Instructional Strategies for Classroom Teachers
to use with English Language Learners

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The Importance of Language Acquisition for English Learners

The changing demographics throughout the US make it necessary for educators to integrate the ways in which culturally and linguistically diverse (CLD) students acquire a new language and learn a new culture into their instruction. There is a relationship between how language proficiency levels within the socio-cultural contexts of schools affect access to content knowledge and academic success. All classroom teachers need a knowledge base that includes: L1 and L2 acquisition theory, English language learner (ELL) and sheltered instruction methods; linguistic and cross-cultural contexts; curriculum development and assessment for ELLs (Fillmore & Snow, 2000; Short & Fitzsimmons, 2007) in order to best meet their students’ needs.

Language Structure and Use

What is language? How can something so common be so complicated? There are four domains of language: reading, writing, listening and speaking. In order for an ELL teacher to be successful she or he must understand the universal subsystems of language as well as their application.

The first thing to know and remember is that all languages share five (5) universal features, which are:

- phonology
- morphology
- syntax
- semantics
- pragmatics

Much of a speaker’s knowledge about these language features are acquired informally and then learned or refined in an academic setting. This handbook reviews the fundamentals of language structure and all teachers, regardless of their content area should know them. The concepts and terms that all teachers should know are:

- **The spectrum of phonology** - this includes phonemic awareness, phonemic sequencing—diphthongs and digraphs, stress, pitch & rhythm, intonation patterns and pronunciation).
- **Morphology** - (this includes morphemes, word formation, and using morphemes in teaching). The cultural meaning attached to both free and bound morphemes such as prefixes and affixes make some morphemes more difficult for ELLs to learn than others.
- **Syntax** - in order to understand the importance of syntax a student must recognize that academic language is based on rigid grammar rules that govern the formation of phrases and sentences. An ELL student must first understand the language structure of English become he or she can become proficient at writing. With preliterate ELLs it often
begins with subject and verb. Different languages conjugate verbs differently so ELLs must learn how English works.

- **Semantics**- this sounds so easy, but is very complicated, because generally language has multiple meanings. These meanings are related to academics, culture and background. Teaching vocabulary for ELs means providing the missing background knowledge that is often missing. ELLs find isolated spelling word lists incomprehensible.

- **Pragmatics**- essentially this is breaking language down into three ways language is used, which is: the ability to use language appropriately for different functions (greeting, informing etc...) the ability to adapt or change language according to the listener or situation, and following rules for conversations (knowing when to listen and ask a questions, proper responses, etc...)

Let's begin with things we know about English learners (ELs) and reading:

- We know that if ELs are literate in their native language, then they already have basic understandings of the reading/writing process that can transfer to the second language (Diaz-Rico & Weed, 2008);

- However, even if ELs are literate in their native language, they will need to build the background knowledge and support necessary to read and write in English (Freeman & Freeman,

- **ELs** that are without literacy need **special treatment and these three principles should be applied to their literacy instruction**
  - Introduce literacy in a meaningful way with pictures, realia, etc...
  - Make the link between oral language and print as natural as possible.
  - Give students the opportunity to enjoy reading and writing, by allowing them **the opportunity for student mastery** (Diaz-Rico, 2008).

- **ELs** need a balanced reading program that includes: *1) a strong literature, language, and comprehensive program that includes a balance of oral and written language, 2) and organized, explicit skills program that includes phonemic awareness, phonics, and decoding skills to address the needs of the emerging reader, 3) and ongoing diagnosis that informs teaching, and assessment that ensures accountability, and 4) a powerful early intervention program that provides individual tutoring for children at risk for reading failure* (Diaz-Rico & Weed, 2008).
Things to Remember about teaching ELLs:

Relationships

Relationship with all students-this relationship is often perceived by students as a 2nd parent, advocate, counselor, and mentor.

- Knowing and assisting with student needs: many students will need things provided for them. Examples include: valentines, winter clothing, homework tools, sports equipment.

Learn about each culture-research your students

- Research for each culture – research CAL background sheets – teachers have done this per culture including food, religion, life in refugee camps, create a guide for each student. (see profile sheet)

Specifics to address HS ELL students – use what is working in elementary to further into high school

- Understanding the ramifications of the English Proficiency Level-BICS vs. CALP
- MS/HS students can pretend they know the content when it is really not understandable to them
- Understand the relationship between their life situations and the challenges they face or have faced
- High School level-teach problem solving to help students be able to function in society
- Have them aim for a diploma-it tells the student/community that the child is ready for society
- Connect with native speakers as much as possible-intramurals, community activities

Teachers are all responsible for addressing the needs of each student-not just the ELL teacher, eventually all teachers will have ELL students.

- Experience is critical-all pre-service teachers are required to do a cultural diversity practicum.
- Culturally homogenous students and teachers need exposure to diverse students.

Teacher expectations-work done at home must be child-centered and able to do independently along with supplies from school in which the homework can be completed

- Parents should not be asked to help
- Illiteracy is HUGE with many cultures, support that!
- Connections-encourage students to read books once at school and once with parents at home
Bhutanese Refugees in Nepal

The United States has launched a program to resettle tens of thousands of Bhutanese refugees from refugee camps in Nepal. The refugees, almost all ethnic Nepalis from southern Bhutan, have been living in camps in eastern Nepal since they were expelled from their homes in Bhutan more than 16 years ago. The refugees are unable to return to Bhutan or to settle permanently in Nepal.

Of the more than 100,000 refugees in Nepali camps, the United States will consider for resettlement at least 60,000. The first small group of refugees is expected to arrive in the United States before the end of 2007, with larger numbers anticipated by March and April 2008.

This Backgrounder provides Reception and Placement (R&P) agency staff and others assisting refugee newcomers with an overview of the Bhutanese refugees to help them prepare for the refugees’ arrival and resettlement needs. The Backgrounder briefly discusses the causes of the refugee problem, explains the need for third-country resettlement, and describes the characteristics of the refugee population.

Causes of the Refugee Problem

The great majority of Bhutanese refugees are descendants of people who in the late 1800s began immigrating to southern Bhutan—lowland, malaria-infected regions shunned by the Druk Buddhist majority—in search of farmland. There they became known as Lhotsampas (“People of the South”).

Contact between the Druk in the north and the Lhotsampas in the south was limited, and over the years, the Lhotsampas retained their highly distinctive Nepali language, culture, and religion. Relations between the groups were for the most part conflict free. Under Bhutan’s Nationality Law of 1958, the Lhotsampas enjoyed Bhutanese citizenship and were allowed to hold government jobs.

In the 1980s, however, Bhutan’s king and the ruling Druk majority became increasingly worried about the rapidly growing Lhotsampa
**Accountability**

Secondary education teachers must be responsible for teaching not only their content, but also literacy.

Hold high expectations and accommodate needs based on English language proficiency; yet do not allow students to expect the academic standards to be different for them because they are ELLs.

- It is OK to grade students on their performance – as long as adjustments have been attempted and students have had the opportunity to discuss their expectations-expect that students perform at their ability level-hold them accountable while allowing the child ownership of the tasks/expectations

All students need accountability-especially high school students as this is an important life lesson

- Rigor – all students need this
- Responsibility-spelling, reading, or math homework
- ELLs shouldn’t expect teachers to dumb down the curriculum, but be held to the same academic standard with modified linguistic adaptations.

**Content Instruction**

Some children learn to read holistically and some read phonetically--students CAN learn to read without knowing all of their letters.

**Context/Vocabulary**

- Building vocabulary helps ELLs connect to each lesson
- Teaching vocabulary is the foundation of effective literacy instruction
- Context clues are critical to use in developing comprehension

**Content-driven language**

- When comprehension is the goal, then fluency should not be assessed.
- Teachers need to decide the purpose of the lesson and give students the language they need to master the educational objectives.
- This may include limiting or reducing the number of vocabulary words students are held accountable for.
- Adapted study guides, or an adapted assessment are helpful.
- Scaffolding-don’t teach grammar in isolation. It is more important that students learn to write in sentences, paragraphs and essays rather than diagramming sentences.
  - Teaching adjectives “chocolate and vanilla words” words that are descriptive;
  - Use graphic organizers to organize your ideas
  - Build background-use a sheltered content format – use a well-planned lesson plan
- The expectation is modeled for the students-teachers model how they think about the writing and how the writing is organized-can be an outline, graphic organizer, pictures in sequence
- All lessons must include objectives, activities, and assessment
English Language Learners - Objectives to Focus on at Proficiency Levels

Reading Levels for English Learners (ELs)

I. Beginning

1L. Early Intermediate

III. Intermediate

IV. Early Advanced (Proficient)

V. Advanced (Fluent)

Grades K-2

I. Early Acquisition Levels (Proficiency levels 1-2)

A. Reading K-Early grade 1

1. Distinguish letters from other symbols (numbers shapes, etc.)
2. Teach language of beginning sound
3. Recognize and produce beginning sound of simple words
4. Teach language of ending sound
5. Recognize words that rhyme and those that don’t

Reading Mid-grade 1-grade 2

1. Produces rhyming words
2. Hear and produce beginning and ending sound in one syllable words
3. Teach sequence of story using pictures, words and/or phrases
4. Identify text features (Ex: front cover, title, top of picture, where to start reading, which way do I read-left to right)

In using guided reading:

1. Use pictures to predict simple text
2. Build background with visuals, demonstration and realia
3. One-to-one correspondence with finger matching word in text
4. Teach students that text moves from left to right
5. Begin with one-line of text per page where the text is in a repetitive pattern. Ex: I run. I walk. I swing.
6. Rereading is VERY important to gain fluency and increase English vocabulary

B. Speaking

1. Repeat simple, known phrases Ex: I go to bathroom. Time for bus.
2. Uses simple social language in context
3. Uses limited academic vocabulary in context
4. Responds with words or simple phrases Ex: yes/no questions, questions related to personal information or experience

C. Writing

1. Writing progresses from top to bottom and left to right
2. Writes first name
3. Uses symbols or letters to represent words
4. Copies words frequently used/posted in the classroom
5. Uses pictures, letters, and words to write a message

D. Listening

1. Uses nonverbal responses to demonstrate understanding (points to an object or gestures)
2. Understands basic commands (sit down, come)
3. Shows understanding of a concept by sorting, matching, or pointing
4. Understands that letters have sounds and those sounds are used to enunciate words

II. Intermediate Levels (Proficiency levels 3-4)

A. Reading

1. Can look at a letter, name it, and say its sound (consonant sounds)
2. Reads simple sentences with nouns and verbs in present or past tense
3. Uses meaning (picture clues) and structure (does it look/sound right?) to read text-beginning to cross check and ask him/herself. Does it look right? Does it make sense?
4. Understanding of pronouns in text (he, she, it)
5. Recognizes sight words or high frequency words that have been taught and reviewed in daily reading tasks
6. Reads and follows simple directions.
7. Can read a sentence and choose the best answer choice among a.b.c.d
8. Knows stories have a beginning, middle and end
9. Responds to questions about text features such as title, characters, and setting
10. Can answer “how” “why” questions about text

**B. Speaking**

1. Social language is appropriate in most settings
2. Uses some academic vocabulary related to a current concept
3. Uses inflected forms of verbs such as talked and running
4. Can tell a simple story using short sentences
5. Can express needs and wants orally
6. Uses content-driven vocabulary to answer simple questions

**C. Writing**

1. Writes all upper and lowercase letters without copying
2. When given a sound, student writes associating letter
3. Hears sounds at beginning, ending and in the middle of words
4. Writes words phonetically by stretching the word to hear its sounds
5. Correctly spells many CVC words
6. Writes a number of high frequency words correctly
7. Writes simple sentences using a subject, verb and object
8. Capitalizes sentences and ends with punctuation
9. Writes two or three sentences about a given topic when given a model or graphic organizer

D. Listening

1. Hears sounds in words
2. Responds to questions asking who or how using short sentences
3. Understands directions using prepositions (Ex: Put the pencil next to the cup)
4. Understands directions using adjectives (Ex: Circle the tall tree)
5. Compare/contrast information using verbal and nonverbal responses when provided with a complete graphic organizer

III. Transitional Levels (Proficiency levels 4-5)

A. Reading

1. Segments sounds in CVC words (Ex: cup-child says c-u-p)
2. Understands common digraphs (Ex: sh, ch, th)
3. Has a growing number of known, fluent high frequency words
4. Reads short paragraphs
5. Identifies text features such as title, illustration, text, as well as punctuation marks (period, question mark, quotation marks)
6. Reads and understands compound words and contractions
7. Uses context to gain meaning in grade level text
8. Is able to cross-check independently while reading. Will self-correct when read word/s do not look right, sound right or make sense
9. Makes predictions about text based on prior knowledge and textual clues, discusses characters, setting and plot, identifies main idea and recognizes cause and effect
10. Comprehends grade-level content-driven text when vocabulary and context are provided to ensure prior knowledge is developed

B. Speaking
1. Uses content area vocabulary in discussion and answering questions
2. Consistently uses complete sentences
3. Uses details in personal experience stories
4. Retells stories with details

C. Writing
1. Spells phonetic, one-syllable words with blends and digraphs correctly (Ex: much, when)
2. Correctly spells high frequency irregular words (Ex: they, what)
3. Uses correct noun and verb forms (Ex: men instead of mans, went instead of goed)
4. Writes simple sentences and questions using correct structure
5. Uses transitional words in writing (Ex: first, then, last)
6. Stories include logical sequence, details, as well as descriptions of characters, setting, and events
7. Begins to write a paragraph about one topic

D. Listening
1. Understands some idioms (Ex: give me a hand) Good resource is picture book *There’s a Frog in My Throat*
2. Understands most prepositions, negations (Ex: not, none) and specific descriptors (Ex: the very small car)
3. Follows multiple step directions
4. Can compare/contrast, explain, summarize and express opinion
Grades 3-8
I. Early Acquisition Levels (Proficiency levels 1-2)

(For students new to English at this level refer to K-2 objectives in addition to these)

A. Reading

1. Work on initial and final sounds with one-syllable words
2. Read and understand common regular singular and plural nouns
3. Read and understand common regular verbs in present tense.
4. Read and understand basic high frequency words (sight words)
5. Read and understand simple content related words along with commonly used phrases and simple sentences.
6. Read and understand one-step directions for classroom activities
7. Respond appropriately to literal questions about a simple text.
8. Show comprehension through drawing, demonstration or short verbal responses
9. Identify characters and setting in simple texts.

In using guided reading:

Build background with visuals, demonstrations and realia
Preteach vocabulary in meaningful ways
Do a picture walk through the text making predictions
Use patience is allowing the student to sound out words
Reinforce vocabulary and comprehension through questioning
Provide some form of writing activity as a follow-up
Build fluency through repeated reading of the same text

B. Speaking

1. Use repetition of poems, rhymes and chants.
2. Produce inflected forms (talked, running) and common
irregular plurals (ex. Men, children)

3. Use necessary social and academic vocabulary
4. Expand to short phrases to define meaning
5. Respond to simple questions using yes, no, and basic personal information

C. Writing

1. Print uppercase and lowercase letters
2. Relate written alphabet letter with its sound
3. Provide missing words in sentence patterns
4. Spell CVC words correctly
5. Label familiar objects with approximate spelling
6. Build on writing simple words used in grade-level
7. Uses subject, verb, object sentence pattern
8. Use end marks appropriately
9. Use uppercase letters in proper nouns and sentence beginnings
10. Write a simple story with a beginning and end using a graphic organizer

D. Listening

1. Hear and discriminate most sounds
2. Recognize patterns of sounds in oral language
3. Understand key words and phrases in the social and classroom setting (raise your hand)
4. Respond to simple directions and questions
5. Respond to greetings and requests on a one to one
6. Demonstrate comprehension of simple stories through pointing, gesturing or word phrases
II. Intermediate Levels (Proficiency levels 3-4)

A. Reading

1. Read and understand common prefixes and suffixes
2. Read and understand simple present and past tense verbs
3. Read and understand pronouns
4. Use word-attack skills and context to understand meaning
5. Follow 2-3 step directions for classroom activities
6. Understand and use table of contents and chapter titles
7. Make predictions, inferences, understands cause/effect
8. Comprehend key concepts in near grade level content area
9. Recognize simple idioms, analogies and figures of speech
10. Use a dictionary to find word meanings
11. Apply correct meaning to multiple meaning words
12. Identify main ideas and details in near grade-level text
13. Identify fact and opinion in near grade-level text
14. Understand and identify different genre
15. Understand and use charts, maps, illustrations to gain meaning
16. Identify character traits in main characters

B. Speaking

1. Use inflected forms of verbs
2. Use appropriate vocabulary in social interactions
3. Use academic vocabulary and technical words
4. Use simple sentences to express needs and in discussion
5. Use sentences to identify main ideas and details of stories
6. Summarize, define and explain content information in sentences
7. Use possessives correctly
C. Writing

1. Write and spell high frequency words (sight words)
2. Write common contractions
3. Use correct forms in plural nouns
4. Write near grade level vocabulary with spelling approximations
5. Use phrases and simple sentences to respond to writing prompts
6. Write correct pronouns and possessives
7. Write correct forms of many homophones
8. Use commas and apostrophes
9. Write and understand commands and exclamatory statements
10. Write short, descriptive paragraphs with one idea
11. Write short narratives that include setting, characters and events using a graphic organizer

D. Listening

1. Understand many grade-level terms and concepts
2. Understand some common idiom expressions.
   (give me a hand)
3. Respond to simple and complex questions with words, phrases and sentences
4. Understand key concepts of new content information and use of diagrams, poster, and graphic organizers
5. Follow 3 or more step directions.

III. Transitional Levels (Proficiency levels 4-5)

A. Reading

1. Use root words, prefixes and suffixes to gain meaning from grade-level text
2. Use multiple-meaning words correctly
3. Read and understand common homographs
4. Read and identify examples of fact/opinion and cause/effect
5. Understand and use glossaries and indexes
6. Evaluate texts with inferences, drawing conclusions and generalizations
7. Recognize author’s purpose
8. Understand simple idioms, analogies and figures of speech
9. Read and understand compound and complex sentences

B. Speaking

1. Use technical, expanded and descriptive vocabulary
2. Produce simple, compound and complex sentences
3. Relate personal experiences with detail and in logical order
4. Retell or paraphrase stories with descriptive details
5. Contribute to content area discussions by asking and responding to questions

C. Writing

1. Spell correctly regular multi-syllabic words
2. Spell correctly most high frequency and function words
3. Use correct forms of homophones and pronouns
4. Correctly use abbreviations
5. Correctly use possessives
6. Correctly use commas and quotation marks
7. Respond appropriately to a writing prompt in narrative, expository and persuasive writing
8. Write clear and accurate descriptions and comparisons
9. Write from a point of view consistently in a piece of writing

D. Listening

1. Understand grade level terms and concepts
2. Understand complex content-related questions through comparison, generalizations and inferences
3. Demonstrate comprehension through summarizing, explaining, or paraphrasing content information

Grades 9-12

I. Early Acquisition Levels (Proficiency levels 1-2)

A. Reading

1. Uses phonics and decoding to aid in word and text comprehension.
2. Identifies main character(s) and setting of story.
3. Shows understanding through drawing or short verbal phrases.
4. Comprehends sequencing of story events.
5. Understands and uses simple graphic organizers to aid in comprehension.
6. Makes simple predictions (e.g., picture walk).

B. Speaking

1. Uses some appropriate verb and noun endings to indicate possession (e.g., girl’s book), number (e.g., three books), and tense (e.g., calls, called).
2. Uses simple social and academic vocabulary (not at grade-level).
3. Restates information by using words, phrases and simple sentences.
4. Responds to simple content-based questions by using words, phrases and simple sentences.

C. Writing

1. Uses correct spelling for many words appropriate for lower grades.
2. Uses correct forms of regular plural nouns and some common irregular plurals.
3. Correctly uses capital letters in all proper nouns.
4. Uses correct forms of common regular and irregular verbs in simple present tense.
5. Uses regular verbs in simple past tense.
6. Uses words and phrases to write about academic and personal experiences.
7. Correctly uses all forms of end punctuation in simple sentences.
8. Uses simple sentences to write a brief narrative with a clear beginning, middle and end.

D. Listening

1. Understands key words, common phrases, and simple sentences in both social and academic settings.
2. Responds to greetings and requests with nonverbal action, one or two words answers, or short phrases.
3. Follows simple one-step directions.
4. Demonstrations understanding of content through pointing, moving, matching, drawing, labeling, classifying, categorizing, gesturing, using pictures or objects, and responding with short words or phrases.

II. Intermediate Levels (Proficiency levels 3-4)

A. Reading

1. Uses some vocabulary near grade-level and understands their meanings.
2. Comprehends and illustrates understanding of story elements (characters, plot, setting, etc...).
3. Uses context clues to aid in text comprehension.
4. Uses prediction and inference to aid in comprehension.
5. Identifies fact from opinion.
6. Identifies different genres.

B. Speaking

1. Uses appropriate verb and noun endings to indicate number and tense.
2. Uses technical, descriptive vocabulary to answer questions about age-appropriate topics.
3. Acquires grade-appropriate vocabulary and uses them in social and academic speech.
4. Uses simple and some complex sentences to answer factual comprehension questions and inference questions.
5. Communicates information by using simple and some complex sentences to summarize, define, give opinions, explain, or apply knowledge.

C. Writing

1. Uses correct spelling for many grade-appropriate words.
2. Uses present and past perfect tenses of regular and irregular verbs.
3. Uses common verbs, nouns and high frequently modifiers.
4. Correctly uses idioms with prepositions (e.g., wait at vs. wait for).
5. Correctly uses subject-verb agreement in sentences.
6. Formulates compound and some complex sentences.
7. Writes an expository composition that includes a thesis and supporting information.

D. Listening

1. Understands many grade appropriate terms and concepts related to classroom procedures and subject matter.
2. Responds appropriately to questions requiring classification, application, or summarization of information.
4. Demonstrates comprehension of material approaching grade level.

III. Transitional Levels (Proficiency levels 4-5)

A. Reading

1. Uses vocabulary close to grade level and understands their meanings.
2. Comprehends story elements and identifies them.
3. Clearly summaries a variety of text or close to grade level.
4. Evaluates the story and draws conclusions.
5. Predicts with evidence-based information.

B. Speaking

1. Consistently uses appropriate verb and noun endings to indicate number and tense.
2. Indicates possession with the appropriate noun endings.
3. Almost always uses correct verb tenses.
4. Uses technical, expanded, and descriptive subject matter vocabulary.
5. Uses complex syntactic formations as appropriate (e.g., subordinate clauses).
6. Uses language to paraphrase, justify, examine, defend, interpret, contrast, associate, assess and conclude.

C. Writing

1. Uses correct spelling for key concepts and discipline-specific terms.
2. Uses all verbs correctly, including present, past, and future perfect tenses.
3. Consistently uses grade-appropriate vocabulary in written work.
4. Correctly uses transitional words (e.g., however, thus).

5. Correctly uses subordinate and relative clauses.

6. Responds appropriately to grade appropriate prompt asking for narrative, expository, or persuasive writing.

7. Develops a clear thesis supported with evidence.

8. Presents and justifies a point of view.

D. Listening

1. Understands grade-appropriate terms and concepts related to classroom procedures and subject matter.

2. Follows complex directions involving multiple options and choices.

3. Comprehends extended classroom discourse (e.g., short lectures).

4. Demonstrates understanding of grade-level material (stories, content area information, and oral presentations) by analyzing, evaluating, and examining.

5. Responds to questions requiring inference, comparison, generalization, summarization, explanation, point of view, debate, or discussion.

Strategies that Promote Reading and Writing

There are four skills that must be mastered to learn to read:

1. Skill with print;
2. Decode text;
3. Utilizing prior knowledge;

Regardless of how English learners are classified what becomes the differentiating factor is their existing knowledge of sound/symbol, word order (syntax) and semantics (meaning and context). Some successful writing strategies that work with English learners are:

1. Language experience approach
2. Interactive Writing
3. Literature response groups
4. Different types of graphic organizers (see pages 158-162 in Diaz-Rico)
5. Shared reading
6. Guided reading
7. Readers' Theater
8. Literature Response Groups
9. Cloze: Using Context to Create Meaning
All of these methods can be adapted to a variety of literacy levels—**always remember that the purpose of an ELL/EL teacher is teach academic content while promoting English language proficiency**. Many existing reading programs such as Success for All and Reading First with their heavy emphasis on phonics have resulted in low reading test scores for ELLs/ELs (Diaz-Rico, 2008). These programs tend to be low interest for ELs, so they become frustrated and quit reading, true comprehension never comes.

**Math ideas to make it more accessible**

- Teach the whole child—this includes math
- Use ELL supplements with content while considering that those supplements are not complete
- Vocabulary must be your premise for teaching math
- Use visuals—picture, definition, must be there as a tool throughout the unit
- Don’t underestimate student’s understanding of concepts—hands on demonstration and manipulatives are essential to ensuring student understanding of concepts as students can SHOW they understand
- Simplify and clarify directions and keep the organization of the page/worksheet consistent to allow for practice and lack of confusion with directions
- Certain curriculums are not as effective for ELL—it is imperative that the curriculum be comprehensible for ELL students so instruction must be re-taught
- Instruction, check for understanding, re-teach, then move on to independent practice and go back to the skill a few days later
- Allow students to work together and in small groups to interact

**Effective Assessments must be adapted for ELLs:**

- True/false not effective for ELLs
- Project-based assessments or demonstrations are more authentic
- Reduce number of choices of options (limit to three)
- Don’t use timed assessments
- Allow use of adapted study guides during assessment
- Open book tests are ineffectual
- Small groups or individual testing
- Oral responses are acceptable for beginning and early intermediate
Sample Graphic Organizers

Circle of Life Activity

Sun

Plant

Soil

Air
Cluster/Word Web 3
Write details about your topic in the circles.
Sequence Chart
List steps or events in time order.

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
</tr>
<tr>
<td>Next</td>
</tr>
<tr>
<td>Next</td>
</tr>
<tr>
<td>Next</td>
</tr>
<tr>
<td>Next</td>
</tr>
<tr>
<td>Last</td>
</tr>
</tbody>
</table>
Story Map 1
Write notes in each section.

Setting: 

Time: 

Place: 

Characters: 

Problem: 

Plot/Events: 

Resolution: 
<table>
<thead>
<tr>
<th>Landforms chosen reflect those found in native country</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landform vocabulary may be incorrect and/or chosen landforms may not be found in student’s native country</td>
<td>Chosen landforms are in native country but may not be major features</td>
<td>Student chosen resources can be found in native country and are major features</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written message gives information about where the student is (hypothetically) and writes about landforms there</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lists either a place or landforms but does not connect the two things in writing</td>
<td>Student lists the home country and some landforms but may not explain that they are connected</td>
<td>Student writes where he/she is and what landforms are seen there</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>The illustrations and the writing match by showing and telling about the same thing</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some of the writing and illustrations may match, but not all</td>
<td>Most of the writing and illustrations match</td>
<td>The illustrations and writing match well</td>
<td></td>
</tr>
</tbody>
</table>

**Student Name** ________________________

**Native Country** ______________________

**Landforms chosen** ______________________

[Blank lines]

**Total Possible Score:** 9 **Student Score:** __

**Teacher Comments:**

____________________________
### Native American Homes of the Plains

<table>
<thead>
<tr>
<th>Type of Home</th>
<th>Natural Resources used to build the home</th>
<th>Special Features of the home</th>
<th>Picture of the Home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teepee or Tipi</td>
<td>Trees for poles, Buffalo hides</td>
<td>Could be put up or taken down in minutes&lt;br&gt;Warm in winter and cool in summer&lt;br&gt;Smoke from inside the tipi came out through a hole in the top</td>
<td><img src="image_url" alt="Teepee Image" /></td>
</tr>
<tr>
<td>Earth Lodge</td>
<td>Clay, Grass</td>
<td>Partly underground&lt;br&gt;Strong&lt;br&gt;Used by tribes who were part-time farmers&lt;br&gt;A village may have about 60 earth lodges</td>
<td><img src="image_url" alt="Earth Lodge Image" /></td>
</tr>
</tbody>
</table>

[http://www.kstrom.net/isk/maps/houses/housingmap.html](http://www.kstrom.net/isk/maps/houses/housingmap.html)

site for pictures of Native American homes

**ELL STUDENT PROFILE**

Student- 
Grade- 

Classroom Teacher- 

Date of Birth- 
US Entry Date- 

Birth Country- 
Language- 

<table>
<thead>
<tr>
<th>Parent/Guardian</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
</tr>
<tr>
<td>Zip Code</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
</tr>
</tbody>
</table>

Siblings at this school- 

Interpreter name and phone number-
Definition of Terms

*English language learner (ELL)* - A person who is in the process of learning English and has a first language other than English, or a background that contains non-English, this could include Native America, Alaskan Native, new immigrant, political refugee and migrant students. A student doesn't have to possess an intact native language to be an ELL student.

*English learners (EL)* - A person who is in the process of learning English. This term is used almost exclusively in California.

*English as a Second Language (ESL)* - A person who is in the process of learning English; it can also refer to a program model in which students’ classes are conducted in traditional English language arts.

*Content-based ELL* - Learning English through content.

*Culturally and linguistically diverse (CLD)* - Students whose culture, heritage, and native language differs from native English U.S. speakers.

*English language proficiency (ELP)* - Refers to a student’s level of linguistic fluency: pre-operational, beginning, developing or intermediate, expanding or proficient, fluent.

*Sheltered instruction* - Teaching ELL students in an environment where the language of instruction and the academic content have been linguistically adapted and comprehensible teachings strategies are used. Generally, the language minority students are in one classroom while receiving instruction.
References


