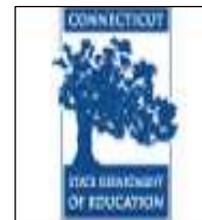


ELL Strategies Desk Cards

(Tip Sheets for ALL Classroom Teachers)



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Sources:

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General ELL Strategies

Provide <u>explicit vocabulary instruction</u> for unfamiliar vocabulary prior to and during lesson (i.e. word walls, personal bilingual dictionaries, word cards with pictures, games, etc.).	Use <u>scaffolding techniques and adapted content</u> for comprehensible input (i.e. jigsaws, think alouds, graphic organizers, answer frames, sentence starters, taped text, adapted text, etc.).
Use <u>visuals as much as possible</u> , such as pictures, gestures, pointing, graphic organizers	<u>Provide supplementary materials</u> , such as graphs, models, realia (actual objects), visuals
Provide <u>background knowledge and connect to students' prior knowledge</u> (i.e. KWL charts, anticipation guides, bilingual dictionaries, journal writing in native language, creating bilingual books, etc.)	Learn about <u>students' culture and native language</u> to better understand learning needs (i.e. what are the similarities of the phonetic systems?)
<u>Expect reading skills to come slowly</u> . If the student has learned to read in his native language, this will probably help him to transfer reading skills to English. However, the student may be pronouncing words, but not really comprehending.	Use <u>gentle correction</u> to encourage use of correct patterns while at the same time encouraging risk-taking with the language (i.e. Student says, "I <i>eated</i> breakfast." Teacher responds, "I <i>ate</i> breakfast too. I <i>ate</i> toast. What did you eat?").
<u>Modify activities and assessments</u> according to the ELL language level.	<u>Frequent opportunities for oral interaction</u> (i.e. Think-Pair-Share, Partner Talk, Cooperative Learning, etc.)

LAS Links Level 1 Beginner/Pre Production

<p style="text-align: center;"><u>Student Learning Characteristics:</u></p> <ul style="list-style-type: none"> • Understands very little English • Stage lasts 6 months to one year, typically • May not talk at all; “silent period” • Is learning to understand basic conversation and instructions such as “hello, how are you, sit down, line up, color. • Is beginning to speak in one and two word phrases • May have cultural conflicts or misunderstandings 	<p style="text-align: center;"><u>Questioning Techniques:</u></p> <ul style="list-style-type: none"> • Ask yes or no questions (i.e. “Is this a...?”, “Does this...?”) • Use “point to”, “circle”, “find”, “show me”, “draw”, “match” • Ask student to categorize objects
<p><u>Specific Teaching Strategies for Level 1:</u></p> <ul style="list-style-type: none"> • Teach basic survival English, such as “bathroom”, “lunch”, “home” • Help the student to learn the classroom and school routines • Use visuals, such as pictures, gestures and pointing • Create “I need” cards for student to hold up when he or she needs something • Use a student buddy, if possible someone with the same language • Label objects around the room and around the school in English and other languages • Provide books and audiobooks with patterned sentence structure and pictures • Provide books and audiobooks in native language • Use bilingual picture dictionary and have student create personal illustrated dictionaries • Be patient, give the student a few weeks or months to adjust 	

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LAS Links Level 2 Early Intermediate/ Early Production

<p style="text-align: center;"><u>Student Learning Characteristics:</u></p> <ul style="list-style-type: none"> • Understands most basic directions • Can respond with one or two word answers • Stage lasts 6 months to one year, typically • Uses English vocabulary that is still very limited • Probably understands more than he/she can express • May have cultural conflicts or misunderstandings 	<p style="text-align: center;"><u>Questioning Techniques:</u></p> <ul style="list-style-type: none"> • Ask literal questions – who, when, where, what • Ask questions with 1- 3 word answers • Ask questions with an either/or option • Ask student to list, name, tell which, categorize, draw, label, create
<p><u>Specific Teaching Strategies for Level 2:</u></p> <ul style="list-style-type: none"> • Use a student buddy, if possible someone with the same language • Teach explicit phonemic awareness, phonic rules and skills. • Label objects around the room and around the school in English and other languages • Provide books and audiobooks with patterned sentence structure and pictures • Provide books and audiobooks in native language • Use bilingual picture dictionary and have student create personal illustrated dictionaries • Corrections for grammar and spelling can be done after the student has finished their writing • Provide modified or shortened text for reading assignments • Give the student a picture story without words and provide him with some basic vocabulary that goes with this story. Ask him to write a sentence or so to describe each picture, which then makes a story. • Provide sentence and answer frames 	

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LAS Links Level 3 Intermediate/Speech Emergence

<p><u>Student Learning Characteristics:</u></p> <ul style="list-style-type: none"> • Understands most <i>conversational</i> English vocabulary, but not necessarily <i>academic</i> vocabulary • Speaks in simple sentences and has some incorrect grammar usage • Stage lasts one year to 2 years, typically • May not understand spoken or written English with complicated sentence patterns • May not understand many idioms and homonyms • May not grasp underlying meanings in a story because of vocabulary 	<p><u>Questioning Techniques:</u></p> <ul style="list-style-type: none"> • Ask how and why questions • Check for understanding by asking student to tell you what something means • Check for understanding by asking student to explain the assignment to you • Ask student to tell about, describe, explain • Ask student to explain similarities and differences
<p><u>Specific Teaching Strategies for Level 3:</u></p> <ul style="list-style-type: none"> • Use bilingual picture dictionary • Teach explicit phonemic awareness, phonic rules and skills through all grade levels • Encourage student to use full sentences • Make modifications to assignments and tests, so the student will not be overwhelmed • Provide modified or shortened text • Provide student with content learning objectives with simple language • Explain idioms and homonyms • Help with writing skills, especially grammatical structure • Provide sentence frames showing use of transition words 	

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LAS Links Levels 4 & 5 (Proficient & Above Proficient/ Inter. & Adv. Fluency)

<p><u>Student Learning Characteristics:</u></p> <ul style="list-style-type: none"> • Speaks in fluent sentences using standard grammar • May have difficulty understanding content-area materials where a high degree of literacy is required • Has limited understanding of less commonly used words and idioms and homonyms • May have reading and writing skills below those of native English speaking students • May not grasp underlying subtle meanings in a story because of vocabulary • Stages lasts 3 to 5 years, typically 	<p><u>Questioning Techniques:</u></p> <ul style="list-style-type: none"> • Ask how and why questions • Check for understanding by asking student to tell you what something means • Ask student to tell about, describe, explain • Ask student to explain similarities and differences • Ask student to tell “What would happen if ...?”; “Tell me as much as you can about ...”; “Why do you think ...?”; “What would you recommend ...?”
<p><u>Specific Teaching Strategies for Levels 4 & 5:</u></p> <ul style="list-style-type: none"> • Continue to make modifications to assignments and tests, if necessary • Check for understanding of academic vocabulary • Give the student a list of target words for each unit of study • Help with writing skills. They will need assistance with self-editing, especially syntax and word usage • Encourage use of English-English dictionary as well as a bilingual dictionary to expand vocabulary • Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) • Since parents may not be able to help with homework, encourage student to get help at school, i.e. peer tutoring 	

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