ELL Websites
American Institutes for Research
www.air.org/

Association for Supervision and Curriculum Development: Learn, Teach, Lead
www.ascd.org/
ASCID IN-Service website
http://inservice.ascd.org/education-resources/reach-ell-learners-nine-best-practices-that-really-work#.Ux4IEcE-WTg4.email

Colorin Colorado!
www.colorincolorado.org/

Everything ESL.net
www.everything esl.net/
Seven Teaching Strategies for Classroom Teachers of ELLs
www.everything esl.net/inservices/seven_teaching_strategies_class_06140.php

Many Things: Interesting Things for ESL Students
www.manythings.org/

National Alliance for Partnerships in Equity
www.napequity.org/

National Center for Culturally Responsive Educational Systems
www.nccrest.org/

National Clearinghouse for English Language Acquisition
www.ncela.gwu.edu/

National Education Association
www.nea.org/

Center on Response to Intervention at American Institutes for Research
www.rti4success.org/

Stanford University
www.stanford.edu/
Understanding Language
http://ell.stanford.edu/content/six-key-principles-ell-instruction

Teachers First: Thinking Teachers Teaching Thinkers
www.teachersfirst.com/content/ed/esthintintro.cfm

United Federation of Teachers
www.uft.org/
English Language Learners
www.uft.org/teaching/english-language-learners

Using English.com: English Language Learning
www.usingenglish.com/

English Language Learners
Strategies for Improving CareerTech Instruction

Classroom Preparation Strategies
Speak slowly, audibly and clearly
• avoid asking students in front of the whole class if they understand the material
• encourage students to volunteer to repeat the instructions in their own words for clarification
• promote students’ use of native languages first to ease their stress of being on-the-spot and then to use English

Establish routines
• set familiar patterns of behavioral expectations – eliminates need for worry about what to do next
• set instructional routines – lowers uncertainty from initial teaching to homework collection

Avoid whole class instruction when possible – offers too many factors to interpret
• whenever possible, work with small groups of students
• use cooperative learning structures
• circulate among students when they are working on an assignment

Prepare for challenging whole-class lessons ahead of time
• teach the second-language vocabulary idioms and phrases that students will need to know
• introduce the concepts that the whole class will be learning
• use materials geared for specific ELL groups (i.e., use materials in the students’ home languages)

Allow informational processing time to allow students to access first-language knowledge and express themselves fully
• offer time to process first in native language
• offer time to translate information into English
• offer more than 3 minutes of processing time before answering or beginning an assignment
• offer extra time to complete assignments/tests

Encourage development of first language at school and home and in the community
• offer bilingual learning opportunities to continue learning in their home languages

Differentiate lecture and verbal instruction
• use real-life objects as hands-on manipulatives
• use visual representations: posters, projector/overhead pictures, illustrated books, graphs, charts, timelines, maps and teacher-made drawings
• use multimedia representations: tapes, slide shows, videos, DVDs, interactive CD-ROMS and websites
• use active methods of learning: games, skits, songs, partner interviews and structured conversations

Use explicit teaching – model the instructional content
• model instructional actions – present the actions of a complex task
• model thoughts – verbalize out loud the thinking process of a complex task
• walk students through process-oriented tasks one step at a time
• promote gestures and body language
• explain key concepts in students’ home languages (interpreter, colleague, parent volunteer or student)
• link new information to background knowledge
• spend additional one-on-one instructional time
Instructional Presentation Strategies

- Graphic organizers and outlines as handouts provide information scaffolding.
- Visual clues for speaking and writing assist comprehension.
- Pre-reading strategies guide and build background knowledge.
- Images downloaded from the Internet help illustrate curriculum concepts.
- Interactive storybooks support language acquisition so students can strengthen their language skills by hearing the language read to them.
- Interactive software and handheld devices provide language skills practice so students can get individual, private feedback as they practice their language skills.
- Visual Presentation aids (videos or software) help enhance students’ language use in nontraditional, collaborative and engaging ways.
- Websites offer online easy access and exercises for students to practice sub-skills and provide intense practice in specific language skills and vocabulary sets.
- Virtual collaborations provide authentic practice as students work with native speakers of the target language, gaining both valuable language learning opportunities and intercultural insights.
- Virtual field trips provide simulated experiences, as students see in an interactive manner people and places in locations they could not visit otherwise.
- Word processing enables students to check spelling and grammar as they practice writing in the target language.
- Language labs support language acquisition with personal instruction, monitoring, feedback and authentic verbal interaction.
- Web-based, authentic content designed with written and oral text on topics of interest in both languages enhances comprehension.

Teach to various learning styles and present information within multiple intelligences.

Learning Strategies

Foster student-centered use of learning strategies

- Use jigsaw text reading strategies to discuss and extract essential meanings.
- Use mnemonics to aid memory.
- Use the SQ3R framework:
  - Survey or scan text for 1-2 minutes
  - Questioning from reading with teacher guidance
  - Predict based upon questions
  - Read to search for answers and confirm or reject predictions
  - Respond by answering questions and formulating new ones for next section of text
  - Summarize orally or in writing the text’s key concepts
- Use the GIST summarization procedure:
  - Students and teacher read section of printed text
  - Teacher assists in underlining 10 or more words or concepts that students decide are important
  - List words on the board
  - Create a written summary statement using as many of the words as possible
  - Repeat for subsequent sections
- Use scaffolding techniques:
  - Paraphrase
  - Model aloud how to think about, strategize and monitor understanding
  - Reinforce contextual definitions
  - Use pattern instruction
    - I do. → You watch.
    - I do. → You help.
    - You do. → I help.
    - You do. → I watch.
- Use interactive groupings:
  - Use partners, triads and small groups
  - Offer a choice of two responses and have ELL students articulate the final answer and reasoning.
- Use interactive groupings
  - Paraphrase
  - Model aloud how to think about, strategize and monitor understanding
  - Reinforce contextual definitions
  - Use pattern instruction
    - I do. → You watch.
    - I do. → You help.
    - You do. → I help.
    - You do. → I watch.
- Use interactive groupings
  - Paraphrase
  - Model aloud how to think about, strategize and monitor understanding
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    - I do. → You watch.
    - I do. → You help.
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  - Use pattern instruction
    - I do. → You watch.
    - I do. → You help.
    - You do. → I help.
    - You do. → I watch.

Common Curriculum Accommodations/Modifications

Classwork / Homework

- Reduce assignments
- Simplify tasks
- Extend time to complete assignments / projects / tests
- Adapt task to students’ skill levels
- Ignore spelling and/or grammar errors except when explicitly taught
- Offer frequent breaks (multitasking in two languages is tiring)
- Accept reading and response logs rather than essay
- Accept pictorial products in conjunction with written work

Assessments

- Test key concepts / main ideas
- Avoid test questions asking for discrete information
- Make a simplified language version of the test
- Simplify instructions
- Provide word banks
- Extend time to complete tests
- Use objective written tests: matching, multiple choice
- Offer interviews, oral reports or role-play/modeling concurrently to the written exam to reflect true knowledge
- Offer portfolio

Accommodating/modifying work tasks to fit capabilities does not mean expecting less.

Standardized or teacher-created tests cannot always measure ELL students’ progress accurately or authentically. Instead, measure by what they can do at any point in time, keeping in mind what they could not do earlier. Progress is key!