



Promoting
Language Learning
and Academic
Success in the
Content Areas for
English Learners

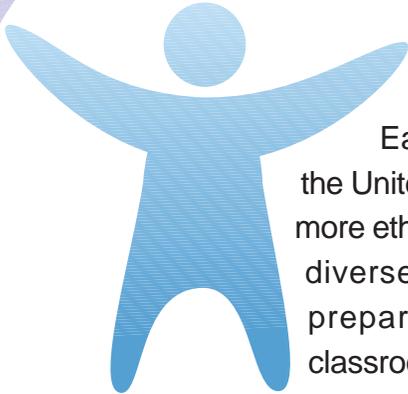
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HIGH SCHOOL

Fulton
County Schools
Where Students Come First

Table of Contents

Introduction.....	4	Instructional Guidelines <i>in the Content Areas</i>	22
The Cornerstone of WIDA's English Language Development Standards.....	5	How to Design Lessons: General Guidelines.....	23
The Defining Features of Academic Language in WIDA's Standards.....	6	How to Design Lessons in the Content Areas	24
Stages of Language Proficiency.....	7	Tapping in to Prior Knowledge: General Guidelines.....	25
Sheltered Instruction	10	Tapping in to Prior Knowledge <i>in the Content Areas</i>	26
Academic Language Connects the Language and Content Standards.....	11	General Instructional Strategies	27
Terminology	12	Instructional Strategies <i>in the Content Areas</i>	28
Differentiated Language Functions and Academic Supports for English Learners	13	Communication in the Classroom: General Guidelines.....	29
WIDA's English Language Development Standards and Common Core Standards	14	Communication in the Classroom <i>in the Content Areas</i>	30
Standard 2, Language of LA, Grades 9-10 with Common Core English Language Arts, Reading Standards	15	Evaluation of Concepts & Vocabulary: General Guidelines.....	31
Standard 3, Language of Math, Grades 9-10 with Common Core Math Standards.....	16	Evaluation of Concepts & Vocabulary <i>in the Content Areas</i>	32
Standard 4, Language of Science, Grades 11-12 with National Science Education Standards.....	17	What is Difficult for ELs in the Content Areas.....	33
Standard 4, Language of Science, Grades 9-10 with National Science Education Standards <i>Amplified Strand</i>	18	Home-School Partnership	34
General Instructional Guidelines	20	Additional Resources	35



Each year classrooms in the United States are becoming more ethnically and linguistically diverse. Educators need to prepare their lessons and classrooms in differing ways in order to teach content effectively to English Learners (ELs). It is recognized that all educators need support in the area of working with these students in order to ensure that all English Learners succeed in school and become productive citizens. Therefore, these guidelines were designed to offer classroom strategies that are critical components to be utilized when

instructing ELs. These guidelines offer educators research-based practices that have been proven effective for increasing academic achievement for ELs in today's classrooms. It is with this model of instruction in mind, that these guidelines have been designed to assist educators in acquiring more knowledge about implementing good practices when working with ELs in their classrooms.



The Cornerstone of WIDA's Standards: Guiding Principles of Language Development

1. Students's languages and cultures are valuable resources to be tapped and incorporated into schooling.
2. Students' home, school, and community experiences influence their language development.
3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
5. Students learn language and culture through meaningful use and interaction.
6. Students use language in functional and communicative ways that vary according to context.
7. Students develop language proficiency in listening, speaking, reading and writing interdependently, but at different rates and in different ways.
8. Students' development of academic language and academic content knowledge are inter-related processes.
9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

**Adapted from WIDA Guiding Principles/WIDA Draft ELD Standards, available at www.wida.us.*

The Defining Features of Academic Language in WIDA's Standards

	Performance Criteria	Features	Examples
Discourse Level	Discourse Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types	Voice Mood Cohesive forms (referential, repetition) Coherence (e.g., topic and comment and key words for written language: relevance, sequencing, and closing relevant to topic for oral language) Logical connectors Parallelism Organizational types (e.g., narration, exposition, description)
Sentence Level	Language Forms and Conventions <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective	Tense Aspect (e.g., progressive, perfect tenses) Simple, compound, and complex sentences Word order Parallelism Denotation and connotations Formulaic expressions Interrogatives Prosodic features (e.g., stress, intonation, rhythm of speech) Agreement (e.g., subject/verb)
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations	Sound-symbol-spelling correspondence Word formations (e.g., affixes, compounding) Count/non-count distinctions Denotation and connotation Possession (e.g., possessives)

*Adapted from WIDA Defining Features of Academic Language in WIDA's Standards, available at www.wida.us.



Stages of Language Proficiency

<p>Stage: At the given level of English language proficiency, English learners will process, understand, produce, or use:</p>	<p>Student Ability with Support</p>
<p>ENTERING:</p>	
<p>Pictorial or graphic representation of the language of the content areas</p> <p>Words or chunks of language when presented with one-step commands, directions, yes/no questions, or statements with sensory, graphic, or interactive support</p> <p>Oral language with errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support</p>	<p>Point to or show basic parts, components, features, and properties of objects and organisms named orally</p> <p>Group visuals by common traits named orally (e.g., "These are polygons.")</p> <p>Name pre-taught vocabulary</p> <p>Use references (e.g., picture dictionaries, technology)</p> <p>Supply missing words in short sentences</p>
<p>EMERGING:</p>	
<p>General language related to the content areas</p> <p>Phrases or short sentences</p> <p>Errors in oral or written language that often impede the meaning of the communication when presented with one- to multiple-step directions, questions, or a series of statements with sensory, graphic, or interactive support</p>	<p>Sequence visuals according to oral directions</p> <p>Describe persons, places, events, or objects</p> <p>Give features of content-based material (e.g., time periods)</p> <p>Follow multi-step instructions supported by visuals or data</p> <p>Take notes using graphic organizers or models</p>



Stages of Language Proficiency, continued

<p>Stage: At the given level of English language proficiency, English learners will process, understand, produce, or use:</p>	<p>Student Ability with Support</p>
<p>DEVELOPING:</p>	
<p>General and some specific language of the content areas</p> <p>Expanded sentences in oral interaction or written paragraphs</p> <p>Oral or written language with 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</p>	<p>Distinguish main ideas from supporting points in oral, content-related discourse</p> <p>Compare/contrast features, traits, characteristics using general and some specific language</p> <p>Conduct interviews or gather information</p> <p>Order paragraphs or sequence information within paragraphs</p> <p>Complete reports from templates</p>
<p>EXPANDING:</p>	
<p>Specific and some technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs</p> <p>Minimal errors in oral or written language that do not impede the overall meaning of communication when presented with oral or written discourse with sensory, graphic, or interactive support</p>	<p>Compare traits based on visuals and oral descriptions using specific and some technical language</p> <p>Interpret visually or graphically-supported information</p> <p>Infer meaning from text</p> <p>Summarize content-related notes from lectures or text</p> <p>Compose narrative and expository text for a variety of purposes</p>



Stages of Language Proficiency, continued

Stage: At the given level of English language proficiency, English learners will process, understand, produce, or use:	Student Ability with Support
BRIDGING:	
<p>Specialized or technical language of the content areas</p> <p>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</p> <p>Oral or written language approaching comparability to that of English-proficient peers</p>	<p>Present multimedia projects orally</p> <p>Engage in debates on content-related issues using technical language</p> <p>Draw conclusions from different sources of informational text</p> <p>Produce research reports from multiple sources</p> <p>Create original pieces of text that represent the use of a variety of genres and discourses</p>

"Adapted from the WIDA English Language Proficiency Standards and Resource Guide, 2007 Edition, available at www.wida.us"



Sheltered Instruction

Sheltered instructional strategies can be implemented by all teachers using special techniques and strategies designed to assist EL students in both language-acquisition and subject-matter content.

To understand the purpose of “Sheltered Instruction”, the umbrella is a useful metaphor. As EL students enter US schools, they face many unfamiliar elements. As an umbrella shelters pedestrians in a rain storm, sheltered instruction gives students protection from the storm of concepts, contexts, and language, giving them the opportunity to progress academically as they are acquiring English language proficiency.

Sheltered methodology emphasizes the concept of comprehensible input - very simply, making concepts understood by the learner. This is accomplished through the use of:

- realia (real objects and materials)
- manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, story maps)
- visuals (study-prints, textbook-illustrations, overhead-projected prints, reproductions of paintings, and documents)
- graphic organizers (matrices, Venn diagrams, and webs)
- planned opportunities for interaction between all individuals in the classroom (creating a skit and acting it out, collaborative learning, and student-generated stories based on personal experiences)

Students who are learning English as an additional language are the fastest growing segment of the school-age population in the United States, and almost all teachers will have linguistically and culturally diverse students in their classrooms during their teaching careers.

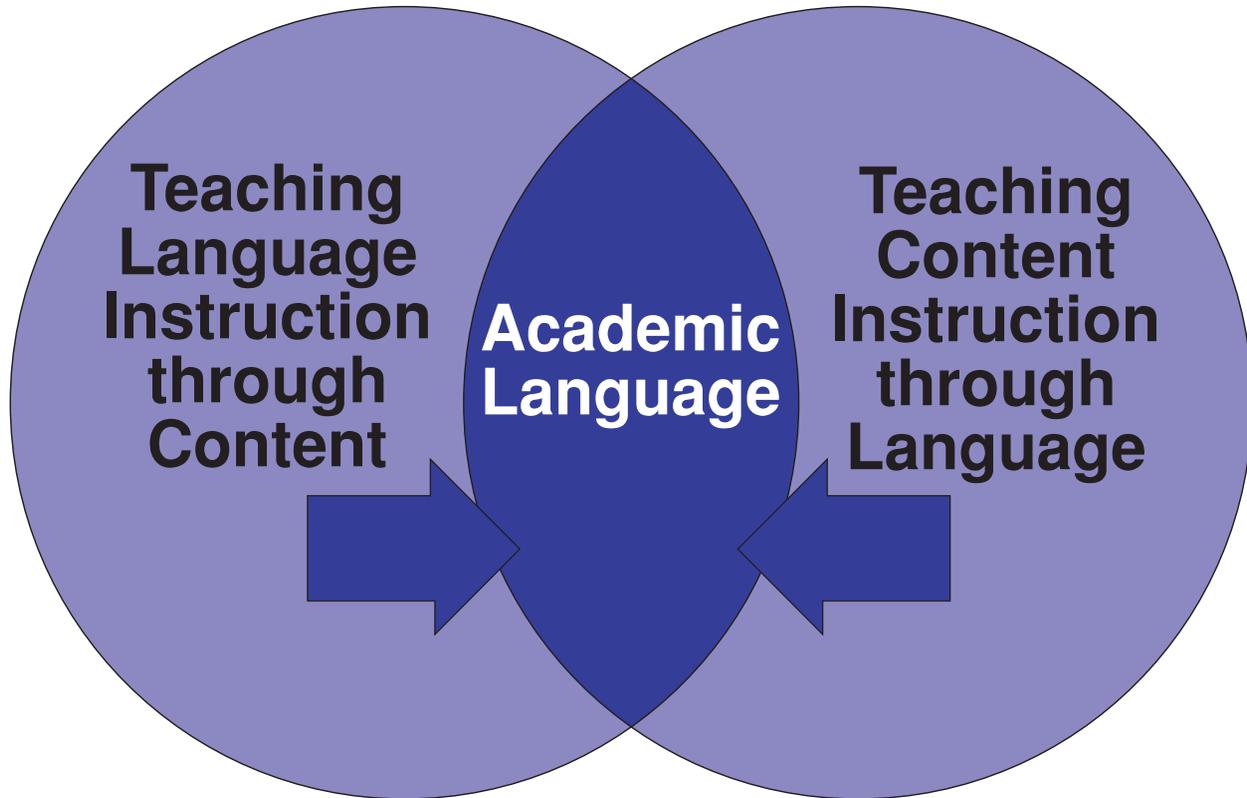
Sheltered instruction is a research-based, professional development model of instruction, an effective approach for teaching both language and content to ELs that can increase English learners’ chances of success in school. The model has been used to implement effective instruction in urban, suburban, and rural districts around the United States.

Sheltered instruction does not mandate cookie-cutter instruction, but it provides a framework for well-prepared and well-delivered lessons for any subject area. The sheltered approach draws from and complements methods and strategies advocated for both second language and mainstream classrooms. Language and content objectives are systematically woven into the curriculum of a particular subject area.

In effective sheltered lessons, there is a high level of student engagement and interaction with the teacher, with other students, and with text, which leads to elaborated discourse and critical thinking. Students are explicitly taught functional language skills. Through instructional conversations and meaningful activities, students practice and apply their new language and content knowledge.



Academic Language Connects the Language and Content Standards



Terminology



- **Assessing Comprehension and Communication in English (ACCESS):** the annual English proficiency exam.
- **Basics Interpersonal Communication Skills (BICS):** Social Language that can take from two to three years to acquire.
- **Cognitive Academic Language Proficiency (CALP):** Academic language associated with schooling, and the abstract language abilities required for academic work. It can take anywhere from 4-6 years to develop.
- **Discourse Complexity:** the organization, cohesion and relationship between ideas expressed in the variety and kinds of sentences that make up different genres and text types in oral or written language
- **English Learners (EL):** students who are learning English as a second or additional language.
- **ESOL:** English to speakers of other languages
- **Features of academic language:** the performance criteria associated with discourse, sentence, and word/phrase levels of oral and written communication; namely, linguistic complexity, language forms and conventions, and vocabulary usage.
- **Instructional supports:** available sensory, graphic, and interactive resources to assist students in constructing meaning from language and content.
- **L1:** First language
- **L2:** Second language
- **Language development standards:** descriptions of the language expectations for students that are marked by specific progressions or levels across the language development continuum.
- **Language domains:** the modalities of language; listening, speaking, reading, and writing.
- **Language Forms and Conventions:** the grammatical structures, patterns, syntax, and mechanics associated with the sentence level meaning.
- **Language functions:** linguistic processes required in conveying a message that indicate how ELs are to process or use language to demonstrate their English language development.
- **Language proficiency:** a student's competence in processing (through listening and reading) and using (through speaking and writing) language.
- **Limited English Proficient (LEP):** a term used to refer to a student with restricted understanding or use of written and spoken English.
- **Sheltered Instruction (SI):** teaching content matter to ELs using sheltered instruction techniques. Teachers use scaffolding techniques, adjust speech patterns, and have both content and language objectives present in the classrooms.
- **Sheltered Instruction Observation Protocol (SIOP):** the only research-based model designed for sheltered instruction, by Mary Ellen J. Vogt, Jana A. Echevarria, and Deborah J. Short.
- **Vocabulary Usage:** the specificity of words or phrases for a given context.
- **WIDA-ACCESS Placement Test (W-APT):** English language proficiency "screeener" test given to incoming students who may be designated as English language learners.
- **WIDA Standards – English Language Development Standards** used in Georgia.
- **World-Class Instructional Design and Assessment (WIDA):** is a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English learners.

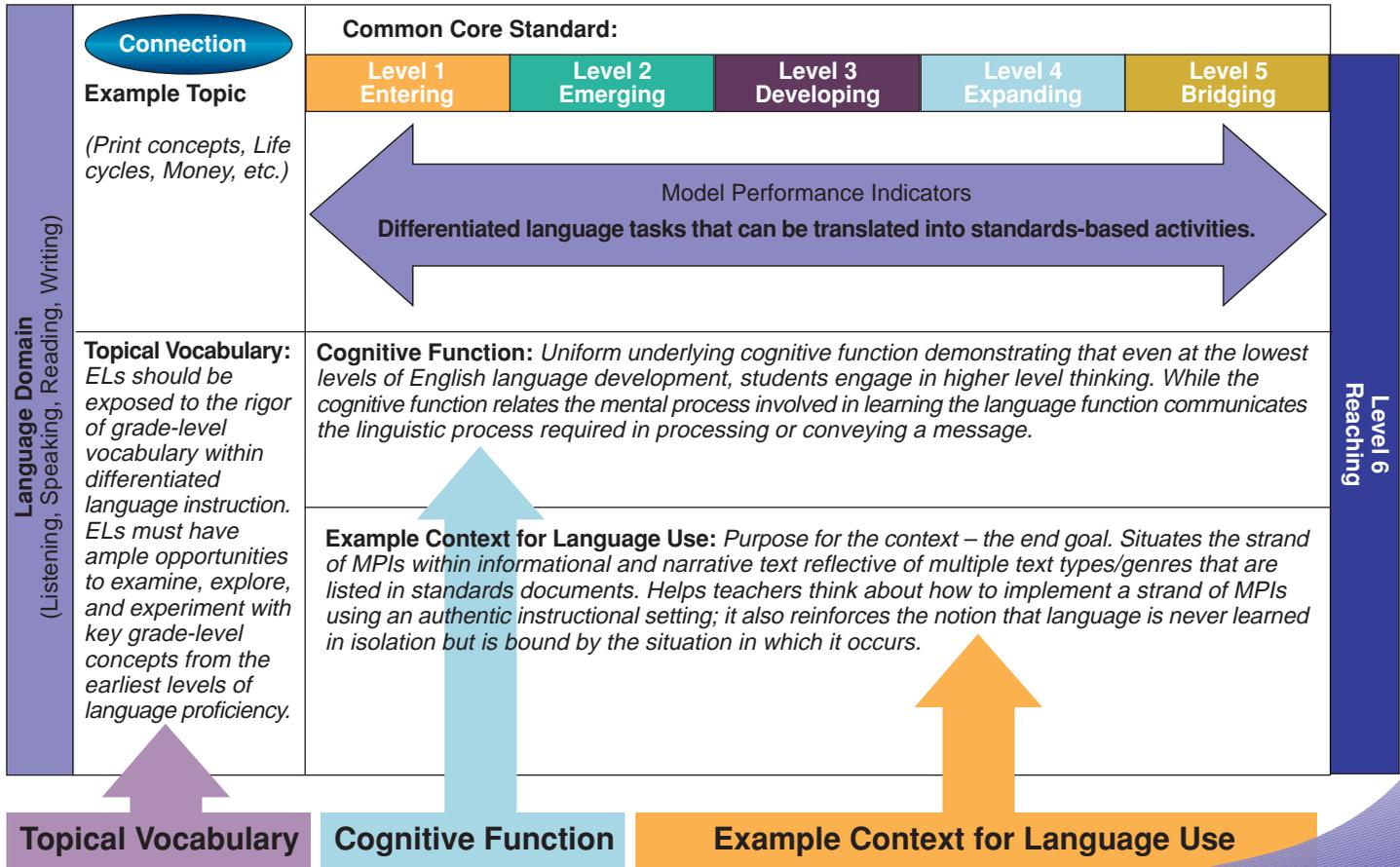


Differentiated Language Functions and Academic Supports for English Learners

Level 1 - Entering	Level 2 - Emerging	Level 3 - Developing	Levels 4-5 - Expanding/Bridging
Listen Point Match Locate Select Sort Respond Identify Draw Illustrate Circle Name Repeat Copy Trace Define	Predict Label State/Restate Describe Group Respond List Categorize Sequence Answer Tell or Say Ask/Request Classify Create Connect Make lists	Recall Retell Define Explain Summarize Role-play Compare/Contrast Discuss Express Outline Sequence Peer edit Give opinions	Analyze Interpret Justify/Defend Explain (in detail) Elaborate Critique Narrate Conclude Convince Reflect Resolve Infer Synthesize Hypothesize Predict Evaluate
Interactive Supports	Graphic Supports		Sensory Supports
Clarification in concepts in L1 Pairs or partners Mentors Small group Cooperative grouping structures Interactive websites Software programs	Graphic Organizers (i.e., concept definition maps, Venn diagrams, semantic webs) Timelines Number lines Charts (i.e., pie, T-chart) Tables Graphs		Real life objects (realia) Manipulatives Pictures & photographs Illustrations, diagrams, & drawings Magazines & newspapers Physical activities Streaming video, broadcasts, podcasts



WIDA's English Language Development Standard





Standard 2 - Language of Language Arts - GRADES 9-10

Connection Example Topic		Common Core State Standards, English Language Arts, Reading: Informational Text, Integration of Knowledge and Ideas #8 (Grades 9-10): Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				
Point of view		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: bias, claim, evidence, argument, valid, stereotype, tone, perspective, judgement	Identify examples of facts from visually supported captions (e.g. of newspaper or magazine photographs) with a partner in L1 or L2	Identify examples of point of view from visually supported captions (e.g. of political cartoons) with a partner in L1 or L2	Sort visually supported text according to point of view, and share with a partner	Identify evidence of point of view (e.g., word choice, tone) in various texts, and share in small groups	Compare and contrast various sources according to how point of view is expressed	Level 6 Reaching
	Cognitive Function: Students at all levels of English language proficiency will ANALYZE author's point of view.					
	Example Context for Language Use: Students read a variety of texts (e.g., speech transcripts, websites, editorials) to identify author's point of view and choose appropriate sources for a research project.					



Standard 3 - Language of Mathematics - GRADES 9-10

<div style="background-color: #0056b3; color: white; border-radius: 15px; padding: 5px; display: inline-block;">Connection</div> Example Topic Right triangles		Common Core State Standards for Mathematics, Geometry, Similarity, Right Triangles and Trigonometry #6-8 (Grades 9-10): Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. Explain and use the relationship between the sine and cosine of complementary angles. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
LISTENING	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: Trigonometric functions (sine, cosine, tangent), Pythagorean Theorem, Hypotenuse, opposite, adjacent	Sequence elements of right triangle word problems using illustrated phrase banks with a partner	Complete right triangle word problems using sentence frames and word banks (e.g., sine, cosine, tangent, right triangle)	Modify right triangle word problems using textbook models	Compose right triangle word problems using textbook models and rubrics	Compose right triangle word problems
		Cognitive Function: Students at all levels of English language proficiency CREATE word problems requiring the use of trigonometric ratios and the Pythagorean Theorem to solve.				
		Example Context for Language Use: Students write word problems that can be solved by using right triangles (e.g., finding the height of a tree by using its shadow), and trade with a classmate to solve each other's problems.				
		Level 6 Reaching				

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Standard 4 - Language of Science - GRADES 11-12

LISTENING	Connection	<p>National Science Education Standards, Physical Science, B3, Chemical Reactions (Grades 9-12): Chemical reactions occur all around us, for example in health care, cooking, cosmetics, and automobiles. Complex chemical reactions involving carbon-based molecules take place constantly in every cell in our bodies....A large number of important reactions involve the transfer of either electrons (oxidation/reduction reactions) or hydrogen ions (acid/base reactions) between reacting ions, molecules, or atoms. In other reactions, chemical bonds are broken by heat or light to form very reactive radicals with electrons ready to form new bonds....Catalysts, such as metal surfaces, accelerate chemical reactions. Chemical reactions in living systems are catalyzed by protein molecules called enzymes.</p>					Level 6 Reaching
	Example Topic						
	Chemical reactions						
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: reactant, endothermic, exothermic, chemical nomenclature, oxidation-reduction, catalyst, single/double replacement reaction	Match information about chemical reactions from a chart to a graphic organizer with a partner	Locate information about chemical reactions on a data chart and/or graphic organizer in small groups	Sort results of chemical reactions from data charts using a graphic organizer	Interpret the results of chemical reactions using data on charts	Draw conclusions based on written results of chemical reactions given a data chart (e.g., "Would you want this chemical in your kitchen? Would this chemical be a problem in a natural waterway?")	
	Cognitive Function: Students at all levels of English language proficiency ANALYZE the chemical properties of substances.						
	Example Context for Language Use: Students use charts and graphic organizers (e.g., dichotomous keys) to determine the identity of unknown chemicals in chemical reactions.						

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Expanded Strand Standard 4 - Language of Science - GRADES 9-10

SPEAKING	Connection	National Science Education Standards, Science as Inquiry, A2, Design and Conduct Scientific Investigations (Grades 9-12): The investigation may also require student clarification of the question, method, controls, and variables; student organization and display of data; student revision of methods and explanations; and a public presentation of the results with a critical response from peers.				
	Example Topic	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
	Dependent & independent variables	Identify the effect of modifying variables using illustrated word banks in small groups	Give examples of the effect of modifying variables using illustrated word banks in small groups	Describe the effect of modifying variables using graphic organizers in small groups	Compare and contrast the effect of modifying variables using graphic organizers in small groups	Report on the effect of modifying variables in small groups
Criteria from the Performance Example Expectations	Discourse Complexity: (Quantity and variety of oral and written text) <i>continued on next page</i>	Cognitive Function: Students at all levels of English language proficiency ANALYZE the effect of changing variables in an experiment.				
		Illustrated Word Bank: CO ₂ Carbon dioxide = stayed the same Δ changed Students speak underlined language: The independent variable was carbon dioxide. In the control experiment, the reaction stayed the same. In the experiments with different proportions of carbon dioxide to water, the reaction changed.	The independent variable was carbon dioxide. We used the same amount of water and carbon dioxide. The reaction occurred. We used less carbon dioxide than water. The reaction occurred slowly. We took away carbon dioxide. The reaction did not occur. Carbon dioxide affected the reaction.	Carbon dioxide was the independent variable. We knew how much CO ₂ to use in the experiment because we had the chemical equation for photosynthesis. In the control experiment, we used the amount of carbon dioxide in the equation. In the other experiments, we changed the amount of carbon dioxide. We observed the reaction slow down with less carbon dioxide.	We tested the impact of changing the amount of carbon dioxide in our experiment. To get carbon dioxide, we dissolved sodium bicarbonate in water. In our control experiment, we used the same proportion of carbon dioxide to water that the chemical equation for photosynthesis shows. We recorded the amount of water <i>continued on next page</i>	Several variables, including temperature and carbon dioxide influence the rate of photosynthesis. In our experiment, we tested the impact of varying amounts of carbon dioxide in the photosynthesis reaction. We dissolved sodium bicarbonate in water to obtain carbon dioxide. The proportion of carbon dioxide to water <i>continued on next page</i>
						Level 6 Reaching

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Expanded Strand Standard 4 - Language of Science - GRADES 9-10 ... continued

		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Criteria from the Performance Example Expectations	Connection					
	Example Topic					
	Dependent & independent variables				and carbon dioxide used in multiple experiments as well as our observations of what occurred. We found that when you use less carbon dioxide, the reaction rate slows down.	used in the control group matched the proportion shown in the chemical equation of photosynthesis. We changed the amount of carbon dioxide in the experimental groups and compared their reaction rates to that of the control group. Using data, we found the proportion of carbon dioxide to water affects the reaction rate.
	Discourse Complexity: (Quantity and variety of oral and written text)					
	Language Forms & Conventions (Types, array, and use of language structures)	Reaction in beaker A is slower than reaction in beaker B. Reaction in beaker B is faster than reaction in beaker A. Reaction in beaker A is the same as reaction in beaker C.	variable was carbon dioxide We used The reaction occurred Carbon dioxide affected	We knew ... because? We saw ... In the ...	Changing a variable affects ... Using different amounts of ...	In our experiment, we tested ... Using data, we found ...
	Vocabulary Usage (Specificity of word or phrase choice)	stay the same/change same/different slow/fast	amount slowly/rapidly affect	chemical equation photosynthesis observed	dissolve proportion reaction rate record	influence test (as a verb) obtain varying impact reaction rate
	Topical Vocabulary: Students at all levels of English language proficiency are exposed to grade level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data.					
	Example Context for Language Use: Students will discuss the design of an experiment to test the effect of changing a variable. Groups will perform the experiment and record their observations on the impact of the specific variable. Finally, the group will discuss the results and collaborate in reporting them.					

Level 6
Reaching



General Instructional Guidelines

- Print instructions legibly on the board.
- Face the classroom when speaking.
- Simplify and be consistent with oral and written instructions.
- Speak in a normal tone. Avoid raising your voice when the student doesn't understand.
- Ask students to repeat or rephrase instructions.
- Learn the student's given names. Do not anglicize or shorten a student's name unless requested by the student.
- Be aware of idiomatic expressions. Explain where necessary.
- Explain key vocabulary words.
- Model / demonstrate directions.
- Involve students actively and physically in learning.
- Use gestures and references to concrete objects and shared experiences.
- Use small groups as much as possible.
- Involve the ELL in simple classroom tasks to promote a feeling of belonging.
- Let students try making their own exercises, test questions, activities, etc.
- Be aware of tutorial assistance that is available for ELLs.
- Summarize at the end of the day what was taught.
- Note taking is an overwhelming task for many ELLs. Allow them to copy a good student's notes or make copies of your own notes.
- Encourage students to say, "I don't understand," or develop ways for students to let you know when they don't understand.
- When assessing students, look beyond written or oral, grammatical, or idiomatic problems to underlying thoughts.
- Encourage students to share ideas and/or items from their culture that relate to the subject matter being taught.
- Be aware of the speed of your speech and the complexity of the words you use. Simplify your language just enough to make the content comprehensible, without "talking down" to your students. When rephrasing something, be sure that you don't make your statement more difficult.
- Check for comprehension frequently during a lesson. Student paraphrasing or summarizing key concepts work well.
- Vary the type of instruction to reach all learners. Differentiate based on the WIDA CAN-Do Descriptors.
- Be aware of the English proficiency levels of the students in your classroom. Consult the ACCESS test scores, the CAN-DO Descriptors, and your school's ESOL teacher(s).
- While bilingual peer tutoring can be useful to lower anxiety and increase comprehension, use it constructively for academic purposes.



General Instructional Guidelines, continued

- Teach vocabulary specific to a task, for example - circle, underline, match, and fill in the blank.
- Integrate technology.
- Use teacher and student drawings and labeling of concepts.
- Write all information on the board. When you are saying the page number, be sure to write it on the board, and also write homework on the board.
- Point to words when you read them from the board.
- Allow and encourage students to use bilingual dictionaries.
- Show videos and/or pictures before story or lesson to increase comprehension.
- Involve and encourage ELs to participate in field trips.
- Strategically place ELs in the middle of the classroom, not at the front or back or all in the same group. By placing them in the middle, they can view what other students are doing.
- Allow time to practice new skills in the classroom. ELs need extra practice for mastery.
- During practice activities, provide ongoing feedback. When necessary to correct oral language errors, it is better to correct as a rephrasing or restatement at the end of the student's response.
- Allow extra wait time when asking a question.
- Keep the purpose of the lesson in mind when designing activities. All activities should reinforce the lessons' objectives. For example, encourage students to describe the results of an experiment. This process will help students produce and practice new language and vocabulary.
- To conserve time, you can incorporate activities that utilize all four language skills – reading, writing, listening, and speaking. For example, after reading a text passage, have groups discuss and generate a list of key concepts and vocabulary words. Groups then select a point to present to the class. All class members then write a summary of the presentations.
- ELs are learning both the content and the language of the lesson. Provide opportunities for extra language practice such as retelling, summarizing, oral presentation, peer teaching, cooperative activities, journal writing, computer research, role-playing and literature circles.
- Throughout the lesson, refer to language and content objectives that are posted in the classroom. Remember that each activity should support these objectives.
- Consistently check with students to ensure that the pacing is appropriate for their ability level. Asking a student to summarize or rephrase information presented will indicate whether the pacing is appropriate.



Instructional Guidelines

CONTENT AREAS

Language Arts & Reading

- Make sure that students understand academic language used in instruction. Simple words like evaluate, summarize, and express can be difficult for ELs.
- Consider providing concrete graphics when presenting new ideas to your class. Language arts focuses on abstract concepts and ELs need concrete connections.

Math

- Allow students to verbally explain their answers. “How did you get $x=5$?” “What are vertical angles?”
- When rephrasing, write the equations down. Remember numbers transcend language barriers.
- Model problems prior to practice. You can solve equations on one side and write down the corresponding steps. This will allow students a chance to see and hear how you achieved the answer through numeric and verbal expression.

Science

- Demonstrate tasks, especially laboratory activities, to clarify step by step instructions. Speak slowly and clearly, allowing them to process each step and to translate the steps mentally into their native language.

Social Studies

- ELs will benefit from visual aids such as realia, drawings, diagrams, graphic organizers, pictures, overheads, PowerPoint slides, etc. Look for websites which present the topic using simpler language than is in your textbook.
- If you use videos, learn how to turn on the closed caption feature so that your students can hear and see the words being spoken. This will increase your students’ ability to comprehend the material. Stop the video after key points in order to summarize and check for understanding.



How To Design Lessons: General Guidelines

- Every day language and content objectives should be posted in a visible place. These objectives should be read aloud at the beginning and end of instruction. It is helpful to point to each word as it is read aloud. Also, students can keep an “objectives journal” where they record daily objectives for later reflection.
- Choose which vocabulary words to emphasize; keep in mind that all of your words will not always be content specific. For example, when teaching a science lesson on topography, a teacher may choose the words elevation and depth. For beginning ELs, they will also need to learn the concepts of above and below to understand elevation and depth.
- Simplify the language - be prepared with many synonyms for the key concepts. Vocabulary words should be written in a visible place so students can refer to the words during the lesson. At the end of a unit, vocabulary words should be posted on a word wall.
- Gather many supplementary materials to support your lesson. Examples include real-life objects, manipulatives, pictures, overhead transparencies, models, and videos. Provide an atmosphere of predictability – utilize classroom routines and practice them consistently.
- Plan meaningful activities that engage all students in learning. Utilize lessons which engage as many learning styles as possible.
- Design lessons incorporating listening, speaking, reading, and writing.
- Know your students’ proficiency levels in your classes when you design lessons. Refer to the *Differentiated Language Functions and Academic Support Chart* as a guide (see page 13).



How To Design Lessons for ELs

CONTENT AREAS

Language Arts & Reading

- Consider providing visual images to convey abstract or difficult concepts.
- During poetry lessons, providing a description of the poem's message can help ELs.
- If reading longer works, it is helpful to provide a brief summary to ELs before the reading.

Math

- Example of content objective: To solve algebraic equations. Language objective: To read algebraic equations as verbal sentences.
- Post a student created vocabulary list in the room and encourage students to copy it in their notebooks.
- Supplementary materials can include: overhead dice, dominos, algebra tiles, overhead calculators and computers.

Science

- The science curriculum is filled with so many complex vocabulary words that it may become overwhelming for an EL student. Providing them with visual supports takes the concept from abstract to concrete. For example, providing a visual of bacteria will assist students to comprehend abstract concepts such as "unicellular."

Social Studies

- Sample content objective – Students will understand the concept of balance of power among 3 branches of US government.
- Sample language objective – Students will understand and be able to use new vocabulary. (misconduct, veto, override, appoint, bill, impeach).
- Consider using differentiated reading materials covering the same content.



Tapping in to Prior Knowledge: General Guidelines

- Get to know your students—their background, customs, family, educational experience. Be sure to make connections for students from other cultures and explain culturally-biased content. Employ materials from the students' cultures and histories to illustrate principles and concepts.
- Assess prior knowledge by using KWL, brainstorming, visuals from text, and graphic organizers.
- It can be a challenge to link concepts to the background experience of students, but this step is crucial. While making the link between background and new concepts, be aware that student experiences can be vastly different. You will need to make multiple links explicit using the varied background experiences of your students.
- In addition to linking to background experiences, it is also important to link to prior knowledge. Consistently point out links to previous lessons and courses, keeping in mind that students new to the school may not have experienced these courses.
- It is vital to “front-load” vocabulary before addressing a reading assignment. Vocabulary words should be posted visibly in the classroom. Emphasize and explain them before reading. Then revisit and reinforce these vocabulary words throughout the lesson. Word walls, student-built dictionaries, vocabulary games, and word sorts/classifying can be helpful tools.



Tapping in to Prior Knowledge

CONTENT AREAS

Language Arts & Reading

- Often there are popular stories from a student's native culture that focus on the same concepts from class.
- Consider adapting writing assignments to allow students to focus on issues from their own cultures.

Math

- Venn Diagrams and flow charts are excellent graphic organizers for math students. They can follow the steps of a flow chart to solve problems.
- In the word problem, "Sharon gets a \$5 allowance and Juan gets \$3 more..." ELs' will stop at the word allowance. It may not be a part of their culture. The mathematics is not an issue; it is the non-academic vocabulary. Keep this in mind when solving application problems.

Science

- Provide the students with the tools to link their prior knowledge with the current learning material.
- Target word charts are an excellent resource where students predict the meaning of words prior to the lesson. Students revisit the target words upon completion of the lesson or after reading a passage to provide clarification.

Social Studies

- Consider having students create a dictionary of new words from your class. You can make a set of pages with a letter of the alphabet in a large font on each page. Copy these and put them in a binder. Words to include can be teacher- and/or student-selected. As the quarter or semester progresses, you can use these words in games or activities as a way of revisiting and reinforcing them. Vocabulary games such as Concentration, Pictionary, Scrabble and word sort/classification activities are helpful and engaging for ELs.



General Instructional Strategies

- Select a few learning strategies to utilize each year. Teach students explicitly what the strategies are, model how to use them, and teach students when it is appropriate to use them. Give students frequent opportunities to utilize these strategies in and out of class.
- When text is difficult to read, it is helpful to pull out key concepts, write an adapted version of the text, or provide a detailed study guide. For example, on your standard study guide, provide the page number where the information can be found.
- Through the use of scaffolding techniques, you can implement higher order questioning and promote analysis, synthesis, and evaluation of key content. Even students with lower language proficiency are capable of higher order thinking. They may use pictures, manipulatives, and gestures to communicate their thoughts.
- Use a variety of open-ended questions to engage all students actively in discussions.
- Review concepts.
- Use mnemonic devices.
- Teach students to visualize.
- Use graphic organizers—story maps, Venn Diagrams, webs, lists, timelines, etc.
- Teach self-questioning/self-monitoring.
- Teach predicting strategies.
- Outline - give students the framework and model the process on the overhead.
- Highlight key words on handouts, parts of speech with different colors, key words in questions. (Key words in text when permissible).
- Have students make flashcards.
- Provide opportunities for success by alternating difficult tasks with easier ones.
- Avoid oral correction of language errors; model correct language. Errors may be developmental.
- Use peer tutoring.
- Prompt students to elicit responses.
- Accept any effort to answer questions.
- Use think-alouds.
- Have students teach what they have learned to other students.
- Implement guided reading.
- Design cloze procedures in the content areas.
- Use language frames to help ELs with speaking and writing tasks. For example, "The author used _____ in order to _____.", "I decided to represent _____ this way because _____.", "At first...but now...", "Based on _____, I can infer that _____."



Instructional Strategies

CONTENT AREAS

Language Arts & Reading

- Providing students with an outline or timeline of the stories they read will help them follow the text and focus on underlying concepts.
- Be careful not to relegate ELs to activities that only focus on concrete concepts. Try to provide activities allowing students to express their understanding without using complicated language.

Math

- Some helpful strategies include: notes frames (or fill in the blank notes), bisected problems (algebraic work on half the sheet and verbal explanation corresponding on the other half) and detailed study guides (including page numbers).
- Use manipulatives! Computers, algebra tiles, coins (for counters), overhead calculators and dice all work well to engage students and aid comprehension.

Science

- Encourage students to take ownership of their learning material by providing them with the tools to promote their higher order thinking.
- Utilize tools and games such as Jeopardy, PowerPoint, concentration, and debates.
- When explaining an experiment, always provide written instructions. It is helpful to guide students through the experiment one step at a time or chunk the steps into groups and present one chunk at a time.
- Before you set students loose to complete an experiment, ask a group to summarize each step of the experiment.

Social Studies

- Consistently use verbal scaffolding, such as paraphrasing a student response with correct grammar and information. Graphic organizers are a vital procedural scaffold in Social Studies. Examine those that you are already using to determine if they can be clarified or simplified for your ELs. You may want to add key words or concepts to a note-taking organizer, give students a cloze passage with a word bank, or utilize guided notes.
- Check for succinct chapter summaries or resources designed for second language learners in your textbook's ancillary materials. Some publishers make these materials available on their websites.
- Frequent short sessions of practice are more valuable than long sessions that occur sporadically.



Communication in the Classroom: General Guidelines

- Create a classroom environment that encourages interaction and expression of ideas without prejudice or judgment about content or language. Remind students that all class members come from different cultures, backgrounds and language that may impact their willingness or ability to speak out.
- Provide frequent opportunities for interaction and discussion - teacher-student and student-student. Some suggestions are to pose an opening question to begin a class discussion, to confer individually with students, and to circulate during group work to provide focus and clarity.
- Cooperative group work is a valuable tool. Utilize a variety of grouping techniques – both homogeneous (same-language students can help each other interpret material) and heterogeneous (group ELs with native English speakers to enhance vocabulary acquisition).
- In order to increase interaction and encourage participation of all, set the expectation among students that you do not automatically call on the first student to raise his or her hand. Always pose a question and allow think time before calling on a student to respond. ELs need extended wait time in order to translate questions to their first language, formulate a responses, and translate back to English.
- Encourage students to bring a bilingual dictionary to class daily. Allow them to use first language resources whenever possible.
- Clearly explain academic tasks.
- All instructions and tasks need to be expressed explicitly. Posting tasks on the board will help students focus.
- Speak slowly and clearly...not loudly. Speaking loudly does not increase comprehension.
- Use shorter sentences with beginning ELs.
- Use subject-verb order for beginners/newcomers.
- Use active voice not passive voice for beginners/newcomers.
- Avoid the generic use of “you” when meaning “I” or “the children” in general.
- Paraphrase and repeat information. Find more than one way to say things.
- Use speech that is appropriate for students.
- Simplify language but not the concept.
- Print key information on the board. Remember many ELs cannot read cursive handwriting.
- Check for comprehension—do not ask “Do you understand?”
- Ask students to reword or explain. Clearly explain your academic task; consider having a student restate instructions to be sure they understand. It is helpful for all students to have step-by-step instructions on the board for clarity.



Communication in the Classroom

CONTENT AREAS

Language Arts & Reading

- Pairing native speakers with ELs gives the EL someone to help explain abstract concepts and vocabulary. It also allows the native speakers to solidify their own understanding.
- Consider asking the class to jot down ideas before asking them to share with the class. This added time gives ELs an opportunity to come up with the necessary language to express their ideas.

Math

- Use cooperative groups, making sure that each person shows his/her portion of the work. Round Robin problems show this well. One student completes step one and passes the paper along, then the next student completes the next step and so on.
- Use wait time. Praise students for their excitement about math but encourage them to give others a chance to think about the problem.

Science

- When creating a hypothesis for a lab, use a think-pair-share strategy. First have students think about what they predict the outcome will be. You may have them jot down a few notes. Then have them pair up and share their hypothesis with a buddy or with their group members. Last, have groups report back the hypothesis they created.

Social Studies

- Be aware of your students' lack of background in U.S. culture and history, and look for cultural bias in your teaching materials. For example, your students may not have experience with democracy. You can set up a classroom activity in which they vote on an issue of direct importance to them in order for them to internalize the concept.
- Give your EL some advance information about the next day's discussion, and pre-arrange to ask him or her specific question. Your student will have extra time to view the information, understand it, and formulate a response.



Evaluation of Concepts & Vocabulary: General Guidelines

- To bring things together at the end of a lesson, review the day's objectives and vocabulary. Repeating and reinforcing language patterns helps students become familiar with English structures. Use of language through multiple modalities encourages students to remember and use new academic and content vocabulary. Examples – discuss, share ideas, ticket out the door, create and share sentences using vocabulary words, using discussion prompts such as: I wonder..., I discovered..., I still want to know..., I learned..., I still don't understand....
- Provide regular feedback to students on their output. Specific feedback (written or oral) is important to the progress of students, more so than a letter grade. Strive to provide constructive comments on written and oral student responses. Replace comments such as “good job” with more specific feedback such as “I really like the way you...”
- In addition to major formal assessments, you can use short quizzes, checklists, formative assessments, ticket out the door, etc. to assess student comprehension and learning. Traditional assessment tools often test a student's knowledge of the English language as much as they test the academic content. Providing support such as word banks, modified rubrics, reducing the answer options on a multiple choice test, or reading the test aloud, levels the playing field for a capable student who is not a native language speaker.



Evaluation of Concepts & Vocabulary

CONTENT AREAS

Language Arts & Reading

- ELs are not always able to express their thoughts in written English. Consider giving them opportunities to express their thoughts either orally or using alternative means of expression, i.e. concept drawings.
- When assigning in-class writing or essays on assessments, consider giving ELs the prompts ahead of time. This preparation time will give them an opportunity to solidify their thoughts.

Math

- Use creative yet specific adjectives to describe student work. “Miguel, you plotted the intercept correctly but we should work on the slope.” “Fatimah, you found the inverse perfectly.”
- When completing assessments, students may get troubled by non-academic vocabulary. Try to use word problems that are similar to those completed in class and change the values. This will help students move beyond the language into the mathematics where they may feel more comfortable.

Science

- When grading a science lab, take a moment to comment on the student’s hypothesis, data collection, and/or conclusion rather than just putting a score on the top.
- When completing a hands-on activity on classification, provide students with specific feedback such as, “I like how you decided to group your shells by color and size,” instead of just saying, “Great job!”

Social Studies

- Utilize games and shortcuts for review and assessment each class period. A soft squishy ball can be tossed from student to student to review key lesson concepts or vocabulary. A thumbs up/thumbs down sign can be used to signal responses to questions with yes/no or agree/disagree answers. Word sorts are a good way to review vocabulary and assess the student’s mastery of the terms. (Example: Sort the words according to these labels: types of government, principles of government, framers of the Constitution).



What is Difficult for ELs?

CONTENT AREAS

Math

- Technical terminology
- The complex nature of problem solving
- Understanding multi-step instructions
- Many synonyms and abbreviations for math terms
- Unfamiliarity with U.S. currency
- Difficulty in understanding relationships such as; is greater than, half as much as, smaller than, etc.
- Difficulty reading textbooks

Science

- Locating information in textbooks and other resource books
- How to interpret charts, tables, figures
- Technical academic vocabulary
- Expository passages
- Language structures of expository passages such as; passive voice, long noun phrases serving as objects or subjects
- Lack of background knowledge of concepts
- Scientific beliefs taught in US schools may be in conflict with the scientific beliefs of other cultures

Social Studies

- The quantity of information is extensive regarding places, events, and ways of living
- Unfamiliar concepts
- Tasks that require students to analyze, inform, contrast, compare, make adjustments, explain and describe
- Expository passages and reading demands
- Unfamiliarity with cause and effect, drawing conclusions, making inferences, etc.
- The need for specific reading skills such as understanding titles, headings, subheadings, main ideas, analyzing graphics and locating information
- Background knowledge of topics



Home-School Partnerships

- Establishing a personal relationship with the parents of ELs may be the single most important factor in fostering student success.
- At the beginning and throughout the year, communicate school rules and expectations to the parents. Use an interpreter if the parent does not speak English. With advance notification Fulton County will provide interpreters. Do not rely on the student to translate.
- Parent conferences should be in person since telephone communication is difficult.
- Invite the parent to observe in the classroom even if he/she is not proficient in English.
- Include parents in classroom activities and field trips.
- Work with PTA to make parents feel comfortable at meetings, festivals, volunteer opportunities.
- Schools should develop workshops that educate parents about the curriculum standards.
- Parents in many cultures only go to school if there is a problem so they need to be encouraged to come to school for school activities, parent conferences, etc.
- Schools should develop workshops that educate parents about the American education system. (attendance, discipline, homework, after-school activities).
- Invite parents of ELs into your classroom as cultural resources even if they are not proficient in English.
- Speaking in an unfamiliar language disrupts the communication process between parent and child.
- Children lose their identities if deprived of the native language. (value student experiences they bring to the classroom).
- Obtain a list of adult ESL classes to share with your parents. Many free classes are found in local communities.



Additional Resources

Activities for ESL Students
<http://a4esl.org>

WIDA (World-Class Instructional Design and Assessment)
www.wida.us

ASCD (Association for Supervision and Curriculum Development)
www.ascd.org

CAL (Center for Applied Linguistics)
www.cal.org

CREDE (Center for Research on Education, Diversity & Excellence)
www.cal.org/crede

Dave's ESL Café
www.daveseslcafe.com

ESL Resource Center
www.eslsite.com

Everything ESL
www.everythingsl.net

GATESOL (Georgia Teachers of English to Speakers of Other Languages)
www.gatesol.org

TESOL (Teachers of English for Speakers of Other Languages)
www.tesol.org

Booklet compiled by Torrie Voss, Title III Staff Development Planner



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