>
<thead>
<tr>
<th>ESL – English as a Second Language</th>
<th>ESL is the “old” term.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEP – Limited English Proficient</td>
<td>LEP is the legal term.</td>
</tr>
<tr>
<td>ELL – English Language Learners</td>
<td>ELL is the preferred term today by most teachers and families. Many times you will see ELL referring to the students and ESL referring to teacher and program</td>
</tr>
</tbody>
</table>

2. **Who Are Limited English Proficient (LEP) Students?**

The state of New Jersey defines a student with limited English proficiency a student for whom English is not his native or first language. English Language Learner, or ELL, is only one term to describe this type of student.

**Who are the Limited English Proficient (LEP) Students?**

- Some may be children of immigrants (documented or undocumented) seeking greater economic benefits and educational opportunities.
- Some may have been adopted by American parents.
- Some may be children of parents working or studying temporarily in the United States.
- Some may be children of migrant parents who seek seasonal employment.
- Some may be children of recent immigrants seeking refuge from political repression or military aggression.
- Some may be children who have witnessed the violent loss of family members.
- Some may have been born in the United States but primarily speak a language other than English in their homes.
- Some may seem to converse in English comfortably but have parents who have not yet learned English.

3. **Is my new student from another country or from another U.S. school?**

If your new ELL student is directly from another country, his/her English skills may be nonexistent, minimal or adequate. The administrator, guidance counselor, parent and/or ESL teacher will inform you of his/her prior English instruction and abilities.

If your new ELL student is transferring from another U.S. school, it is likely he/she will have some English speaking, listening, reading and writing ability. Most students who have attended a U.S. school for at least six months will be able to speak/understand some conversational English. If his/her previous English language proficiency assessment information isn't shared with you, ask for it. It should be included in the transferred school records.

If your new ELL student has been in the U.S. for quite some time and/or grew up in the U.S., his/her education may or may not be typical...

- He/she may or may not have received ELL services.
- He/she may have already been exited from an ELL program.
- He/she may have attended a bilingual school.
- He/she may have been primarily mainstreamed but attended ESL Math and/or ESL English classes.
4. Second Language Acquisition & Learning
The most natural way to learn a language is to listen and repeat what is heard. Children all over the world do this every day. Given enough time and exposure, ELL students learn English by this method too. During this process, language errors are expected even when they have been corrected time and again.

Language learning is a conscious process similar to what students learn when they are learning Spanish or French in school. Vocabulary, grammatical rules, and verb conjugation knowledge generally teach students about a language; it takes time for students to use the language daily. As ELL students become more comfortable speaking and their vocabulary grows, they delight in participating in class assignments, particularly in small group activities.

Language acquisition is a natural, effortless, sub-conscious process that never stops. It involves how to use a language and how to communicate. Generally, students experience a “silent period” when they begin understanding English (like infants) but are not ready to speak. This may last days, weeks or a few months. When there is speech, one word answers (yes, no), routine phrases (Thank you.), and short phrases (No way.), are most common. Focusing on communication rather than grammatical errors is critical in building students’ language confidence.

There are the two types of language acquisition.

1. BICS: Basic Interpersonal Communication Skills
   These language skills involve daily, social communication.
   They require an average of 1 – 4 years to develop.

2. CALP: Cognitive Academic Language Proficiency
   These language skills involve academics, i.e., predicting, problem solving, analyzing, and inferring information.
   They require an average of 5 - 7 years to develop.

A child’s ability to learn a second language is greatly influenced by his/her native language proficiency and literacy. Native language competency is the foundation for acquiring and learning additional languages, i.e., a student who is a weak speaker in his/her native language, will struggle enormously to learn an additional language. Regardless, students must be relaxed and receptive as language can only be acquired when it is understood- this is comprehensible input.

Second language acquisition can’t be hurried. Nevertheless, YOU CAN provide experiences in your classroom that promote language acquisition. These include:

- Teach students to read & write only what he/she understands in English.
- Teach students to understand English through visuals, objects, pictures, dramatizations, etc.
- Provide scaffolding so that content teaching is comprehensible to the student.
- Provide practice opportunities for students after learning a new concept/skill in English.
- Provide opportunities for students to choose the correct word, phrase or structure in English.
- Provide multiple activities for students to use the new English information/skills.
- Promote daily reading for pleasure at the student's independent reading level.
- Teach reading strategies and provide practice opportunities on a regular basis.
- Recognize that writing and spelling take longer to acquire for ELL students in English.

Like native English speaking students, ELL students, bring a diverse set of skills, abilities, and experiences to your classroom. However, your ELL student will likely have a greater degree of difficulty and/or frustration in expressing thoughts, participating in discussions, answering content area questions, and comprehending academic material in English than other students. Some may experience health-related
issues or family financial difficulties; some students may work long hours before or after the school day. It is likely that the ELL student WILL NOT have homework support at home in terms of parent help in English, access to a home computer, or even supplies for homework projects. Often, our foreign culture and their lengthy adjustment may dominate family members’ energy; immigration issues may also disrupt student learning and family communication.

It is vital that we remember that though a student may be limited in English skills, this DOES NOT mean that he/she is limited thinking proficient.

5. **Acculturation**
Acculturation is the process of adjusting to a new place, situation, or language. Your ELL students will experience acculturation on many levels – to the United States, to English, to American culture, to school – the possibilities are endless. Knowing the stages of acculturation and what ELL students go through will help you understand them much better.

**Stage 1-Euphoria**
They feel excitement, enthusiasm and optimism for everything in the host culture.

**Stage 2-Culture Shock**
- There are feelings of negativity ranging from irritability to hostility, from anxiety to outright panic.
- This stage is similar to stages of grief.

**Stage 3-State of Normalness**
- There is a gradual recovery of equilibrium and objectivity.
- The students begin to acknowledge the positive and negative aspects of both cultures. --- They may experience an identity crisis.

**Stage 4-Assimilation or Adoption**
- The new culture is accepted.
- There is a recovery of self confidence and identity.

6. **Cultural Differences**

Because culture is passed on from generation to generation, it is a part of who we are and where we come from. Culture involves more than values, beliefs, customs, manners, and laws. Embedded in cultures are also language preferences, morals, behaviors, ceremonies, knowledge, manners, and social structures.

Thus, there are several factors that affect English language learning and cultural adjustment. These include:

- age
- personality
- social needs
- cognitive abilities
- arrival date
- acculturation stage
- family expectations
- native language competency
- prior educational experiences
- socioeconomic class
- attitude toward American culture
- ability of family to assist child
- outside school opportunities to practice language
- anxiety
- confidence
- learning style
- motivation to learn language
- reason for coming to the U.S.
Cultural Differences

Visual communication is defined by anything consisting of eye contact, facial expressions, patterns of touch, gestures, spatial arrangements, tones of voice, expressive movement, and other cultural differences. Communication is the transfer of information and ideas during interactions between people, and language is only one type of communication. The most commonly used, although it may not be as noticeable, is nonverbal communication. Our culture governs the manner in which we approach and interpret non verbal communication. Very few gestures are universally understood and interpreted. What is perfectly acceptable in the United States may be rude, or even obscene, in other cultures.

Here is an overview of how the gestures used unconsciously may be misunderstood.

<table>
<thead>
<tr>
<th>Gesture that is culturally appropriate in the United States</th>
<th>Gesture that is culturally inappropriate in another country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beckon with index finger</td>
<td>To motion with the index finger to call someone is insulting, or even obscene, in many cultures. Some countries that may find this gesture offensive include: Middle or Far East; Portugal, Spain, parts of Latin America, Japan, Indonesia and Hong Kong. It is more acceptable to beckon with the palm down, with fingers or whole hand waving.</td>
</tr>
<tr>
<td>Point at something using index finger</td>
<td>It is impolite to point with the index finger in the Middle and Far East. Use an open hand or your thumb (in Indonesia).</td>
</tr>
<tr>
<td>Make a “V” sign</td>
<td>This means &quot;Victory&quot; in most of Europe when you make this sign with your palm facing away from you. If you face your palm in, the same gesture means &quot;Shove it&quot; in some countries</td>
</tr>
<tr>
<td>Smile</td>
<td>This gesture is universally understood. However, in various cultures there are different reasons for smiling. The Japanese may smile when they are confused or angry. In other parts of Asia, people may smile when they are embarrassed. People in other cultures may not smile at everyone to indicate a friendly greeting as we do in the United States. A smile may be reserved for friends. It is important not to judge students or their parents because they do not smile, or smile at what we would consider &quot;inappropriate&quot; times.</td>
</tr>
<tr>
<td>Sit with soles of shoes showing</td>
<td>In many cultures, this sends a rude message. In Thailand, Japan and France as well as countries of the Middle and Near East showing the soles of the feet demonstrates disrespect. You are exposing the lowest and dirtiest part of your body so this is insulting.</td>
</tr>
<tr>
<td>Form a circle with fingers to indicate “O.K.”</td>
<td>Although this means “O.K.” in the U.S. In Mexico, Brazil and Germany, this gesture is obscene. In Japan, this means “money.” In France, it has the additional meaning of “zero” or “worthless.”</td>
</tr>
<tr>
<td>Pat a student on the head</td>
<td>This is very upsetting to some students from Asia. The head is the repository of the soul in the Buddhist religion. Children from cultures which are influenced by Buddhism will feel uncomfortable if their head is touched.</td>
</tr>
<tr>
<td>Pass an item to someone with one hand</td>
<td>In Japan, this is very rude. Even a very small item such as a pencil must be passed with two hands. In many Middle and Far Eastern countries it is rude to pass something with your left hand which is considered “unclean.”</td>
</tr>
<tr>
<td>Wave hand with the palm facing outward to greet someone</td>
<td>In Europe, waving the hand back and forth can mean “No.” To wave &quot;good-bye,&quot; raise the palm outward and wag the fingers in unison, This is also a serious insult in Nigeria if the hand is too close to another person’s face.</td>
</tr>
<tr>
<td>Nod head up and down to say “Yes.”</td>
<td>In Bulgaria and Greece, this gesture means “No.”</td>
</tr>
<tr>
<td>Handshake</td>
<td>Although generally adopted around the world. Southeast Asians press together; Japanese bow; Middle Easterners and many Asians favor a gentle grip.</td>
</tr>
<tr>
<td>Direct Eye Contact</td>
<td>Some Asian people, West Indians, and Native Americans consider it to be rude or disrespectful, or intimidating. It also may indicate sexual overtones in some Latin American countries.</td>
</tr>
<tr>
<td>Thumbs Up</td>
<td>This means good or “O.K.”, or it is used for hitch-hiking in the United States In Nigeria it is a rude gesture. In Australia, if pumped up and down is an obscene gesture. In Germany and Japan it is the signal for “one”.</td>
</tr>
<tr>
<td>Whistling</td>
<td>Throughout Europe, whistling at public events is a signal of disapproval, even derision.</td>
</tr>
</tbody>
</table>

Adapted From:
**WIDA (World Class Instructional Design and Assessment) Performance Definitions**

At the given level of English language proficiency, English language learners will process, understand, produce or use:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</thead>
</table>
| 1 – Entering | • Pictoral or graphic representation of the language of the content areas  
• Words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
| 2 – Beginning | • General language related to the content areas  
• Phrases or short sentences  
• Oral or written language with phonological, syntactic or semantic errors that often impede the communication when presented with one to multi-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support |
| 3 – Developing | • General and some specific language of the content areas  
• Expanded sentences in oral interaction or written paragraphs  
• Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| 4 – Expanding | • Specific and some technical language of the content areas  
• A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
• Oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support |
| 5 – Bridging | • Specialized or technical language of the content areas  
• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse including stories, essays or reports  
• Oral or written language approaching comparability to that of proficient English peers when presented with grade level material |
| 6 – Reaching | • Specialized or technical language reflective of the content areas at grade level  
• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
• Oral or written communication in English comparable to proficient English peers |
# ELL Proficiency Levels

<table>
<thead>
<tr>
<th>ENTERING</th>
<th>EMERGING</th>
<th>DEVELOPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image](54x558 to 167x716)</td>
<td>![Image](189x572 to 423x716)</td>
<td>![Image](445x558 to 557x716)</td>
</tr>
</tbody>
</table>

**The low beginning ELL...**
- 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

**The high beginning ELL...**
- Can comprehend simple phrases and short sentences
- Has begun to speak using words and short phrases
- Is developing an understanding of English print

**The low intermediate ELL...**
- Can participate with some aptitude in everyday conversations about limited topics
- Demonstrates some proficiency using academic language
- Is developing basic reading and writing skills

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**EXPANDING**

**BRIDGING**

---

**The high intermediate ELL...**
- Can participate with aptitude in everyday conversations
- Demonstrates moderate proficiency using academic language
- Has functional reading/writing skills

**The advanced ELL...**
- 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
Informal Descriptors of Oral Language Proficiency in English: **SPEAKING**

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>ENTERING</th>
<th>EMERGING</th>
<th>DEVELOPING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaking</td>
<td>• virtually no English Speaking proficiency</td>
<td>• begins to communicate personal and survival needs</td>
<td>• asks and answers questions about personal and familiar simple topics</td>
<td>• converses intelligibly in most social situations, but academic conversations are challenging</td>
<td>• participates effectively in both social and academic conversations with only occasional idiomatic difficulties</td>
</tr>
<tr>
<td>(a) fluency</td>
<td>• repeats an occasional word(s) • speech is halting and fragmented • limited or no social classroom conversation • virtually no knowledge of English sentence structures</td>
<td>• frequent basic errors • uses one word utterances and short phrases</td>
<td>• speaks hesitantly, often rephrasing and searching for words and/or the correct manner of expression • speech is better in everyday conversations than in classroom discussions</td>
<td>• speaks with occasional hesitation • speech is generally fluent with occasional lapses while seeking appropriate expressions in classroom discussions</td>
<td>• speaks with near native fluency • hesitations do not interfere with most communication • speech in both everyday conversations and Classroom discussions is relatively effortless</td>
</tr>
<tr>
<td>(b) Structure</td>
<td>• virtually no English vocabulary</td>
<td>• many errors in grammar and order • must rephrase often</td>
<td>• uses mainly present tense verbs • omits words and endings often • frequent errors of grammar and word order</td>
<td>• uses some sentence variety • inconsistency in applying rules of grammar • some errors in word order, endings</td>
<td>• grammatical usage and word order approximate that of a native-English speaker</td>
</tr>
<tr>
<td>(c) Vocabulary</td>
<td>• uses functional vocabulary • vocabulary is limited • frequent misuse of words</td>
<td>• uses limited vocabulary • conversation limited by lack of vocabulary in social and classroom discussions</td>
<td>• uses adequate vocabulary • few word usage errors • conversation in social situations is adequate • limited classroom conversation</td>
<td>• use of vocabulary and idioms approximate that of a native-English speaker in conversations, in social situations, and in the classroom • uses varied vocabulary</td>
<td></td>
</tr>
</tbody>
</table>
## Informal Descriptors of Oral Language Proficiency in English: LISTENING

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>ENTERING</th>
<th>EMERGING</th>
<th>DEVELOPING</th>
<th>EXPANDING</th>
<th>BRIDGING</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Listening</td>
<td>• understands virtually no English conversation</td>
<td>• begins to understand words and phrases in conversations that help meet personal and survival needs</td>
<td>• understands and answers questions in conversations and familiar experiences and topics are the main focus of comprehension</td>
<td>• understands conversations in most social situations but academic understanding presents difficulty</td>
<td>• understands both social and academic conversations with only occasional idiomatic difficulties</td>
</tr>
<tr>
<td>Aural Comprehension</td>
<td>• does not understand most English words and phrases but only if spoken slowly</td>
<td>• understands a few English words and phrases but only if spoken slowly requires frequent repetition has difficulty following conversations of any length has difficulty following the sequence of simple directions can only recall and retell a few events in a story</td>
<td>• can follow simple social conversations when the topics are familiar understands most of what is said if it is spoken slowly following classroom directions is difficult does not understand conversations about most academic subject matter or content</td>
<td>• understands most social conversations at normal speed understands most classroom discussions and uses requests for repetition, rephrasing, and clarification to support comprehension has difficulty understanding conversations about academic subject content</td>
<td>• understands most social conversations at normal speed, both in and out of the classroom can recall and retell most information heard in an appropriate sequence understands most discussions of academic content in subject class</td>
</tr>
<tr>
<td>FOCUS</td>
<td>ENTERING</td>
<td>EMERGING</td>
<td>DEVELOPING</td>
<td>EXPANDING</td>
<td>BRIDGING</td>
</tr>
<tr>
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<td>---------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3. Reading</td>
<td>• virtually no proficiency in reading in English</td>
<td>• beginner reader English</td>
<td>• reads basic, simple reading material in English</td>
<td>• expanding reading ability to include some content material in English</td>
<td>• reads and understands general academic material in English</td>
</tr>
<tr>
<td>• narrative or literacy</td>
<td>• listens to stories read aloud</td>
<td>• can follow along with choral reading</td>
<td>• retells the beginning, middle, and end of most stories</td>
<td>• reads some narrative material independently</td>
<td>• reads and understands general narrative and expository material</td>
</tr>
<tr>
<td></td>
<td>• can repeat some words</td>
<td>• can retell some parts of simple narrative texts</td>
<td>• recognizes plot, character, and the main story events</td>
<td>• recognizes setting, character, plot, climax, conflict, and resolution</td>
<td>• relates reading to experiences</td>
</tr>
<tr>
<td></td>
<td>• recognizes sound/symbol relationships</td>
<td>• uses some phonics and/or other decoding skills</td>
<td>• reads and understands some simple content/expository text material</td>
<td>in most stories</td>
<td>• uses a variety of reading strategies</td>
</tr>
<tr>
<td></td>
<td>• shows an awareness of print</td>
<td>• reads simple descriptive lesson material</td>
<td>• makes regular use of the dictionary to seek word meanings</td>
<td>• can read orally</td>
<td>• recognizes literary elements and genres</td>
</tr>
<tr>
<td></td>
<td>• shows an awareness that words have meaning</td>
<td></td>
<td></td>
<td>• has awareness of the meaning conveyed in poetry</td>
<td>• can extract important details from text</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• can predict content and read between the lines sometimes and make</td>
<td>• still reads below native-English speed and sometimes needs to use a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>inferences</td>
<td>dictionary to aid comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• comprehension of content vocabulary in core academic subject areas is</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>expanding</td>
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</tr>
<tr>
<td>FOCUS</td>
<td>ENTERING</td>
<td>EMERGING</td>
<td>DEVELOPING</td>
<td>EXPANDING</td>
<td>BRIDGING</td>
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<tr>
<td>4. Writing</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• narrative or literary</td>
<td>• virtually no proficiency in writing in English</td>
<td>• beginner writer in English</td>
<td>• writes basic, simple sentences in English</td>
<td>• expanding ability to write in literary and academic subject areas in English</td>
<td>• writes well both literary/narrative and academic/expository</td>
</tr>
<tr>
<td>• core academic content or expository</td>
<td>• writes letters or single, simple words</td>
<td>• writes or copies phrases and patterned, simple sentences</td>
<td>• writes simple sentences in the present tense</td>
<td>• able to write a simple paragraph with little elaboration of ideas</td>
<td>• able to coherently connect more than one paragraph</td>
</tr>
<tr>
<td></td>
<td>• copies letters and simple words from a model</td>
<td>• uses limited and repetitious vocabulary in writing samples</td>
<td>• has trouble with subject-verb agreement in writing</td>
<td>• writing exhibits inconsistent use of a variety of verb tenses, subject-verb agreement, and other errors</td>
<td>• can elaborate on ideas</td>
</tr>
<tr>
<td></td>
<td>• exhibits little awareness of spelling, capitalization, or punctuation</td>
<td>• uses phonetic spelling</td>
<td>• run-on sentences are common structures in writing</td>
<td>• limited use of transition words, articles, prepositions, and descriptive details</td>
<td>• is able to present a main idea with supporting details</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• makes frequent errors in structure and spelling, obscuring meaning</td>
<td>• uses high-frequency words</td>
<td>• uses punctuation, capitalization, and conventional spelling but continues to make some errors that interfere with meaning</td>
<td>• uses appropriate verb tenses most of the time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• writes very slowly</td>
<td>• has some difficulty with word order</td>
<td>• errors in sentence structure do not interfere with meaning</td>
<td>• errors in sentence structure do not interfere with meaning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• often omits endings and/or words</td>
<td>• uses varied vocabulary that is appropriate for different styles/purposes</td>
<td>• uses varied vocabulary that is appropriate for different styles/purposes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• uses some capitalization, punctuation, and transitional spelling</td>
<td>• very few errors in mechanics-organization, punctuation, or spelling</td>
<td>• very few errors in mechanics-organization, punctuation, or spelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• errors frequently interfere with meaning</td>
<td>• writes with some errors in idioms</td>
<td>• writes with some errors in idioms</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• little understanding of paragraph organization</td>
<td>• speed is improving but still writes below the speed of native-English writers</td>
<td>• speed is improving but still writes below the speed of native-English writers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• writes simple sentences about academic content but cannot collect information and write in detail</td>
<td>• shows little ability to write expository/argumentative material/essays</td>
<td>• shows little ability to write expository/argumentative material/essays</td>
</tr>
</tbody>
</table>
Ideas for Instruction and Assessment of ELL Students According to their language Proficiency Level

Level 1 ELL Students Can:
- Attend to activities, instructions, and/or stories
- Point to objects, pictures, words, and/or environmental print
- Label objects and pictures
- Discriminate between objects, relationships, and/or processes
- Carry out one step directions
- Sort pictures, pictures with words and/or pictures with phrases into categories of the students’ and/or teachers’ choice
- Arrange pictures in sequential order
- Make a collage about a story or topic
- Make a photo journal and label each entry
- Draw an ending to a story
- Illustrate and label concepts using a graphic organizer
- Construct tables, charts, graphs, maps or other displays
- Identify and associate written symbols (such as numerals, the compass rose) and environmental print to words

Level 2 ELL Students Can:
- Name objects, relationships, and/or processes
- Carry out multiple step directions
- Define, compare, and categorize objects
- Categorize phrases according to their occurrence (such as ‘beginning’, ‘middle’ or ‘end’)
- Associate phrases with specific people, places, things and/or events (such as countries and their types of government, characteristics of different plants, or types of angles)
- Discuss a story, issue, or event and predict what might happen
- Outline a series of events using a timeline
- Enact a story or event while peers take turns describing student actions and a recorder writes them down
- Describe a set of facts using resources or displays
- Formulate questions related to a topic
- Complete graphic organizers
- Interpret graphs and charts
- Draw a sequence of events or key aspects of a process
- Use manipulatives and real objects to solve problems
- Locate and use reference material
- Analyze and evaluate information in context
Level 3 ELL Students Can:
- Describe elements of a story grammar (characters, setting), events, objects, processes and/or relationships
- Brainstorm and write sentences about what students know about a topic
- Arrange sentences or ideas using a graphic organizer
- Take notes on graphic organizers
- Write up notes in paragraph form
- Compare and contrast an issue, objects, events or people using a Venn diagram
- Formulate hypotheses based on data, observation, or information
- Design a survey, conduct it, analyze the data and present the results graphically
- Interview persons considered primary sources of information and write responses to questions
- Analyze an everyday task (such as tying a shoe, walking to school) by stating or writing step-by-step directions
- Make statements from information displayed in graphic form
- Generate and ask questions of outside experts and record responses
- Identify critical information and summarize
- Create stories based on personal experiences
- List an equal number of reasons for the pro and con sides of a controversial issue
- Produce an illustrated book or cartoon
- Outline a report
- Retell a story or restate facts and key concepts
- Make inferences based on what is heard, observed, or read
- Reflect on themselves as readers, writers, mathematicians, scientists or social scientists
- Engage in process writing
- Construct a model from what is read
- Explain a process procedure

Level 4 ELL Students Can:
- Take a stance on a personal or familiar issue and defend it
- Edit writing for a specific purpose and then revise
- Categorize types of writing by genre
- Write for multiple purposes and varied audiences
- Supply technical vocabulary in speaking and writing
- Analyze information, draw conclusions, and summarize orally or in writing
- Provide evidence through details and examples
- Pose creative solutions to issues or real life problems
- Use a multiple array of learning strategies
- Make a speech or give an oral report

Level 5 ELL Students Can:
- Author and illustrate magazine articles or books
- Research an academic topic using multiple resources, including the Internet, and produce an oral or written report
- Investigate issues and write a persuasive essay
- Read and react to books of multiple genres
- Produce complex projects with demonstrations and exhibitions
- Explain abstract concepts
- Use idiomatic expressions and nuances of the language
## What an ELL Student CAN do in Class at Different Stages

<table>
<thead>
<tr>
<th>What an ESL student can do in class:</th>
<th>Entering</th>
<th>Emerging-Developing</th>
<th>Developing-Bridging</th>
<th>Bridging-Reaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pantomime</td>
<td>Pantomime</td>
<td>Pantomime</td>
<td>Pantomime</td>
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<tr>
<td>Gesture</td>
<td>Gesture</td>
<td>Gesture</td>
<td>Gesture</td>
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<tr>
<td>Draw</td>
<td>Draw</td>
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<tr>
<td>Listen</td>
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<tr>
<td>Point</td>
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<tr>
<td>Move</td>
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<tr>
<td>Choose</td>
<td>Choose</td>
<td>Choose</td>
<td>Choose</td>
<td>Choose</td>
</tr>
<tr>
<td>Match Pictures</td>
<td>Match Pictures</td>
<td>Match Pictures</td>
<td>Match Pictures</td>
<td>Match Pictures</td>
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<tr>
<td>Nod yes and no</td>
<td>Nod yes and no</td>
<td>Nod yes and no</td>
<td>Nod yes and no</td>
<td>Nod yes and no</td>
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<tr>
<td>Copy</td>
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<tr>
<td>Math drill &amp; Practice</td>
<td>Math drill &amp; Practice</td>
<td>Math drill &amp; Practice</td>
<td>Math drill &amp; Practice</td>
<td></td>
</tr>
<tr>
<td>Spelling words</td>
<td>Spelling words</td>
<td>Spelling words</td>
<td>Spelling words</td>
<td>Spelling words</td>
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<tr>
<td>List (from word list)</td>
<td>List (from word list)</td>
<td>List (from word list)</td>
<td>List (from word list)</td>
<td></td>
</tr>
<tr>
<td>Categorize (from word list)</td>
<td>Categorize (from word list)</td>
<td>Categorize (from word list)</td>
<td>Categorize (from word list)</td>
<td></td>
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<tr>
<td>Label (from word list)</td>
<td>Label (from word list)</td>
<td>Label (from word list)</td>
<td>Label (from word list)</td>
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<tr>
<td>Repeat from memory</td>
<td>Repeat from memory</td>
<td>Repeat from memory</td>
<td>Repeat from memory</td>
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<tr>
<td>Recite from memory</td>
<td>Recite from memory</td>
<td>Recite from memory</td>
<td>Recite from memory</td>
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</tr>
<tr>
<td>Use present tense verbs</td>
<td>Use present tense verbs</td>
<td>Use present tense verbs</td>
<td>Use present tense verbs</td>
<td></td>
</tr>
<tr>
<td>Write words/simple sentences</td>
<td>Write words/simple sentences</td>
<td>Write words/simple sentences</td>
<td>Write words/simple sentences</td>
<td></td>
</tr>
<tr>
<td>Describe (limited)</td>
<td>Describe</td>
<td>Describe</td>
<td>Describe</td>
<td>Describe</td>
</tr>
<tr>
<td>Define (limited)</td>
<td>Define</td>
<td>Define</td>
<td>Define</td>
<td>Define</td>
</tr>
<tr>
<td>Explain (limited)</td>
<td>Explain</td>
<td>Explain</td>
<td>Explain</td>
<td>Explain</td>
</tr>
<tr>
<td>Recall (limited)</td>
<td>Recall</td>
<td>Recall</td>
<td>Recall</td>
<td>Recall</td>
</tr>
<tr>
<td>Retell (limited)</td>
<td>Retell</td>
<td>Retell</td>
<td>Retell</td>
<td>Retell</td>
</tr>
<tr>
<td>Summarize (limited)</td>
<td>Summarize</td>
<td>Summarize</td>
<td>Summarize</td>
<td>Summarize</td>
</tr>
<tr>
<td>Role play (limited)</td>
<td>Role play</td>
<td>Role play</td>
<td>Role play</td>
<td>Role play</td>
</tr>
<tr>
<td>Compare/contrast (limited)</td>
<td>Compare/contrast</td>
<td>Compare/contrast</td>
<td>Compare/contrast</td>
<td>Compare/contrast</td>
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<tr>
<td>Give opinions</td>
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<tr>
<td>Defend</td>
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<tr>
<td>Debate</td>
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<tr>
<td>Justify</td>
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<tr>
<td>Examine</td>
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<tr>
<td>Analyze</td>
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<tr>
<td>Create</td>
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</tr>
<tr>
<td>Evaluate</td>
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</tr>
</tbody>
</table>

Please remember that these stages and activities are relative. Each student’s motivation and ability levels will affect how quickly and how well s/he acquires language, in addition to what and how well s/he does in class.

### Sources:


Questioning Techniques by Language Acquisition Stages

Entering:
✓ Point to the …
✓ Find the …
✓ Put the _______ next to the ________.
✓ Do you have the _______?
✓ Is this a ________?
✓ Who wants the ________?

Emerging:
✓ Yes/No
✓ Either/or
✓ One word response
✓ Questions eliciting word lists
✓ Two word response
✓ Who, What, When, Where

Developing:
✓ Why?
✓ How?
✓ How is ______ like __________?
✓ Tell me about …
✓ Describe …
✓ How would you change __________?

Expanding:
✓ What do you recommend?
✓ How do you think _________ will __________?
✓ What is __________ mainly about?
✓ What is your opinion?
✓ How are _______ and __________ similar/different?
✓ What would happen if …?
✓ Which do you prefer? Why?

Adapted from:
<table>
<thead>
<tr>
<th>Predominant Language Functions Required in Selected Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LISTENING</strong></td>
</tr>
<tr>
<td>1. Understanding explanations</td>
</tr>
<tr>
<td>2. Listening for specific information</td>
</tr>
<tr>
<td>3. Understanding explanations without concrete referents</td>
</tr>
<tr>
<td>4. Following directions for experiments</td>
</tr>
<tr>
<td>5. Understanding oral numbers</td>
</tr>
<tr>
<td>6. Understanding oral word problems</td>
</tr>
<tr>
<td><strong>SPEAKING</strong></td>
</tr>
<tr>
<td>1. Answering questions</td>
</tr>
<tr>
<td>2. Asking for clarification</td>
</tr>
<tr>
<td>3. Participating in discussions</td>
</tr>
<tr>
<td>4. Explaining and demonstrating a process</td>
</tr>
<tr>
<td>5. Presenting oral reports</td>
</tr>
<tr>
<td>6. Explaining how an answer was derived</td>
</tr>
<tr>
<td><strong>READING</strong></td>
</tr>
<tr>
<td>1. Understanding specialized vocabulary</td>
</tr>
<tr>
<td>2. Understanding information/explanations in textbooks</td>
</tr>
<tr>
<td>3. Finding information from graphs, charts and tables</td>
</tr>
<tr>
<td>4. Following directions for experiments</td>
</tr>
<tr>
<td>5. Finding information in reference materials</td>
</tr>
<tr>
<td>6. Reading at varied rates (skimming and scanning)</td>
</tr>
<tr>
<td>7. Reading mathematical notations and equations</td>
</tr>
<tr>
<td>8. Understanding written word problems</td>
</tr>
<tr>
<td><strong>WRITING</strong></td>
</tr>
<tr>
<td>1. Writing answers to questions</td>
</tr>
<tr>
<td>2. Noting observations</td>
</tr>
<tr>
<td>3. Describing experiments</td>
</tr>
<tr>
<td>4. Writing reports</td>
</tr>
<tr>
<td>5. Labeling maps, graphs and charts</td>
</tr>
<tr>
<td>6. Writing verbal input numerically</td>
</tr>
</tbody>
</table>
**Communication Tips and Techniques**

**Tip:** Communication is the key to ELL students’ success as members of your classroom and the school.

Communicating with someone who doesn’t speak your language is as daunting to ELL students as it is to you. It isn’t impossible, though. Teachers, English speaking students and ELL students need to be open to establishing connections so that ELL students learn to belong to their new country.

**Technique:** Create a classroom environment that facilitates students’ communication.

Creating a low-anxiety, welcoming classroom atmosphere is beneficial to all students. In such a classroom, ELL and non-ELL students alike will feel more comfortable learning and communicating.

- Express interest in students’ background
- Be aware of culture effects
- Avoid putting students in spotlight
- Let students decide when to speak
- Encourage native language maintenance
- Focus on the positive
- Sensitize your non-ELL students
- Acclimate students to your school
- Get the student’s name right
- Learn words/phrases in other languages

**Technique:** Use non-verbal communication strategies when communicating with students.

1. **Non-Verbal Strategies**
   - hand signals
   - object labels
   - pictures
   - actions
   - facial expressions
   - bilingual or picture dictionaries

2. **Verbal Strategies:**
   - face students
   - be confident
   - speak at a slower rate
   - pronounce words normally
   - pause between sentences or phrases
   - use shorter and simpler sentences and questions
   - establish patterns in questions
   - use an appropriate tone of voice for what you want to say
   - avoid slang and idiomatic phrases, asides and unclear pronouns
   - use high frequency, consistent words and phrases
   - paraphrase often
Tip: ELL students’ language development is encouraged by communication.

**Technique:** Support ESL students’ efforts to communicate.

- be a good listener
- be patient
- encourage students to continue
- focus on meaning, not grammar
- explain/define difficult words when students struggle
- allow the students to decide when to speak aloud
- build on or scaffold what students say
- restate what students say
- ask for clarification or elaboration
- provide peer interaction through cooperative learning
- give ELL students time to rehearse what they want to say
- praise, praise, praise when ELL students communicate
- let students speak their language with each other
- let students switch between languages if they don’t know words in English
Differentiated Instruction for English Language Learner Students

Get to know your student:
- Talk to them about their home country/language
- Talk to the ESL 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

Gifted ELLs

Your building’s ELL teacher will provide information if your ELL student has participated in the district’s Gifted and Talented Program. However, if you suspect that one of your ELL students is “gifted” in one or more particular areas, please contact your building’s gifted and talented teacher. There are complexities in identifying ELL students who may be effectively served in our district’s Gifted and Talented program.

INSTRUCTIONAL TECHNIQUES for all ELLs
- 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.
General Principles for Teaching ELL Students

1. **Increase Comprehensibility.** For early to intermediate ELLs this may include pictures, objects, demonstrations, gestures, and intonation cues. For higher level ELLs, this includes building from language that is already understood, using graphic organizers, hands-on learning, and cooperative or peer tutoring.

2. **Increase Interaction.** This includes cooperative learning, study buddies, project-based learning, and one-to-one teacher/student interactions.

3. **Increase Thinking/Study Skills.** This includes asking students higher order thinking questions, modeling “thinking language” by thinking aloud, explicitly teaching and reinforcing study skills and test-taking skills, and holding high expectations for all students.

4. **Use a Student’s Native Language to Increase Comprehensibility.**

**A Sampling of Teaching Strategies**

*You will find that these strategies will be helpful for all of your students, not just your ELLs.*

1. **Total Physical Response (TPR)** – TPR uses physical activity to increase meaningful learning and language retention. This includes a series of commands that tell the students to actively do something. Students then perform the task.

2. **Cooperative Learning** – Cooperative learning is an instructional approach in which students work together as a team with each member contributing to the completion of the task or project.

3. **Language Experience Approach (AKA Dictated Stories)** – This uses students’ words to create a text that becomes the material for a reading lesson. The student tells a teacher or a peer a story about a personal experience. Their words are written down verbatim. The teacher/peer reads the story back to the student as it was written, and the student follows along. The student then reads the story aloud or silently. This approach allows students to bring their personal experiences into the classroom.

4. **Dialogue Journals (AKA Interactive Journals)** – Students write in a journal, and the teacher writes back asking questions, responding to student questions, making comments, introducing new topics. The teacher models correct language in the responses. It also is beneficial in improving spelling and fluency.

5. **Academic Language Scaffolding** - This consists of several linked strategies like modeling academic language; contextualizing academic language using visuals, gestures, and demonstrations; and using hands-on learning activities that involve academic language.

6. **Native Language Support** – This can be done even when the teacher is not fluent in the student’s native language. This includes using bilingual texts or that involve tests in the student’s language or culture, having posters and objects in the room that reflect the student’s culture, organizing lessons around cultural content, and encouraging students to use words from their native language when they cannot find the right English word.

7. **Accessing Prior Knowledge** – This includes semantic webs and K-W-L charts.

8. **Culture Studies** – This is a project where students do research and share information about their own cultural history. This involves interviewing adults such as parents, grandparents, or others familiar with the student’s cultural background. This incorporates reading, writing, speaking, giving presentations, creating visuals, among other skills. This can also be combined with project-based learning, cooperative learning, and accessing prior knowledge.

9. **Other Strategies for Including Culture** – This is more than holidays and food. *Storytelling* is a good strategy. This asks students to tell a story that is either popular in their home country or draws on their own experience. The student may tell it in their native language as well as in English. (*This builds the student’s confidence and can send a message of cultural appreciation.*) This strategy can also be used in *Show and Tell.* (*Show and Tell in this way is not necessarily limited to elementary grades.*) Another strategy is known as *Misunderstandings.* Students share an incident they have experienced that involved a cultural misunderstanding. (*This includes involving words, body
language, social customs, stereotypes, or other factors.) The students examine the misunderstanding and gain insight.

10. **Realia** – This is just any “real” concrete object used in the classroom to create connections with vocabulary words, stimulate conversation and/or build background knowledge. This gives the students a chance to use all of their senses to aid in their learning. When the real object is not available or impractical, a model, photograph, illustration, or artwork will be effective as well.

Source:

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**Even More Strategies For You!**

**STRATEGY:** COGNITIVE ACADEMIC LANGUAGE LEARNING APPROACH (CALLA)

**PURPOSE:** Is an instructional model for second and foreign language students that focuses on curriculum content, language development, and explicit instruction. It is used in ELL, bilingual, and regular K-12 classrooms. CALLA is the basis for much of the ELL direct services in our district.

Two premises of CALLA:
1. Content is the focus of instruction
2. Academic language will develop as the need for it emerges

> Provide hands-on and cooperative experiences
> Link lesson topic to students’ prior knowledge
> Teach technical vocabulary; students practice/use
> Consider and address students’ learning styles
> Use sequencing with chunks of information; students actively participate
> Model asking & answering higher-level thinking questions about content; and then students practice
> Monitor students’ comprehension regularly
> Utilize graphic organizers to identify prior knowledge, create study guides, understand new knowledge, and aid in assessment
> Provide various resources on content topics at various reading levels; teach students how to use
> Teach memorizing, recalling, and re-reading strategies
> Check out: The CALLA Handbook by Anna Uhl Chamot & J. Michael

**STRATEGY:** METACOGNITION

**PURPOSE:** To help students reflect, monitor and evaluate their comprehension of reading books, texts, or articles.

> Solicit students’ prior knowledge, i.e., k-w-l
> Teacher “thinks aloud” - voicing thoughts while demonstrating skill, procedure, etc..
> Utilize advanced organizers, i.e., semantic maps, flow charts, etc..
> Summarize material, i.e., sequencing
> Focus on key words/concepts
> Use Total Physical Response (TPR) – total student involvement, i.e., “acting out” concepts sometimes with words, movements, art, etc..
> Student or teacher paraphrases material, i.e., re-telling, role plays
> Monitor student comprehension (oral or written) regularly
> Encourage student predictions/inferences via individually or coop groups
> Increase relevancy to students’ everyday lives
> Encourage student self-assessment
> Encourage re-reading of material
> Encourage effective note-taking skills
STRATEGY: SHELTERED INSTRUCTION
PURPOSE: To help students understand content using the English that they already know. Without “watering down” the curriculum, this approach makes academic instruction accessible to all students.

> Modify your speech, rate & tone
> Modify/simplify vocabulary & grammar
> Utilize visual aids and context clues
> Incorporate Total Physical Response (TPR) – total student involvement, i.e., “acting out” concepts sometimes with words, movements, art, etc.
> Solicit students’ prior knowledge, i.e., k-w-l
> Utilize graphic organizers, i.e., semantic maps, flow charts, etc.
> Relate instruction to student experiences
> Summarize & provide main ideas to students, i.e., sequencing
> Assign speaking and writing assignments that focus on text meaning
> Encourage student predictions/inferences via individuals or coop groups

STRATEGY: RECIPROCAL TEACHING APPROACH
PURPOSE: To motivate students of all abilities to connect what they know with what they are learning. Students take more control of reading texts/notes and their own comprehension.

> Teachers demonstrate cognitive strategies, i.e. predicting, questioning, summarizing, clarifying, analyzing (Bloom’s Taxonomy)
> Students then practice these strategies aloud during class exercises
> Students are leaders and owners of familiar and new material.
> ADVANTAGES: Can be incorporated into all content areas
ELL students’ participation can increase over time

STRATEGY: LANGUAGE EXPERIENCE APPROACH
PURPOSE: To help ELL students develop oral, reading and writing proficiency via student self-creation of reading material. No text; student writes book or dictates to another writer. “Ownership” is the key.

> Use prior knowledge
> Use hands on activities
> Talk, talk, talk about the activities
> Use whole or cooperative groupings
> Utilize Total Physical Response (TPR) – total student involvement, i.e., “acting out” concepts sometimes with words, movements, art, etc.
> Use individual or cooperative group writing activities

ACTIVITIES: May include alphabetizing, word definitions, cloze passages, story extensions, rewriting book/story endings, dialogue journals, diaries, poetry, & stories. The student may act out his/her understanding of a concept or word.

STEPS:
1. Ask the student a question (select a topic your student knows or enjoys)
2. Explain that you will be writing down the response to create a reading (give student time to think about his/her response before beginning)
3. Write down the response exactly
4. Do not correct grammar. (this is solely a reading exercise that the student authors)
5. Read the created text aloud together and/or have the student read it after you have modeled it several times
6. After several readings, discuss questions that the text raises & perhaps even add more to it
7. For students who are learning to read and write for the first time in English, simply copying the text is a good homework exercise
Since the number of ELLs in our classroom is increasing, 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.

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 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).
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 no 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 or concepts in English on one side and native language information on the other. 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.

IV. 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..
5. Model many examples of good writing.
6. Use dialogue/interactive journals, response journals and simple “copying”.

V. Teaching/Learning Strategies:
1. Model “think 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.

VI. 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 ESL teacher. The ESL 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...)
Suggestions for Effectively Teaching Content to ELL Students

Suggestions for Effectively Teaching Spelling to ELL Students

Language 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. 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

Language 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.
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.)
### Adaptations in the Regular Education Environment Checklist

#### Community Building

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<th>Item</th>
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<tbody>
<tr>
<td>Develop a sense of family, teamwork, &amp; caring attitudes.</td>
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<tr>
<td>Have class meetings &amp; include students in class decision making.</td>
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<tr>
<td>Demonstrate a positive attitude.</td>
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<td>Demonstrate patience.</td>
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<td>Provide/build-in motivators, &amp; slowly move from extrinsic to intrinsic.</td>
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<td>Treat all students with respect at all times.</td>
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<td>Use praise generously.</td>
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<td>Avoid student criticism in front of peers.</td>
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<td>Praise attempts when answers are wrong. Provide correction for a wrong answer when restating it.</td>
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<td>Acknowledge that mistakes are acceptable; we learn from mistakes.</td>
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<td>Accept individual differences.</td>
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<td>Believe that learning is an ongoing process.</td>
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<td>Realize that kids will be kids. They will occasionally get too silly, talk out of turn, stop listening, etc.</td>
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<tr>
<td>Allow students to demonstrate competencies.</td>
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<tr>
<td>Assure that students are successful 70-80% of the time. This motivates &amp; increases learning.</td>
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#### Teacher Presentation:

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<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Use verbal organizational cues: topic is, 1st, main idea is, to summarize, etc..</td>
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<tr>
<td>Use emphasis cues: you need to know, write this down, this will be on the test, etc..</td>
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<tr>
<td>Use mannerism cues: stand in a certain spot for directions, use stress &amp; tone of voice, etc..</td>
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<tr>
<td>Pair auditory and visual: say directions &amp; write them on the board, etc..</td>
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<tr>
<td>Ask students to restate directions – check for listening/comprehension.</td>
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<tr>
<td>Maintain awareness of vocabulary, using new &amp; interesting words, but defining &amp; explaining.</td>
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<td>Pair new vocabulary with a referent or “hook” to hang it on &amp; assist with recall.</td>
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<td>Organize information in understandable, manageable, &amp; logical ways.</td>
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<td>Assist students in finding &amp; understanding relationships.</td>
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<td>Assist students in recognizing relevancy. Give big picture; study guide/ overview at start of unit.</td>
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<td>Use hands-on &amp; manipulatives.</td>
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<td>Allow wait-time for students to process &amp; respond to questions/discussion.</td>
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<td>Relate new concepts to concepts previously learned.</td>
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<td>Relate new ideas/concepts with background info, drawings, pictures, demonstrations, etc.. Keep it concrete.</td>
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<td>Use higher &amp; lower level questioning to reach all students.</td>
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<td>Give positive and negative examples –this is .. this is not …</td>
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<tr>
<td>Preview, present, &amp; review with students summarizing.</td>
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<td>Promote memory strategies: repetition, mnemonics, etc..</td>
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#### Student Organization/On Task Behavior

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<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Use &amp; check assignment notebooks &amp; provide in-class assignment chart. Check out at end of day.</td>
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<tr>
<td>Get student attention prior to giving information.</td>
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<td>Provide clear expectations for locker, desk, notebooks, and folders.</td>
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<td>Use color-coded notebooks/folders.</td>
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<tr>
<td>Encourage self-monitoring: What is the task? Am I doing it? How well?</td>
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<td>Collect work directly from student.</td>
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<td>Provide morning &amp;/or after school organization time.</td>
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<td>Frequently use student’s name, involve student, re-direct student.</td>
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<td>Break large long-term projects into manageable units with time lines.</td>
</tr>
<tr>
<td>Seat student away from distractions.</td>
</tr>
<tr>
<td>Use proximity.</td>
</tr>
<tr>
<td>Use behavior chart.</td>
</tr>
<tr>
<td>Use consistent classroom structure/format.</td>
</tr>
<tr>
<td>Frequently check student work.</td>
</tr>
<tr>
<td>Use student/teacher signals –verbal replaced by nonverbal.</td>
</tr>
</tbody>
</table>
### Worksheets & Handouts:
- Remember worksheets for homework should review concepts already taught.
- Provide clear, concise directions given in brief steps.
- Provide white space so pages are not too busy, too distracting, or have too much information.
- Begin with easy items and move to the harder items so students begin with a feeling of success.
- Break tasks into definite sections or boxes & give directions for each section.
- Provide cues for finding the correct answers by giving the page no., 1st letter of answer, etc.
- Do the first 1 or 2 questions of each section as a whole group.
- Assign only parts of the worksheet. Student does less but is expected to do quality work.
- Allow more time or one redo.
- Use an asterisk to distinguish questions requiring an implied fact from literal questions.
- Provide a word bank for short answers & fill in the blank questions. Put word banks on the same page as questions.

### Outlines
- Make them clear and easy to read with a clear presentation of concepts.
- Organize the ideas by using a graphic organizer, semantic map, or outline.
- Limit the amount of information on each.
- Provide students with a partially filled organizer/outline for note taking.

### Note Taking:
- Allow use of a tape recorder.
- Use the buddy system.
- Allow students to fill in as much as they can & then use the teacher copy to complete later.
- Give students a grade for completed notes.
- Provide a skeletal outline or semantic organizer that they complete.
- Give students completed notes and ask them to follow along and highlight.
- Allow use of notes for some tests (motivates note taking).
- Avoid taking notes just to be taking notes. Notes should be used in some way.

### Study Guides:
- Provide an organized study guide of key concepts and vocabulary.
- Handout study guides one week or more prior to the test date.
- Provide cues for correct answers.
- Provide feedback on accuracy of completed study guides.
- Assist students in identifying/highlighting important information in their notes.
- Give new vocabulary in format that can easily be used for study.

### Tests:
- Develop tests that assess important content, concepts, & vocabulary. Stress the “big picture.”
- Begin with easy questions and build to harder questions.
- Cluster questions when testing several big concepts.
- Word directions and questions clearly & concisely. Avoid double negatives & confusing statements.
- Provide plenty of white space.
- Allow oral reading of test questions.
- Provide sample items.
- Highlight, underline, or enlarge key words, but don’t use all capital letters or highlight all.
- Assess information similarly to how you taught it.
- Consider open book tests. Consider allowing the student to use notes on the test.
- Shorten test, provide alternative test, provide alternative test environment, &/or give test in sections.
- Avoid timed tests, or allow the student to have extra time.
- Provide a word bank for short answer & fill in the blank questions. Put word banks on the same page as questions.
- Avoid asking T/F questions.
- Allow students to use semantic map, work bank, &/or dictation for essays.
- Limit choices to 3 choices on multiple choice & avoid “all,” “none” & “b & c”.
- Break matching into 5-8 items with clear divisions, placing definitions on left & words on right.
- Test the subject and not other subjects. Don’t ask them to ID nouns on a social studies test.
<table>
<thead>
<tr>
<th>Math:</th>
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</thead>
<tbody>
<tr>
<td>Use manipulatives.</td>
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<tr>
<td>Use graph paper to align numbers.</td>
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<tr>
<td>Use calculators when appropriate.</td>
</tr>
<tr>
<td>Use computer programs to reinforce skills.</td>
</tr>
<tr>
<td>Model with multiple examples.</td>
</tr>
<tr>
<td>Use partner &amp; small group support. Students are motivated by peer</td>
</tr>
<tr>
<td>approval.</td>
</tr>
<tr>
<td>Limit writing/note taking for answering problems.</td>
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<tr>
<td>Provide written script of steps to use, ex. long division, multi-</td>
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<tr>
<td>digit multiplication.</td>
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<tr>
<td>Provide number line, multiplication chart, etc..</td>
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</table>

<table>
<thead>
<tr>
<th>Language Arts:</th>
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<tbody>
<tr>
<td>Provide alternative texts with lower reading levels.</td>
</tr>
<tr>
<td>Use books on tape.</td>
</tr>
<tr>
<td>Provide book &amp; project choices.</td>
</tr>
<tr>
<td>Use various ways to read books.</td>
</tr>
<tr>
<td>Use picture books to model skills.</td>
</tr>
<tr>
<td>Monitor/conference with student during writing process.</td>
</tr>
<tr>
<td>Use “before, during, and after” reading strategies.</td>
</tr>
<tr>
<td>Do 5-finger check for readability of text.</td>
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<tr>
<td>Encourage active discussion of reading material.</td>
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<tr>
<td>Use readers'/writers'/ workshop activities with students reading/</td>
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<tr>
<td>writing at instructional levels.</td>
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<tr>
<td>Modify length of reading/writing assignment.</td>
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<tr>
<td>Use assessment alternatives (projects, conferences, etc.. vs. pencil/</td>
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<tr>
<td>paper)/</td>
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<tr>
<td>Use word processors with auditory component</td>
</tr>
<tr>
<td>Encourage use of electronic dictionaries/spell checks.</td>
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<td>Use word prediction software</td>
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<tr>
<th>Negative Behaviors:</th>
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<tr>
<td>Minimize the attention to the behavior: ignore, proximity, signal,</td>
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<tr>
<td>etc..</td>
</tr>
<tr>
<td>Legitimize the behavior: teach a lesson from it, extend it to its</td>
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<tr>
<td>most severe form, etc..</td>
</tr>
<tr>
<td>Do the unexpected: turn out lights, lower voice, cease teaching,</td>
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<tr>
<td>etc..</td>
</tr>
<tr>
<td>Distract the student: ask a direct question, ask a favor, change</td>
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<tr>
<td>activity, etc..</td>
</tr>
<tr>
<td>Notice appropriate behavior &amp; comment on it.</td>
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<tr>
<td>Use time-outs (may be student determined because needs cool-down</td>
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<tr>
<td>time).</td>
</tr>
<tr>
<td>Avoid power struggles: humor, agree, change subject, change</td>
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<tr>
<td>activity, remove audience, etc..</td>
</tr>
<tr>
<td>Set consequences.</td>
</tr>
<tr>
<td>Teach positive self-talk: encourage, model, require two “put-ups”</td>
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<tr>
<td>for every put–down, etc..</td>
</tr>
<tr>
<td>Use strategies for helping students to feel capable – encourage,</td>
</tr>
<tr>
<td>encourage, encourage!</td>
</tr>
</tbody>
</table>
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.
- Overheads must be clear and easy to read. Use words, short sentences, phrases, simple charts, 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.
Homework/Instructional Accommodations

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

Assessment Accommodations (Tests, Papers, Projects, Speeches)

*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
- 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 ESL teacher)

Examples of Alternative Assessment:

<table>
<thead>
<tr>
<th>Non-Verbal</th>
<th>Oral and Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>- physical demonstration (point, gesture, act out, thumbs up/down, nod yes/no)</td>
<td>- Interviews, oral reports</td>
</tr>
<tr>
<td>- pictorial products (manipulate or create drawings, diagrams, dioramas, models, graphs, charts)</td>
<td>- role plays using visual cues, gestures, or physical activity</td>
</tr>
<tr>
<td>- label pictures- keep a picture journal</td>
<td>- describing, explaining, summarizing, retelling, paraphrasing</td>
</tr>
<tr>
<td>- KWL charts using pictures or native language</td>
<td>- thinking and learning logs, reading response logs</td>
</tr>
<tr>
<td></td>
<td>- writing assignments</td>
</tr>
<tr>
<td></td>
<td>- dialogue journals</td>
</tr>
<tr>
<td></td>
<td>- audio or video recordings or students</td>
</tr>
<tr>
<td></td>
<td>- portfolios</td>
</tr>
</tbody>
</table>
Assessment Techniques by Language Acquisition Stages

Pre-production:
- Student points to the picture of a/the correct answer
- Student draws a picture illustrating a concept
- Student matches items
- Student acts out/demonstrates answers

Early Production:
- Student names answer
- Student matches one-word labels to answer
- Student states answers orally
- Student groups items
- Student responds to W (Who, What, When, Where) and yes/no questions

Intermediate:
- Recalling
- Retelling and restating
- Defining
- Explaining
- Comparing
- Summarizing and reporting
- Answering “how” and “why” questions
- Predicting

Advanced-Intermediate:
- Explaining how an answer was achieved (oral and written)
- Essay writing
- Expressing opinions and judgments
- Using figurative language (oral and written)
- Analyzing and explaining data (oral and written)

Menu of Content-Based Work Samples and Instructional Assessment Products

<table>
<thead>
<tr>
<th>Work Samples and Products</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
</table>
| Oral Language Samples     | • Tape or video demonstrating the use of mathematics in everyday situations | • Tape or video of scientific experiments or demonstrations | • Tape or video of oral reports, debates on issues (e.g., slavery)
|                           |             |         | • Tape or video of two-way tasks (e.g., reading a map) |
| Written Language Samples  | • Explanations of problem solving strategies | • Lab reports based on the scientific method | • Historical journals or biographies |
|                           | • Description of properties of figures | • Science fair exhibits | • Learning logs |
|                           | • List of steps in problem-solving | • Journal entries of systematic observations | • Comparison/contrast charts |
|                           |             | • Product descriptors | • Newspapers/articles |
| Products                  | • Charts    | • Scientific models | • Timelines of historic |
Tables  
Graphs  
Drawings of geometric figures  
Illustrations of math operations/problems  
Diagram (e.g., life cycles)  
Displays of objects or data  
Illustrations of scientific concepts (e.g., speed)  
periods/events  
Graphic organizers of geopolitical relationships  
Product, topographic and relief maps  
Legends and icons  
Historical re-enactments/role plays  
Illustrations of social studies concepts (e.g., immigration)

Source:  

| Projects |
|----------|----------|----------|----------|----------|----------|
| Written | Visual | Oral | Kinesthetic | Tactile | Aesthetic |
| Test | Display | Discussion | Drama | Design a Game | Song |
| Worksheet | Graph | Debate | Pantomime | Make a Puzzle | Painting |
| Log | Table | Speech | Role Play | Produce a Film | Sketch |
| Diary | Mural | Teach a Lesson | Make a Model | Tutor | Ballet |
| Letter | Map | Interview | Dance | Lead a Group | Chant |
| Article | Poster | Tape Recording | Puppet Show | Plan a Project | Poem |
| Essay | Collage | Choral Reading | Skit | Photograph | Sonnet |
| Biography | Advertisement | Guest Speaker | Card Game | Board Game | Art Gallery |
| Editorial | Blueprint | Lecture | Debate | Terrarium | Ceramics |
| Fable | Book Cover | TV Documentary | Experiment | Stitchery | Cinquain |
| Fact File | Chart | TV Newscast | Model | Filmstrip | Pottery |
| Family Tree | Paper Weight | Oral Report | Sand-casting | Diorama | Sculpture (soap) |
| Glossary | Crossword Puzzle | Radio Show | Relief Map | Comic Strip | Watercolor |
| Greeting Card | Mobile Diagram | Reader’s Theater | Scrapbook | Stencil | Museum Exhibit |
| Journal | Diagram | Storytelling | Silk Screening | Costume | Etching |

Source:  
Effective Learner Instruction Checklist

Instruction is organized around grade-appropriate content which is often theme-based.

- Instruction provides access to the core curriculum.
- Content is academically demanding.
- Language objectives are established according to students’ English language proficiency in relation to language demands of lessons.
- Language and content learning are integrated.
- Content is presented from multicultural perspectives.

The teacher designs appropriate learning sequences.

- Assesses and builds on students’ interests, prior knowledge, and cultural knowledge.
- Explains the purpose of activities.
- Students develop learning strategies for reading, writing, thinking, problem solving.
- Provides multiple opportunities for students to process information verbally and nonverbally (i.e., drawing, drama, review, questioning, rehearsing, reading and writing).

The teacher modifies language use during instruction.

- May use slightly slower speech rate.
- Speaks clearly, repeating if needed.
- Defines new words in meaningful context.
- Paraphrases in simple terms when using more sophisticated forms of expression.
- Limits use of idiomatic speech.

Verbal explanations are supported with nonverbal cues.

- Uses gestures, facial expressions and actions to dramatize meaning.
- Uses props and concrete materials.
- Uses graphs, pictures, visuals and more.
- Uses films, videotapes, overhead projector and bulletin board displays.

The teacher plans ways to ensure participation of all students, keeping in mind the English proficiency of each student.

- Monitors lesson comprehension and clarifies as needed.
- Reviews main ideas and key vocabulary.
- Plans for students to actively participate in learning activities verbally and nonverbally according to functional English abilities.
- Provides opportunities for students to contribute based on their modalities of strength (e.g., visual, auditory, kinesthetic, oral, written).

Flexible grouping provides opportunities for social, linguistic and academic development.

- Heterogeneous groups.
- Pair work.
- Short-term skill groups.
- Teacher-student conferencing.

Assessment uses a variety of methods that permit students to display learning through their modalities of strength.

- Performance-based assessment.
- Portfolio assessment.
- Learner self-assessment.

If used, standardized tests are modified to accommodate English learners.

Source:
<table>
<thead>
<tr>
<th>Preparation</th>
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<tbody>
<tr>
<td>Write content objectives clearly for students.</td>
</tr>
<tr>
<td>Write language objectives clearly for students.</td>
</tr>
<tr>
<td>Choose content concepts appropriate for age and educational background level of students.</td>
</tr>
<tr>
<td>Identify supplementary materials to use (graphs, models, visuals).</td>
</tr>
<tr>
<td>Adapt delivery of content (e.g., text, assignment) to all levels of student proficiency.</td>
</tr>
<tr>
<td>Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations) with language practice opportunities for the four skills.</td>
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<thead>
<tr>
<th>Building Background</th>
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<tbody>
<tr>
<td>Explicitly link concepts to students’ backgrounds and experiences.</td>
</tr>
<tr>
<td>Explicitly link past learning and new concepts.</td>
</tr>
<tr>
<td>Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight) for students.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Comprehensible Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicitly link concepts to students’ backgrounds and experiences.</td>
</tr>
<tr>
<td>Use speech appropriate for students’ proficiency level (e.g., slower rate, enunciation, simple sentence structure for beginners).</td>
</tr>
<tr>
<td>Explain academic tasks clearly.</td>
</tr>
<tr>
<td>Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).</td>
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<tr>
<th>Strategies</th>
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<tbody>
<tr>
<td>Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).</td>
</tr>
<tr>
<td>Use scaffolding techniques consistently (providing the right amount of support to move students from one level of understanding to a higher level) throughout the lesson.</td>
</tr>
<tr>
<td>Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).</td>
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<thead>
<tr>
<th>Interaction</th>
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<tbody>
<tr>
<td>Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses.</td>
</tr>
<tr>
<td>Use group configurations that support language and content objectives of the lesson. Provide sufficient wait time for student response consistently.</td>
</tr>
<tr>
<td>Give ample opportunities for students to clarify key concepts in the home language as needed with aide, peer, or home language text.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Practice/Application</th>
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<tbody>
<tr>
<td>Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.</td>
</tr>
<tr>
<td>Provide activities for students to apply content and language knowledge in the classroom.</td>
</tr>
<tr>
<td>Provide activities that integrate all language skills (i.e., reading, writing, listening, speaking).</td>
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</tbody>
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<thead>
<tr>
<th>Lesson Delivery</th>
</tr>
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<tbody>
<tr>
<td>Support content objectives clearly.</td>
</tr>
<tr>
<td>Engage students approximately 90-100% of the time (most students taking part/on task). Pace the lesson appropriately to the students’ ability level.</td>
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<tr>
<th>Review/Assessment</th>
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<tbody>
<tr>
<td>Give a comprehensive review of key vocabulary.</td>
</tr>
<tr>
<td>Give a comprehensive review of key content concepts.</td>
</tr>
<tr>
<td>Provide feedback to students regularly on their output (e.g., language, content, work).</td>
</tr>
<tr>
<td>Conduct assessments of student comprehension and learning throughout lesson on all lesson objectives (e.g., spot checking, group response).</td>
</tr>
</tbody>
</table>

Source:
25 Common English Idioms that May Confuse ELL Students

The idioms and expressions below are some of the most common in English. The example sentences show how idioms are used in context.

1. **as easy as pie** means "very easy" (same as "a piece of cake")
   Example: He said it is a difficult problem, but I don't agree. It seems **as easy as pie** to me!

2. **be sick and tired of** means "I hate" (also "can't stand")
   Example: I'm **sick and tired** of doing nothing but work. Let's go out tonight and have fun.

3. **bend over backwards** means "try very hard" (maybe too much!)
   Example: He **bent over backwards** to please his new wife, but she never seemed satisfied.

4. **bite off more than one can chew** means "take responsibility for more than one can manage"
   Example: John is so far behind in his studies. Besides classes, he plays sports and works at a part-time job. It seems he has **bitten off more than he can chew**.

5. **broke** means "to have no money"
   Example: I have to borrow some money from my Dad. Right now, I'm **broke**.

6. **change one's mind** means "decide to do something different from what had been decided earlier"
   Example: I was planning to work late tonight, but I **changed my mind**. I'll do extra work on the weekend instead.

7. **Cut it out!** means "stop doing something bad"
   Example: That noise is really annoying. **Cut it out**!

8. **drop someone a line** means "send a letter or email to someone"
   Example: It was good to meet you and I hope we can see each other again. **Drop me a line** when you have time.

9. **figure something out** means "come to understand a problem"
   Example: I don't understand how to do this problem. Take a look at it. Maybe you can **figure it out**.

10. **fill in for someone** means "do their work while they are away"
    Example: While I was away from the store, my brother **filled in for me**.

11. **in ages** means "for a very long time"
    Example: Have you seen Joe recently? I haven't seen him **in ages**.

12. **give someone a hand** means "help"
    Example: I want to move this desk to the next room. Can you **give me a hand**?

13. **hit the hay** means "go to bed" (also "hit the sack")
    Example: It's after 12 o'clock. I think it's time to **hit the hay**.

14. **in the nick of time** means "not too late, but very close!"
    Example: I got to the drugstore just **in the nick of time**. It's a good thing, because I really need this medicine!

15. **keep one's chin up** means "remain brave and keep on trying"
    Example: I know things have been difficult for you recently, but **keep your chin up**. It will get better soon.
16. know something like the back of your hand means "know something very, very well"
Example: If you get lost, just ask me for directions. I know this part of town like the back of my hand.

17. once in a while means "sometimes, not very often"
Example: Have you been to the new movie theater? No, only see movies once in a while. I usually stay home and watch TV.

18. sharp means "exactly at a that time"
Example: I'll meet you at 9 o'clock sharp. If you're late, we'll be in trouble!

19. sleep on it means "think about something before making a decision"
Example: That sounds like a good deal, but I'd like to sleep on it before I give you my final decision.

20. take it easy means "relax"
Example: I don't have any special plans for the summer. I think I'll just take it easy.

21. to get the ball rolling means "start something, especially something big"
Example: We need to get this project started as soon as possible. I'm hoping you will help me get the ball rolling.

22. up to the minute means "the most recent information"
Example: I wish I knew more about what is happening in the capital city. We need more up to the minute news.

23. twenty-four/seven means "every minute of every day, all the time"
Example: You can access our web site 24/7.

24. raining cats and dogs means "it is raining heavily"
Example: I can't go outside because it is raining cats and dogs.

24. nuts means "crazy or like very much"
Example: I am nuts about computers.

Adapted From:
Tips for Working with Language Interpreters (when using Language Line Solutions for parent contact)

1. Look at and speak directly to the parent, not the interpreter.

2. Do not say things like, “Tell her that her daughter is doing fine.” But rather say, “Your daughter is doing fine.”

3. Speak slowly and clearly, but it is not necessary to shout.

4. Speak in short segments of speech. This gives the interpreter a chance to remember everything you have said and communicate it accurately to the parent.

5. Listen to the parent and watch nonverbal communication such as facial expressions, body language, voice intonations.

6. Do not use slang or metaphors.

7. Be patient. Not all words and thoughts exist in other languages, so the interpretation may take longer.

8. If you know greetings or anything in the parent’s language, use it.
Online Resources for Teachers of ELL Students in Mainstream Classes

New Jersey ESL/Bilingual Website: http://www.state.nj.us/education/bilingual/

Websites addressing specific topics in teaching ELL students:

- NJ DOE Website: http://www.state.nj.us/education/bilingual/resources/
- Principles for teaching English learners in the mainstream classroom: http://eslinfusion.oise.utoronto.ca/principles.asp http://tsl4324-02.su01.fsu.edu/article.html
- In the Classroom • a Toolkit for Effective Instruction of English Learners http://www.ncela.gwu.edu/practice/itc/
- Strategies and Resources for Mainstream Teachers of English Language Learners http://www.nwrel.org/request/2003may/general.html
- 10 Things Mainstream Teachers can do to Improve Instruction of ELL Students http://www.ncte.org/edpolicy/ell/resources/122813.htm
- Program planning and assessment for ESL/ELD learners (Ontario focus): http://eslinfusion.oise.utoronto.ca/ProgramPlanningandAssessment_Coelho.pdf
- Classroom planning for teachers of mainstream classes: http://www.bced.gov.bc.ca/esl/policy/classplanning.htm
- Helping ESL students understand what you say: http://esl.fis.edu/teachers/support/listen.htm
- Helping ESL students understand what they read: http://esl.fis.edu/teachers/support/commun.htm
- Preparing tests and worksheets: http://esl.fis.edu/teachers/support/tests.htm
- Grammar information: http://esl.fis.edu/teachers/support/grammar.htm
- Responding to ESL students’ written work: http://www.mwp.hawaii.edu/resources/wm_6.pdf

ELL Resources, Lesson Plans, and Activities:

The following list contains no-cost, content resources for teachers who work with English language learners (ELLs).

- Breaking News English
  Leveled English news articles for older ELLs
- Common ELL Writing Mistakes
  Contains writing suggestions for older ELLs
- EL Civics for ESL Students
  This website offers social studies resources to help ELLs build their understanding of social studies themes.
- English Club
  Lesson plans and activities
• **ESL Partyland**
  Lesson plans and reproducible materials to use in class

• **Everything ESL**
  Featuring lesson plans, teaching tips, downloadable classroom activities, ‘Ask Judie’ forum questions and resource picks

• **HC Tutorial**
  Haitian Creole academic tutorial videos for K-12 students

• **Learn ESL**
  Activities and worksheets for older students

• **Learning Chocolate**
  This vocabulary learning platform provides a picture dictionary and audio.

• **Masters in ESL**
  Presents information that current and future ESL teachers can apply to the classroom

• **MES English**
  Free printables for preschool-6th grade ESL classrooms.

• **Simple English Wikipedia**
  This is a great reference site for ELLs.

• **The New York Times Learning Network**
  This site provides step-by-step lesson plans based on the day’s news. It is for intermediate to advanced level ESL students.

• **Topics Online Magazine for ELLs**
  An online magazine for ELLs written by ELLs

• **Vocabulary Profiler – Classic**
  Laufer & Nation’s original 4-way sorter can be used to analyze vocabulary frequency bands.

• **Vocabulary Profiler – Kids**
  250-word frequency band cuts can be used for finer analysis of vocabulary.

• **Windows to the Universe**
  This website provides science and culture articles at the beginner, intermediate and advance levels.

• **Word Sift**
  This tool from Understanding Language analyzes texts for content-related vocabulary.

Below are professional development opportunities provided by the Bureau of Bilingual/ESL Education. The Bureau’s professional development calendar can be found at the following link, [Bilingual/ESL Professional Development Calendar](#), and all NJDOE events can be found at [NJDOE Calendar of Events](#).

Professional Development Opportunities

• **FABRIC – A Learning Paradigm for ELLs**

• **Supporting Our ELLs Modules**

• **WIDA’s Educator Resources**

• **English Language Learners in the Mainstream Tutorial Videos**

• **Professional Development Webinars and Materials**