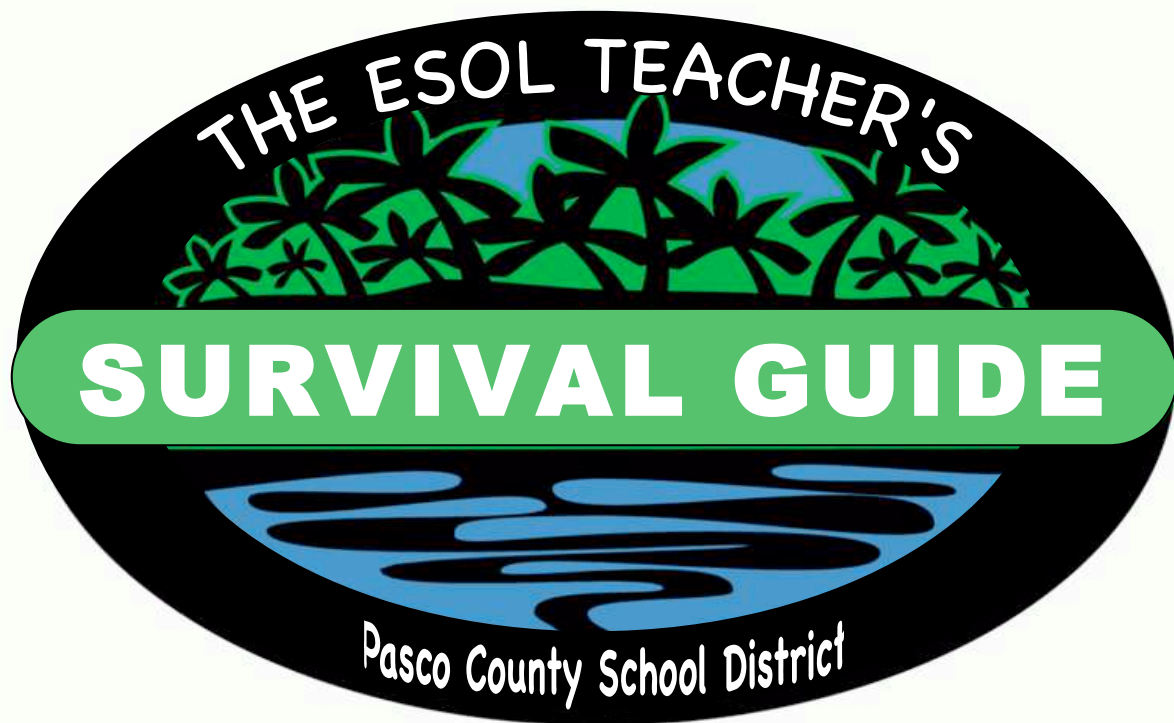


Heather Fiorentino, Superintendent

August 2010





Fourth Edition, Revised and Updated by

Ariana Leonard
Supervisor, ESOL & World Languages

Susan Welch
ESOL Resource Specialist



August 2010



**District School Board of Pasco County
Board Members**

Allen Altman
District 1

Joanne Hurley
District 2

Cathi Martin
District 3

Kathryn Starkey
District 4

Frank Parker
District 5



Heather Fiorentino
Superintendent

Olga Swinson, CPA
Chief Finance Officer

Ruth B. Reilly
Assistant Superintendent for Curriculum and Instructional Services

Renalia S. DuBose, Esq.
Assistant Superintendent for Administration

David Scanga, Ed.D.
Assistant Superintendent for Elementary Schools

Tina Tiede
Assistant Superintendent for Middle Schools

James T. Davis
Assistant Superintendent for High, Adult and Alternative Schools

Assistant Superintendent for Support Services

The District School Board of Pasco County

7227 Land O' Lakes Boulevard
Land O' Lakes, FL 34638
(813) 794-2000 (727) 774-2000 (352) 524-2000

The contents of this document may not be reproduced without the approval of The District School Board of Pasco County.

For further information, please contact:

Ariana Leonard
Supervisor of Curriculum and Instructional Services
ESOL and World Languages

(alrodrig@pasco.k12.fl.us)

Thank you.

Acknowledgements

This volume, now in its fourth edition, has undergone continuous revision and updating as the District vision has evolved, researched practices have emerged, and federal and state directives have changed. The editors wish to acknowledge the dedicated ESOL professionals from throughout the District who have been involved in this process.

Dale Borders, Retired ESOL Resource Specialist

Jeffa Flaitz, Former ESOL Resource Teacher

Elena Garcia, Supervisor of Curriculum and Instructional Services for Title I

Renee Gaudet, ESOL Resource Teacher

Kristine Larscheid, ESOL Resource Teacher

Ariana Leonard, Supervisor of ESOL and World Languages

Beatrice Palls, Retired Supervisor of ESOL and World Languages

Darlene Pugnali, Former Supervisor of ESOL and World Languages

Susan Welch, ESOL Resource Specialist

Renee Tyner, ESOL Resource Teacher

We also extend thanks to the many ESOL resource teachers, ESOL bilingual instructional assistants, school and district administrators, classroom teachers, students and their families who continue to play a significant role in the design and implementation of ESOL services.

Ariana Leonard

Supervisor of Curriculum and Instructional Services for ESOL and World Languages

Susan Welch

ESOL Resource Specialist

The ESOL Teacher's Survival Guide

Table of Contents

Who is an ESOL Teacher?	1
How do I know if any of my students is an ELL?	1
What do ESOL teachers do?	2
How long do students receive ESOL services?	2
Who is tested for ESOL eligibility?	3
How is a student determined eligible to receive ESOL services?	3
What are ESOL services?	4
<hr/>	
As an ESOL teacher, do I have training opportunities?	4
How many hours of training do I have to take and by when?	5
What Is an ESOL Endorsement?	6
How do I add the ESOL Endorsement or ESOL Certification to my teaching certificate?	7
What are the state-required ESOL courses?	8
What does it mean if I'm "out-of-compliance"?	11
Where do I take my training?	11
Will ESOL courses I took in another district or state count?	12
How do I sign up for ESOL training through Curriculum and Instructional Services?	12
<hr/>	
What do I do if I think my ESOL student has a learning disability?	13
What if my student is ESOL and ESE?	14
What if my ESOL student is being considered for a PMP or for retention?	14
<hr/>	
What are my responsibilities as an ESOL teacher?	15
How do I use ESOL strategies in my classroom?	16
How do I use the Student Oral Language Observation Matrix (SOLOM)?	17
Isn't using ESOL strategies just good teaching?	18
How do I complete the ESOL strategies sheets?	21
<hr/>	
How does the ESOL bilingual instructional assistant help ELLs?	22
How do I collaborate with the ESOL bilingual instructional assistant?	24
What are the ESOL bilingual instructional assistant's duties?	25
How are the ESOL bilingual instructional assistant's duties divided?	26
<hr/>	
What are the duties of the ESOL resource teacher?	27
When do I communicate with my ESOL resource teacher?	28
<hr/>	
How can I modify my speech when addressing ELLs?	29
How else can I improve communication with ELLs?	30
How do I communicate with the families of ELLs?	31
How can I maximize an LFS "EATS" lesson for ELLs?	32
What kinds of alternative assessments can I use for ELLs?	34
<hr/>	
<u>Forms and Guides – Some Useful Approaches to Keep on Hand</u>	
ESOL Instructional Strategies – A Reference Guide	
Model Lesson Planning Form	
ESOL Teacher Reflection Guide for Professional Development and Growth	
For Further Reading	

Who is an ESOL Teacher?

Any teacher who teaches an English Language Learner (ELL) is an ESOL* Teacher.

If you are teaching an ESOL student, YOU are an ESOL teacher.



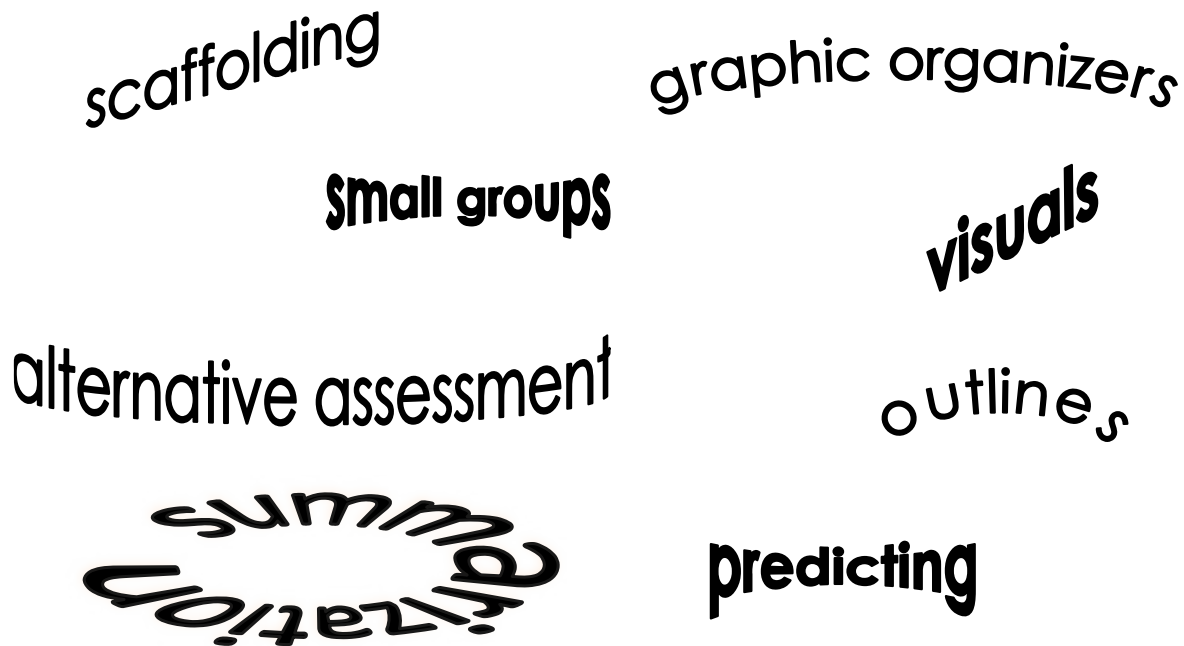
How do I know if any of my students is an ELL?

- Your ESOL resource teacher will let you know who your ESOL students are.
- You will sign official notification reports listing your ESOL students.
 - At that time, your ESOL resource teacher will review some strategies that you may use as you work with your ESOL students.
 - You will receive information about any training opportunities to support you in your work with ELLs.
- You can set your eSembler preferences to display this information about your students so you'll be able to see it right on screen. This is updated nightly.

The terms English Language Learner (ELL) and English for Speakers of Other Languages (ESOL) student refer to the children in our classrooms. "ESOL" can appear as a modifier in other ways, such as "ESOL strategies" or "ESOL services." ESOL students may be **NES (Non-English Speaking), **LES** (Limited English Speaking), or **FES** (Fluent English Speaking).*

What do ESOL teachers do?

ESOL teachers use a variety of strategies to help ESOL students understand instruction and successfully complete their work.



How long do students receive ESOL services?

Students receive ESOL services until:

- proficiency in English is demonstrated on assessments;
- or...
- for a maximum of six years (though we support the student beyond that with whatever is needed to bring about success with language development and academic achievement).

Who is tested for ESOL eligibility?

All students are given the *Home Language Survey* upon registering at District School Board of Pasco County schools. Students meeting one or more of these conditions must be assessed for ESOL eligibility:

- Individuals who were not born in the United States and whose native language is a language other than English.
- Individuals who come from home environments where a language other than English is spoken in the home.
- Individuals who are American Indian or Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency.
- Individuals who, by reason thereof, have sufficient difficulty speaking, reading, writing, or listening to the English language.

How is a student determined eligible to receive ESOL services?

Eligibility is based on English proficiency test scores.

- Kindergarten through grade 2
Listening and speaking test scores
- Grades 3 through 12
Listening, speaking, reading, and writing test scores
- Pre-Kindergarten students are provided ESOL services. They are tested for English proficiency upon entering kindergarten.

You may find that the ESOL resource teacher at your school requests that you release students to be tested to determine their eligibility for ESOL services. This occurs at the beginning and end of each school year. As well, the *Comprehensive English Language Learning Assessment* (CELLA) is administered each spring to all current and former ELLs. This test of English language proficiency not only guides us in determining the students' language growth, but also serves as a federally mandated Adequate Yearly Progress (AYP) indicator under the No Child Left Behind Act.

We appreciate your understanding when we ask to work with your ESOL students!

What are ESOL services?

ESOL is a collection of services aimed at supporting students' English language proficiency development and academic achievement. The services provided are:

- ESOL-trained classroom teachers who deliver comprehensible instruction through the use of research-based ESOL strategies.
- Bilingual instructional assistants who support students and teachers at schools. (ESOL bilingual instructional assistants are available at schools that have 15 or more ESOL students who speak the same language.)
- ESOL resource teachers who identify and monitor students, advise and coach teachers, partner with administrators, and keep schools in compliance with state and federal laws.
- Equal access to appropriate curriculum and special programs (e.g., gifted, AP, IB, ESE, etc.).

As an ESOL teacher, do I have training opportunities?

Yes you do. **Every** teacher and staff member who interacts with ELLs is required to take ESOL training at various levels.

Even “homeroom” teachers will be identified for training, as well as media specialists, school psychologists, nurses, guidance counselors, and administrators.

How many hours of training do I have to take and by when?

It all depends on what courses you are teaching or in what capacity you provide support services to learners.

- Category 1: Language Arts, Developmental Language Arts, English, Intensive Reading, and Reading teachers need to add the ESOL Endorsement to their teaching certificate over the span of six years. It is a five-course sequence. (They may also elect to add ESOL Certification by passing the state subject area exam and completing two ESOL courses.)
- Category 2: Mathematics, Science, Social Studies, and Computer Literacy teachers need to take the Empowering ESOL Teachers (60-hour) course.
- Category 3: Other subject area teachers, such as Art, Music, World Language, and Physical Education, need to take the 18-hour ESOL Strategies course. This applies to speech/language pathologists, physical and occupational therapists, school psychologists, media specialists, nurses, and other educational professionals.
- Category 4: Guidance Counselors and school-based Administrators need to take the ESOL for Guidance Counselors or ESOL for Administrators (60-hour) course, respectively.

Timeline to Complete ESOL Training:

	BEGINNING TEACHER	EXPERIENCED TEACHER
CATEGORY 1	2 YEARS to complete 1 st course, then 1 course per year	2 YEARS to complete 1 st course, then 1 course per year
CATEGORY 2	2 YEARS to complete	1 YEAR to complete
CATEGORY 3	2 YEARS to complete	1 YEAR to complete
CATEGORY 4	3 YEARS from date of hire to complete	

The ESOL resource teacher is the best person to contact if you have any questions about what course(s) you need or by when you must complete your training.

What Is an ESOL Endorsement?

An ESOL endorsement is a credential that teachers add to their teaching certificate to demonstrate that they are qualified to teach English Language Learners.



Language Arts, Developmental Language Arts, English, Intensive Reading, and Reading teachers who serve one or more ELLs are required to add the ESOL Endorsement to their teaching certificate.

Please Note: Even if you have taken your ESOL courses as part of your college degree program, you must apply through the Florida Department of Education to place the ESOL Endorsement on your certificate. The school's ESOL resource teacher or principal's secretary can provide additional information and forms.

How do I add the ESOL Endorsement or ESOL Certification to my teaching certificate?

- To add the ESOL Endorsement, take all five (5) courses (A-E in the next section) through District inservices or through an accredited college or university for college credit. (College or university courses each must be passed with a grade of C or higher and be 3-credits or more.)
- To add ESOL Certification, take any two (2) courses (A-E in the next section), and pass the ESOL subject area exam. *Through this method, you will be ESOL-certified, but not ESOL-endorsed. Both are acceptable ways to become qualified to teach ELLs.*

You must APPLY to the Florida Department of Education to add your ESOL Endorsement or ESOL Certification to your teaching certificate.

To apply, contact the Certification Department in Human Resources or visit the District website, Human Resources for Applications and Information:

<http://www.pasco.k12.fl.us/hr/certification>

The school's ESOL resource teacher can assist you if you have additional questions.

What are the state-required ESOL courses?

In order to comply with the 1990 ESOL court order to provide students with ESOL teachers who have appropriate training (www.fldoe.org/aala/lulac.asp), The District School Board of Pasco County offers the following courses for inservice credit:

A. ESOL EMPOWERING TEACHERS – CATEGORY 1 & CATEGORY 2

For teachers seeking the ESOL Endorsement, taking this course first is highly recommended.

Course Goal: To assist teachers in developing attitudes, skills, and knowledge that will enable them to identify students who are English Language Learners (ELL) and to provide and justify effective instruction for ELLs. Upon completion of this component, participants will be able to modify curriculum and offer instruction and evaluation compatible with student language diversity.

B. ESOL CROSS CULTURAL COMMUNICATION AND UNDERSTANDING – CATEGORY 1

Course Goal: To enable participants who are obtaining the ESOL Endorsement to identify the major cultures represented by the ELL students in Florida public schools in order to develop better cross-cultural understanding among all groups and to meet appropriately their special needs within the school and community settings.

C. ESOL CURRICULUM AND MATERIALS DEVELOPMENT – CATEGORY 1

Course Goal: To enable participants who are obtaining the ESOL Endorsement to improve and enhance their knowledge of ESOL curriculum and to improve and enhance the participants' knowledge of materials appropriate for use with ESOL students.

D. ESOL LANGUAGE ACQUISITION AND ALTERNATIVE ASSESSMENT – CATEGORY 1

Course Goal: To enable participants who are obtaining the ESOL Endorsement to use knowledge about language acquisition and language learning in determining instructional methods and strategies to be used in the classroom. Upon completion of this component, participants will be able to integrate language acquisition theory and language learning strategies into classroom instruction for ESOL students, and to select and use appropriate formal and informal assessment instruments and techniques appropriate for use with ESOL students.

E. ESOL METHODS OF TEACHING – CATEGORY 1

Course Goal: To enable participants who are obtaining the ESOL Endorsement to identify and apply major ESOL methodologies and approaches. This component will develop the participants' understanding of the difference between the acquisition of academic language and interpersonal communication skills. Participants will be able to produce lesson plans that provide multilevel ESOL activities for a variety of situations.

F. ESOL CONTENT STRATEGIES FOR OTHER SUBJECT AREAS – CATEGORY 3 TEACHERS/PROFESSIONALS ONLY

Course Goal: To assist participants in developing attitudes, skills, and knowledge which will enable them to identify students who are English Language Learners (ELL) and to provide and justify effective services for ESOL students. Upon completion of this component, participants will be able to recognize modified curriculum and offer assistance to ESOL students that is compatible with the students' level of English language proficiency.

What does it mean if I'm “out-of-field”?

It is okay if you are “out-of-field.”

If you are teaching Language Arts, Developmental Language Arts, English, Intensive Reading or Reading to ESOL students and you are not ESOL-endorsed or ESOL-certified, you are issued an out-of-field permit which allows you to teach ESOL students while you are in the process of earning your ESOL endorsement or certification.

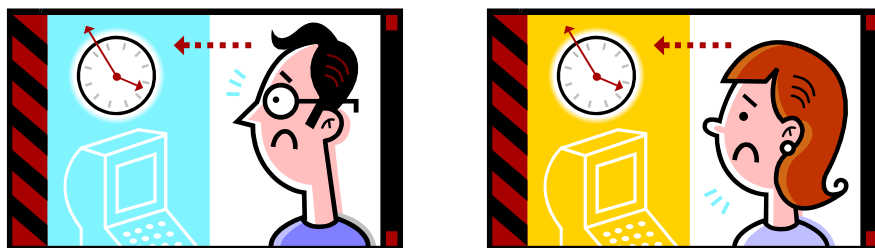
Your ESOL resource teacher will work with Human Resources and Curriculum and Instructional Services to take care of this.

You will be directed to sign an out-of-field permit and complete ESOL training within the timeframe noted on page 5. (When you attended Centralized Hiring, you signed a similar form agreeing to fulfill ESOL training requirements when assigned an English Language Learner.)

Under the No Child Left Behind Act (NCLB), your school must let parents know that you are working on these requirements.

What does it mean if I'm "out-of-compliance"?

Being out of compliance means you have not satisfied your training requirements in the time allowed by the Florida Department of Education. This may apply to educators in any of the four (4) categories.



Be sure to take each ESOL course by the annual deadline so you are not out-of-compliance. If you become out-of-compliance, your school can lose funding and your continued employment may be in jeopardy.

Timely completion of ESOL training is a condition of continued employment with The District School Board of Pasco County.

Where do I take my training?

You may take the designated ESOL courses at no charge through the District or at your own expense through a college, university, or other approved provider (e.g., The Center for Technology in Education).

Will ESOL courses I took in another district or state count?

The ESOL Resource Specialist in Curriculum and Instructional Services will make this determination after you submit your inservice records.

Send your records through the courier to:

ESOL Resource Specialist - CIS

Or fax them to extension 42152:

ATTN: ESOL Resource Specialist

How do I sign up for ESOL training through Curriculum and Instructional Services?

Schedules of courses may be distributed through AVATAR, school mailboxes, email, or posted at your school on the Staff Development information board. Most courses are available in face-to-face or online format for teachers' convenience. It is each educator's responsibility to sign up for the appropriate course prior to registration deadlines. You must complete your course(s) within the time allowed to remain in compliance.

Contact your ESOL resource teacher or the ESOL Department at x42251 for more information.

Your ESOL resource teacher understands all your training needs. Please consult together if you have any questions about your training responsibilities.

What do I do if I think my ESOL student has a learning disability?

If you are using ESOL strategies consistently, and your ESOL student is still not progressing, he/she may or may *not* necessarily have a learning disability. There are many variables to be considered before reaching a conclusion.

If you have a concern, meet with your ESOL resource teacher in order to discuss the situation. If so determined, the ESOL resource teacher will work with you to complete a *Multicultural Background Questionnaire* for ESE consideration.

You must see your ESOL resource teacher *BEFORE* making an ESE referral for an ESOL student.

The *Multicultural Background Questionnaire* must be completed and reviewed as an initial step in this process.

Your input as to the student's growth and progress is a vital part of any discussions held prior to the formal referral process or in meetings with the Individual Education Plan (IEP) or Transitional Individual Education Plan (T/IEP) team.

What if my student is ESOL and ESE?

You may have an ESOL student who is also in an ESE program. Speaking another language does not exclude a student from being gifted or from having a learning challenge.

An ESOL/ESE student is provided services from both departments and is guaranteed the right of access to these services.

All ESOL/ESE students' *Individual Education Plan* (IEP) or *Transitional Individual Education Plan* (T/IEP) must contain their current level of English proficiency, and state how it will be addressed. The students' English or Language Arts teacher should determine the level of English proficiency by using the *Student Oral Language Observation Matrix* (SOLOM), and through collaboration with the ESOL resource teacher. (See page 17.)

ESOL resource teachers are required to attend all IEP and T/IEP meetings for ESOL students. Please remember to schedule with them when planning these meetings.

What if my ESOL student is being considered for a PMP or for retention?

The Progress Monitoring Plan (PMP) is an excellent instrument for reiterating students' needs for support strategies in particular academic areas. However, ELLs may not be given a PMP solely due to their level of English language proficiency. Please refer to the *Progress Monitoring Plan Handbook* for directions on issuing a PMP to ESOL students. As well, you will find forms in English and Spanish.

Any considerations for a PMP or for the retention of ELLs must be conducted as part of an ELL committee meeting. Minutes must be kept and families must be invited to participate.

ESOL resource teachers are required to attend all PMP and retention meetings for ESOL students. Please remember to schedule with them when planning these meetings.

What are my responsibilities as an ESOL teacher?

To invite the ESOL resource teacher to meetings (e.g., PMP, SBIT, IEP, retention, etc.)

To communicate with families using the translated forms – when available

To communicate with families of ELLs in a language they can understand – when feasible

To use ESOL strategies in the classroom to deliver comprehensible instruction and assess students' progress

To take required ESOL training courses

To collaborate with the ESOL bilingual instructional assistant if one is working with your ELLs

To communicate with the ESOL resource teacher regarding ELLs' progress



To document ESOL strategies in all lesson plans and on ESOL strategies sheets

YOU make the greatest difference in the lives of our newest Americans!

How do I use ESOL strategies in my classroom?

<p>SELECTION</p> <p>What do I know about the student?</p> <ul style="list-style-type: none"> • language proficiency* • academic level and needs • learning style preferences • existing repertoire of learning strategies <p>What is the nature of the subject matter?</p> <ul style="list-style-type: none"> • numeric? literary? theoretical? practical? 	<p>What is the nature of the task?</p> <ul style="list-style-type: none"> • description, application, generalization, evaluation, etc. <p>What has been my experience with strategies?</p> <ul style="list-style-type: none"> • ease of teaching • effectiveness • student response <p>Which strategies can I repeat without boring the student?</p>
<p>RESOURCES</p> <p>What strategies are included in the ESOL Instructional Strategies Guide?</p> <p><i>(also known as ESOL Strategies Sheets or Appendix L₁ and L₂)</i></p> <p>What have I learned through my ESOL training courses?</p> <p>What suggestions might my ESOL resource teacher make?*</p>	<p>DOCUMENTATION</p> <p>What strategy terms can I incorporate into my lessons?</p> <p>What strategies can I highlight in my plan book?</p> <p>How can I create a special ESOL section in my lesson plans?</p> <p>How can eSembler help me keep track of my strategy use?</p>

REMEMBER
For optimal effectiveness, strategies should be thoughtfully selected, applied, and evaluated.

*Use the *Student Oral Language Observation Matrix (SOLOM)*: Description of Functional English Levels to determine and track your ELLs' language learning progress. (See page 17).

** Remember, YOU are the ESOL teacher. As such, you know the student better than anyone, including the ESOL resource teacher.

How do I use the STUDENT ORAL LANGUAGE OBSERVATION MATRIX (SOLOM)?

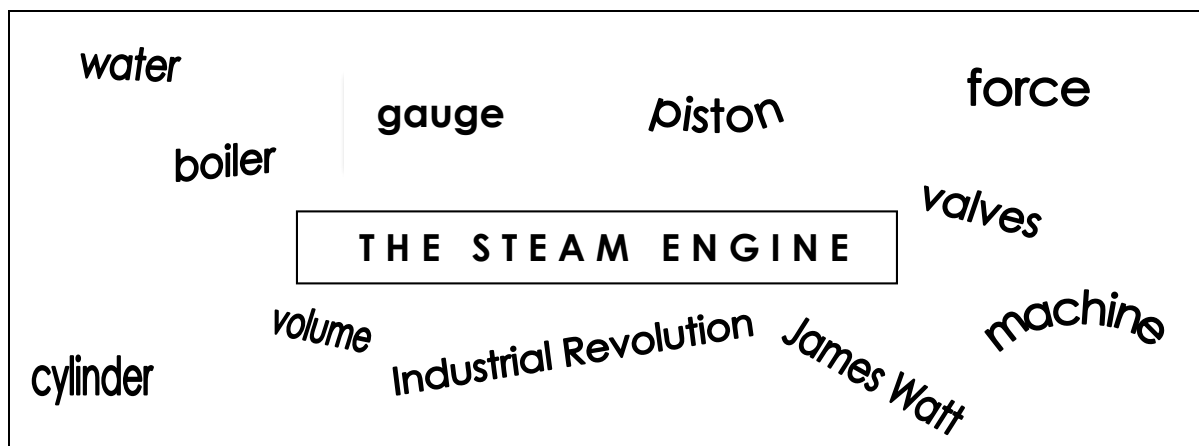
Student's Name:			Grade:	Examiner's Signature:	
Language Observed:			Date:		
	Comprehension	Fluency	Vocabulary	Pronunciation	Grammar
1	Cannot be said to understand even simple conversation.	Speech is so halting and fragmentary as to make conversation virtually impossible.	Vocabulary limitations so extreme as to make conversation virtually impossible.	Pronunciation problems so severe as to make speech virtually impossible.	Errors in grammar and word order so severe as to make speech virtually unintelligible.
2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Usually hesitant; often forced into silence by language limitations.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make himself/herself understood.	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict himself /herself to basic patterns.
3	Understands most of what is said at slower-than-normal speed with repetitions.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Makes frequent errors of grammar and word order, which occasionally obscure meaning.
4	Understands nearly every-thing at normal speech, although occasional repetition may be necessary.	Speech in everyday conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate patterns.	Occasionally makes grammatical and/or word-order errors that do not obscure meaning.
5	Understands everyday conversation and normal classroom discussions without difficulty.	Speech in everyday conversation and classroom discussions is fluent and effortless approximating that of a native speaker.	Use of vocabulary and idioms approximates that of a native speaker.	Pronunciation and intonation approximates that of a native speaker.	Grammatical usage and word order approximates that of a native speaker.

Isn't using ESOL strategies just good teaching?

Using ESOL strategies is MORE THAN just good teaching. Why? Because the ESOL teacher not only presents meaningful academic subject matter and tasks in an organized and clear manner, but specifically takes into consideration:

- the full range of language demands of the subject; and
- the language learning opportunities embedded in the content.

Example: Unmodified Word Splash



1. Choose vocabulary words from a new topic with which students are probably familiar.
 - Note: the majority of these words would be unfamiliar to ELLs
2. Brainstorm a possible relationship between a vocabulary word and the topic.
 - Note: spontaneous idea generation is an unfamiliar classroom practice for many ELLs
3. Have students make written predictions (in complete sentences) of all the displayed words
 - Note: ELLs may not have sufficient control of English grammar
4. Have a discussion about their statements and the correct information
 - Note: many ELLs may not be sufficiently fluent to engage in such a discussion

Example: ESOL-modified Word Splash

1. Show students pictures of a locomotive, teakettle, and other representations of the concept of steam.



2. Bring a teakettle, tea leaves, hot plate, and cups to class. Fill the teakettle with water, turn on the hot plate, and begin to boil water in the teakettle. (Please exercise safety precautions. You may need to show a video clip of boiling water on a stovetop. Check with your principal for guidance.)
3. While the water is boiling, have pairs of students list as many common words as they can associated with “steam” (e.g., hot, pressure, wet, water, boil, anger, teapot, rice cooker, locomotive, power, escape, explode).
4. When the teakettle begins to whistle, ask the students to use the words they generated to describe what is happening inside the teakettle. Write their descriptions in complete sentences on the board.

The water inside the teakettle is boiling.

The steam is produced by the hot water.

The teakettle whistles when the hot steam increases inside the teakettle.

The pressure of the hot steam escapes through the hole on top of the teakettle.

5. Put tea leaves in cups, pour in the boiling water, and, while drinking the tea, display the Steam Engine word splash (see figure above).
6. Supplement as much of the vocabulary as possible with illustrations, such as the following.



7. Ask students to work in pairs to match the illustration with the correct word.

valve cylinder gauge piston steam engine

8. Have students work individually or in pairs to fill in the blanks with the appropriate vocabulary. (Have them read to each other.)

- The (steam engine) is a machine.
- Water is converted (or changed) into (steam).
- The (boiler) is used to heat the water.
- As more steam is created, its (volume) expands.
- The expanding volume of the steam creates (force).
- A (gauge) measures how much force is being created.
- The force of the steam pushes the (piston) back and forth.
- The (cylinder) holds the piston in place.
- (James Watt) created the first usable steam engine.
- The steam engine played a major role in the (Industrial Revolution).

What are the differences between the original word splash activity and the ESOL-modified version?

The ESOL-modified word splash:

- does not assume that ELLs have mastered non-academic vocabulary (boil, pressure)
- does not assume that ELLs recognize the written form of non-academic vocabulary
- offers ELLs to learn new vocabulary and to practice it while using it for a variety of tasks (which is particularly helpful for those whose native languages make use of different writing systems)
- offers visual and tactile support for concepts and processes (the conversion of water to steam and steam to power) for which Non-English speakers may not yet be able to comprehend or express through English speech alone
- provides a comfortable and secure interaction context (a partner) in which to take linguistic risks and build fluency
- may be culturally relevant, and thus more motivating, to ELLs from backgrounds where tea making and drinking are an important part of the daily routine for people of all ages



How do I complete the ESOL strategies sheets?

ESOL strategies documentation is considered an essential step in developing an ELL student plan of study.

Category 1 and 2 Teachers	Category 3 Teachers
<ul style="list-style-type: none"> • Language Arts/English • Developmental Language Arts • Reading / Intensive Reading • Mathematics • Science / Health • Social Studies • Computer Literacy 	<ul style="list-style-type: none"> • Art • Music • Physical Education • Foreign Language • Other Electives • Elementary Special Areas
Use Appendix L _a : ESOL Instructional Strategies (for courses as listed above)	Use Appendix L _b : ESOL Instructional Strategies (for courses as listed above)
Complete 1 strategies sheet per semester for <u>each ELL</u> you teach*	Complete 1 strategies sheet per semester for <u>each course</u> you teach to ELLs
Check one or more of the strategies in each of the six instructional and assessment categories(A-F) indicating use of strategies each month.	Check one or more of the strategies in each of the six instructional and assessment categories (A-F) indicating use of strategies across the semester.
Provide at least one representative date each month on which each of the strategies checked is used. Label <i>ESOL Strategies</i> clearly throughout your lesson plans.	Where indicated on the left side of the form, print the names of the ELLs in each class you teach for which you are completing this form. Strategies should be evident in your lesson plans.
Submit at the end of Semester 1 <u>and</u> Semester 2** (or at the end of summer school)	Submit at the end of Semester 1 <u>and</u> Semester 2** (or at the end of summer school)

*When team teaching, each teacher must complete a separate strategies sheet.

**If you are at a school with a highly mobile population, you may be asked to submit strategies sheets at the end of each 9-week session.

How does the ESOL bilingual instructional assistant help ELLs?

Name	ANSWER KEY
Subject	
Date	

TEST FORM			
A	B	C	D

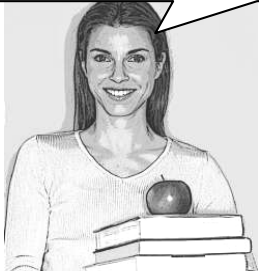
I.D. NUMBER								
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3

	(T)	(F)	
1	<input type="radio"/>	<input checked="" type="radio"/>	The ESOL bilingual instructional assistant pulls ELLs out of class to work with them in a quiet place.
2	<input checked="" type="radio"/>	<input type="radio"/>	The ESOL bilingual instructional assistant provides instructional assistance in the ELL's home language, when possible.
3	<input checked="" type="radio"/>	<input type="radio"/>	The ESOL bilingual instructional assistant takes lecture notes during my lessons so that s/he and the ELLs can review them later.
4	<input type="radio"/>	<input checked="" type="radio"/>	The ESOL bilingual instructional assistant implements a special ESOL curriculum for my ELLs.
5	<input checked="" type="radio"/>	<input type="radio"/>	The ESOL bilingual instructional assistant focuses primarily, but not exclusively, on ELLs that are NES (Non English Speakers) or LES (Limited English Speakers).
6	<input type="radio"/>	<input checked="" type="radio"/>	The ESOL bilingual instructional assistant is responsible for teaching subject content to ELLs.
7	<input checked="" type="radio"/>	<input type="radio"/>	The ESOL bilingual instructional assistant provides support for the learning activity I have planned and set in motion.
8	<input checked="" type="radio"/>	<input type="radio"/>	The ESOL bilingual instructional assistant can take the ELL out of my classroom for testing.
9	<input checked="" type="radio"/>	<input type="radio"/>	The ESOL bilingual instructional assistant can work with small groups of both ELL and non-ELL students.
10	<input type="radio"/>	<input checked="" type="radio"/>	The ESOL bilingual instructional assistant translates worksheets, excerpts from texts, and tests into the ELL's home language.


	(T)	(F)	
11	<input checked="" type="radio"/>	<input type="radio"/>	The ESOL bilingual instructional assistant can take an ELL out of class for orientation or survival skills training.
12	<input type="radio"/>	<input checked="" type="radio"/>	The ESOL bilingual instructional assistant can take an ELL out of class when I am teaching.
13	<input checked="" type="radio"/>	<input type="radio"/>	The ESOL bilingual instructional assistant may be called away from your class to assist with translation.
14	<input type="radio"/>	<input checked="" type="radio"/>	The ESOL bilingual instructional assistant, students, and other employees may be prohibited by schools from using languages other than English at school.
15	<input type="radio"/>	<input checked="" type="radio"/>	The ESOL bilingual instructional assistant's primary responsibility is to teach English to my ELLs.
16	<input type="radio"/>	<input checked="" type="radio"/>	The ESOL bilingual instructional assistant explains FCAT test items to the ELLs.
17	<input checked="" type="radio"/>	<input type="radio"/>	The ESOL bilingual instructional assistant can be scheduled to conduct home visits on behalf of Headstart Pre-K.

How do I collaborate with the ESOL bilingual instructional assistant?

I want you to feel welcomed in my classroom.



Thanks! I'm looking forward to building a good relationship with you. I want to help you!




Content Teacher **Bilingual Assistant**

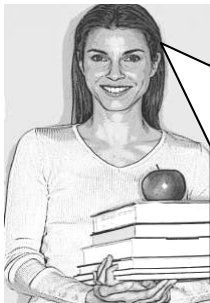
Fantastic! How can I help YOU help ME?



Well, I'd really feel more comfortable if I could come to your class prepared.



I don't blame you. Who would want to walk into a class to work with a student without having had a chance to review the materials ahead of time?

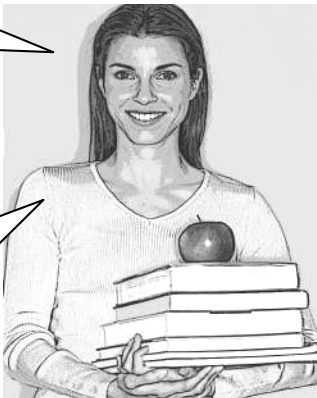


I wonder if she'd give me a copy of her lesson plans for the week...





Hey! Why don't I give you a copy of my lesson plans for each upcoming week?

I can include page numbers so you can look at the materials from the textbook. I'll give you my extra copy of the teacher's edition.

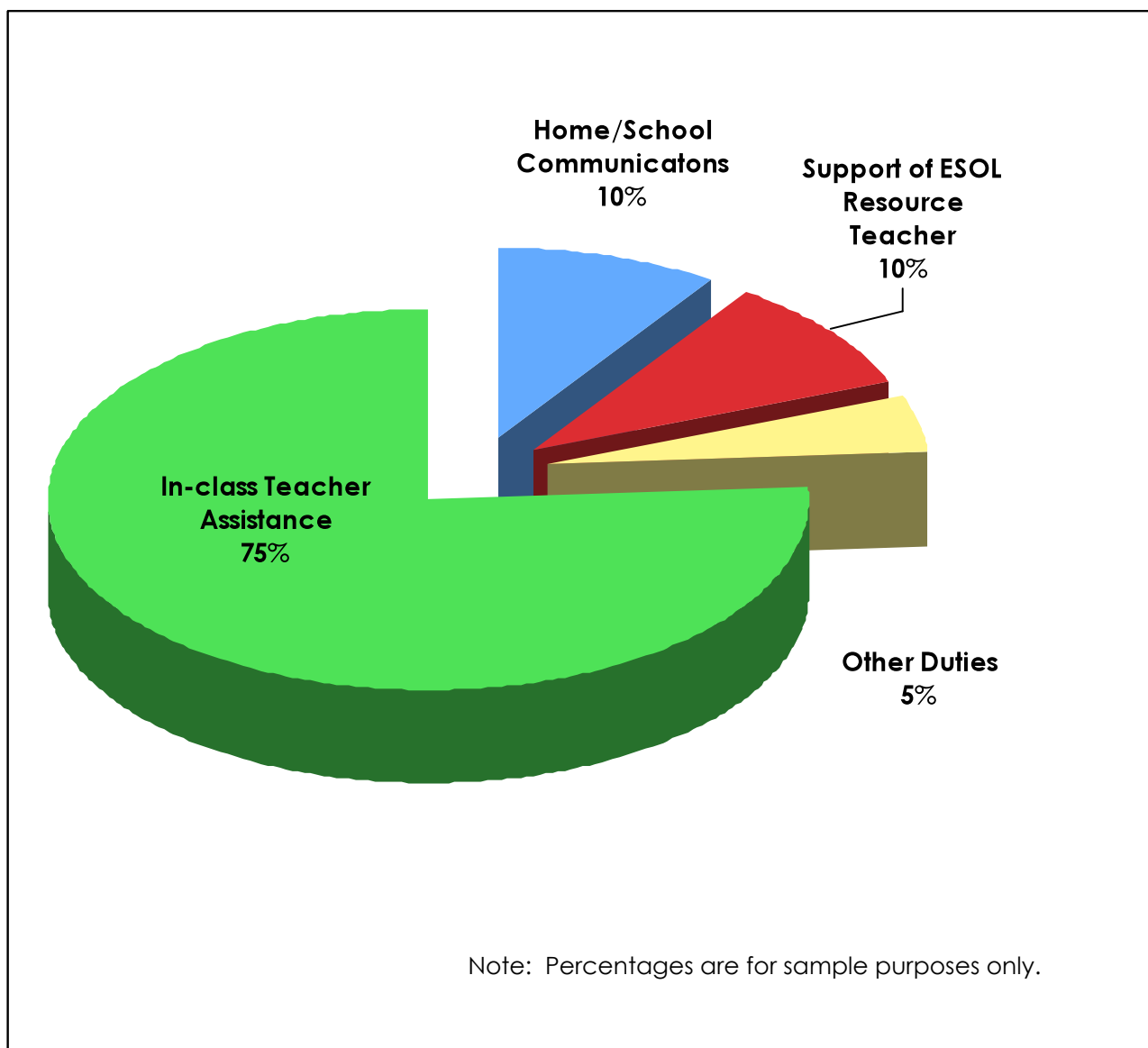
Oh, and I'll make you copies of any handouts, too. I can put them in a special folder for the two of us. We could even meet for 10 or 15 minutes a week to go over things.



What are the ESOL bilingual instructional assistant's duties?

IN-CLASS TEACHER ASSISTANCE 	HOME / SCHOOL COMMUNICATIONS 
<ul style="list-style-type: none"> • Uses home language when necessary and possible • Works with small groups (mixed or ELL only) in the classroom • Supports classroom teacher within the classroom <p style="text-align: center;">Please note!</p> <p><i>The District follows an <u>inclusion model</u>. Pull-out tutoring by the Bilingual Assistant is permitted only if:</i></p> <ul style="list-style-type: none"> • <i>the ELL is NES or lower-LES</i> • <i>it is not done on a regular basis</i> • <i>it does not supplant daily instruction by the certified teacher</i> 	<ul style="list-style-type: none"> • Ensures parental understanding through translations of school newsletter items, teacher notes, and school announcements, where feasible • Contacts ELLs' home by telephone using the home language, when possible • Accompanies ELLs on field trips when possible if NES or LES students require bilingual assistance • Is available during school hours for non-English speaking parents or guardians, as the need arises
ESOL RESOURCE TEACHER ASSISTANCE 	OTHER DUTIES 
<ul style="list-style-type: none"> • Reviews incoming Home Language Surveys and alerts ESOL resource teacher of need to administer IPT test • Administers IPT oral/aural test (if trained) • Helps plan Parent Advisory Council (PAC) meetings • Serves on ELL committees • Assists with ELL Student Plan 	<ul style="list-style-type: none"> • Fulfills same type and range of duties as other school instructional assistants (e.g., bus duty, lunch duty) • <u>Note</u>: Other duties may not occur to such an extent that they impede the IA's ability to fulfill the legally mandated role of working with ELLs for academic purposes.

How are the ESOL bilingual instructional assistant's duties divided?

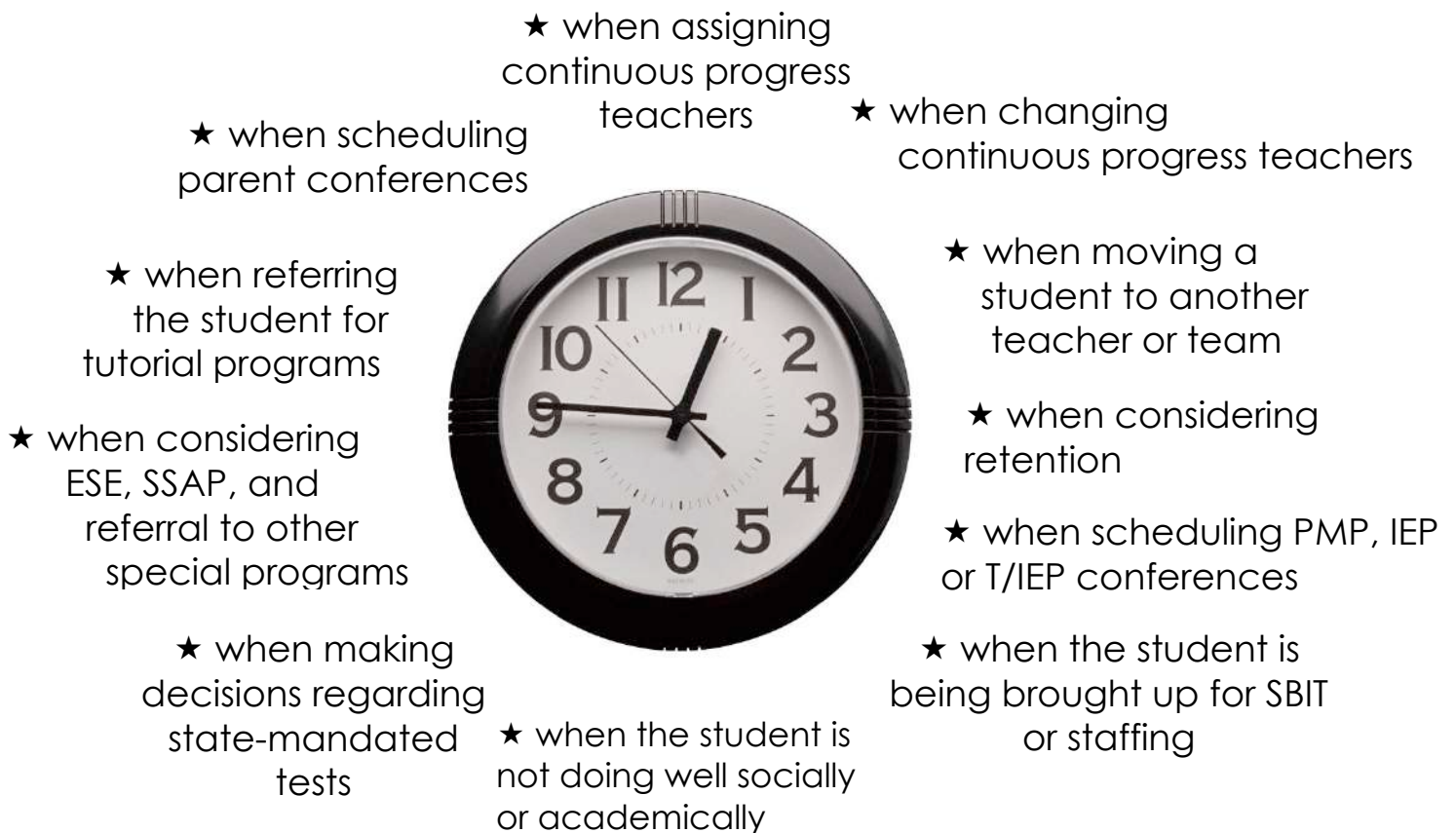


Florida law 6A-6.0904(4)(c) F.A.C., mandates that in schools with fifteen (15) or more ESOL students of the same language, a bilingual instructional assistant be provided to support ELLs' academic achievement, social success, and family communications. (Note: This is not a ratio of 15:1.) It is recommended that administrators, teachers, the ESOL resource teacher, and the ESOL bilingual instructional assistant work together to determine a schedule for meeting the needs of ELLs requiring the greatest assistance.

What are the duties of the ESOL resource teacher?

PROGRAMMING	PLANNING
<p>ELL Chairperson</p> <ul style="list-style-type: none"> • Verifies Home Language Survey • Assesses academic and social language • Places students in ESOL • Notifies parents and teachers of placement • Leads ELL committee meetings • Attends staffing & PMP meetings • Records data elements • Maintains ELL files • Oversees ELL Student Plan • Verifies and corrects FTE data • Completes Programmatic Assessment • Monitors LF students for 2 years 	<p>Supervision of ESOL Bilingual Instructional Assistant (IA)</p> <ul style="list-style-type: none"> • Helps ESOL IA create schedule • Coaches ESOL IA • Solicits ESOL IA's assistance <p>Curriculum Modification</p> <ul style="list-style-type: none"> • Helps teachers adjust language level of instructional materials for ELLs • Guides teachers in application of ESOL strategies <p>Collaboration with Teachers</p> <ul style="list-style-type: none"> • Assists with supplemental materials selection • Helps teachers develop appropriate / alternative assessments
TRAINING	OUTREACH
<ul style="list-style-type: none"> • Advises teachers on ESOL training requirements and course options • Identifies and reports teachers who require training (timeline monitoring) • Provides or supports school-based and district ESOL training 	<ul style="list-style-type: none"> • Facilitates school Parent Advisory Council (PAC) meetings • Recruits parents of ELLs to attend District Parent Advisory Council (DAC) meetings • Assures appropriate communication with parents • Keeps current on school and community activities and resources • Provides enrichment opportunities for ELLs

When do I communicate with my ESOL resource teacher?



Please note!

These are critical decisions that must be made in consultation with the ESOL resource teacher.

In many cases, the law requires that such decisions be made through an ELL Committee.

What is an ELL Committee?

An ELL Committee consists of:

- the ESOL resource teacher
- the English or Language Arts ESOL teacher
- the ELL's subject area teachers
- the ELL's parents or guardians
- an administrator
- a guidance counselor
- others with pertinent information

How can I modify my speech when addressing ELLs?

Pronunciation

- ☐ pause frequently
- ☐ stress key words
- ☐ use wide pitch range
- ☐ slow down speech
- ☐ articulate sounds
- ☐ enunciate each syllable
- ☐ say names correctly

This is the questionnaire...(pause 2 seconds)...I can help you complete it.
This is the QUESTIONNAIRE. I can HELP you COMPLETE it.
Avoid a monotone delivery; "sing" when you speak.
Visualize the words you are saying. Imagine yourself in a rocking chair.
Say *going to* (not *gonna*), *have to* (not *hafta*), *did you eat* (not *jeet*)
Practice in a mirror; your facial muscles should be moving.
The sweetest sound to a person's ear is that of his/her own name.

Vocabulary

- ☐ use transition words
- ☐ use high-frequency words
- ☐ limit slang and idioms
- ☐ define technical terms
- ☐ limit contractions

and so, here's why, generally, on the other hand, first, next, finally
help (not *assist*), *give* (not *provide*), *sick* (not *ill*), *together* (not *jointly*)
stop (not *cut it out*), *continue* (not *get on with it*), *try* (not *give it a whirl*)
Eligible means you meet all the requirements to receive services.
cannot (not *can't*), *he will* (not *he'll*), *will not* (not *won't*), *who is* (not *who's*)

Sentence Structure

- ☐ use short sentences
- ☐ pre-pose topic
- ☐ avoid false starts

This is the questionnaire. You complete it. Then bring it back to me.
The questionnaire, this is it.
Not: *This form here, it's ahh, hang on, uhh, have you ever, did you see this*

Negotiation of Meaning

- ☐ ask specific questions
- ☐ check comprehension
- ☐ ask for clarification
- ☐ repeat regularly
- ☐ rephrase
- ☐ summarize
- ☐ use visual reinforcement
- ☐ give examples
- ☐ use translations, translators

What questions do you have? (not *Do you understand?*)
Let's see if I understand. You want to change? Is that what you mean?
Can you say that again...spell that...give me an example...show me?
So, once again, this is the questionnaire. As I said, it helps me know...
This is the most recent questionnaire. It's the newest one.
So, here is what you need to do. First...then...next...finally.
Demonstrate, highlight, underline, circle, draw, write key information
Bilinguals speak two languages. Like you. You speak English and Spanish.
Directly address the student or parent when using an interpreter.

Context

- ☐ limit cultural references
- ☐ avoid info overload

We'll review this vocabulary around Thanksgiving.
The reason we have to test you is because in 1990 a judge signed a consent decree that gave the court the power to enforce an agreement between the Board of Education and...

Non-Verbal Considerations

- ☐ eye contact
- ☐ smiling, laughter
- ☐ gestures
- ☐ silence
- ☐ nodding

Look at the student while you are speaking, but don't expect the same.
ELLs may laugh when embarrassed, nervous, confused, angry, or afraid.
Use gestures to accompany, but not to replace, speech.
Silence can represent respect, not disinterest or lack of understanding
Nod to show that you understand, but don't expect the same.

How else can I improve communication with ELLs?

Ask yourself if your message is really comprehensible

Bullet written information

Check the ELL's comprehension and confirm your own

Decrease use of tag questions—*don't you? isn't it? okay?*

Expect the student to go through a silent period

Form complete sentences

Give ELLs a chance to ask for clarification

Hold on! Allow ELLs to pause before answering questions

Inflect your voice more than usual

Joke with ELLs, but don't expect them to understand your humor

Keep in mind: second language learning is a gradual process

Look at your ELLs when you're listening as well as speaking

Make reference to concrete items and here-and-now issues

Never use ungrammatical foreigner talk

Offer synonyms for low-frequency or technical vocabulary

Pick up a few useful phrases in your ELL's native language

Question carefully; yes/no questions are often not reliable

Repeat, **R**ephrase, **R**eformulate, be **R**edundant

Slow down (but not too much)

Take responsibility for effective communication

Use online translation tools such as Babelfish.com – with care

View communication, rather than just speech, as your goal

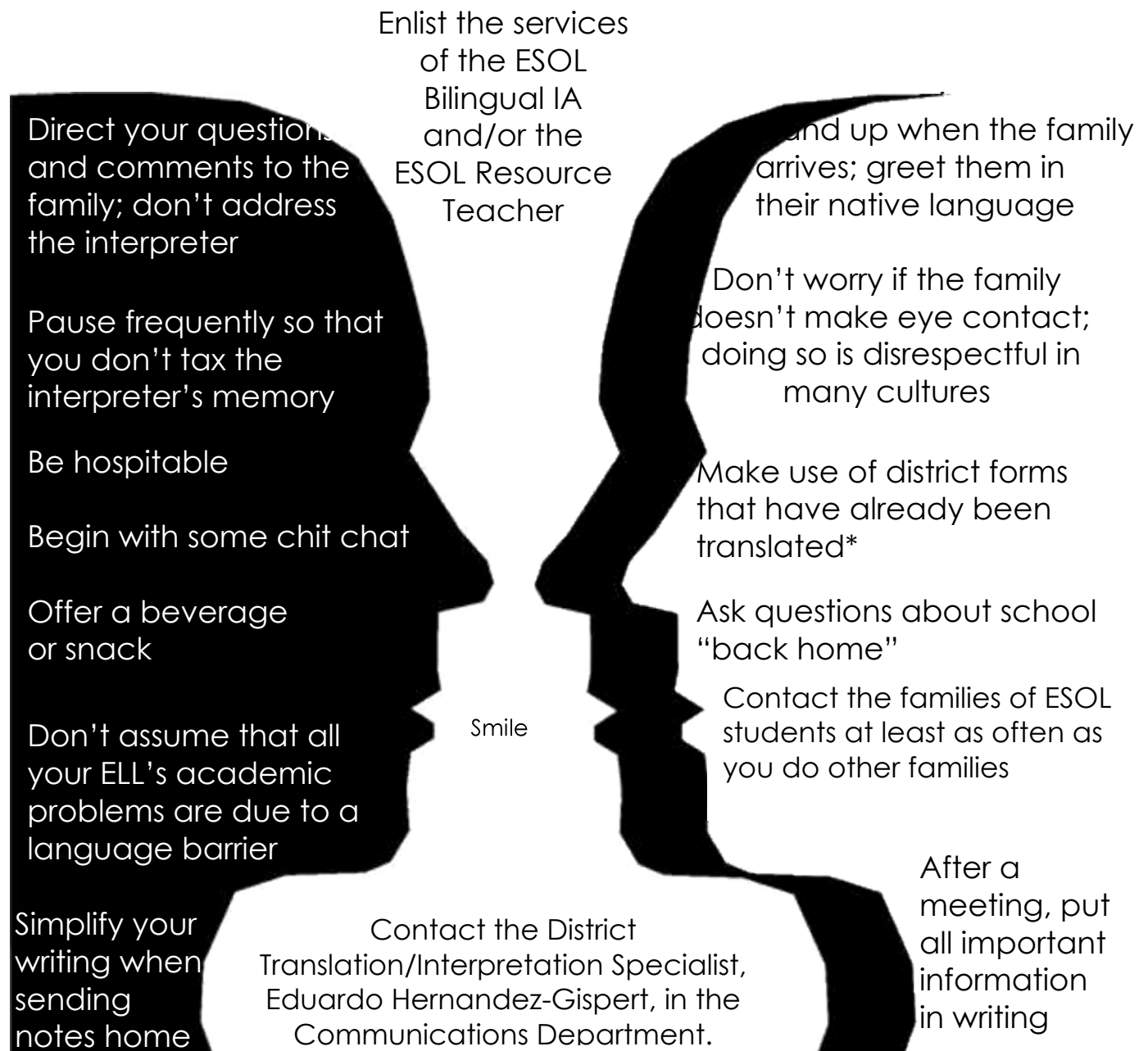
Write instructions for tasks and homework on the board

eXemplify as much as possible

Yell across to the ESOL resource teacher when needing help

Zero in on body language to check comprehension

How do I communicate with the families of ELLs?



**Most district forms, from free lunch applications to report cards, are translated into Spanish. Don't assume, however, that just because the ELL has a non-Anglo family name, his/her parents are limited or non-English speakers.*

How can I maximize an LFS “EATS” lesson for ELLs?

Draw from the key learnings, know/understand/do, and vocabulary segments of your LFS EATS* lessons to ensure attention to the language needs of your ELLs.

*EATS = Essential Question, Activation, Teaching, Summarizing

	Key Learnings	Academic Vocabulary	Social Vocabulary
1	Living things depend on each other and their environment for survival.	organism camouflage migration	adapt make up “out of place”
2	What we eat makes a difference. Healthy foods are important.	carbohydrates protein convert	healthy sugar fat
3	Geography, climate, and natural resources affect the way people live and play.	recycle resource climate	season forest ocean
4	We count to use coins to buy things.	value penny, nickel, dime cash	buy, purchase coin cost
5	Mood, voice, and point of view can work together to make writing memorable.	tone, mood perspective atmosphere	create view memorable

1. Identify both the academic and non-academic (social) vocabulary that are essential for your ELLs to acquire and master.
2. Craft each key learning to use and encompass its associated vocabulary item.
3. During lesson Activation and Teaching, make direct reference to each key learning and its associated vocabulary item.
4. During Distributed Practice and Summarization, support ELLs' use of these ideas. Suggest ways for students to recast these ideas using their own words.
5. Remind ELLs that these ideas form the foundation of, and will help them prepare for, upcoming assessments.
6. Design assessments so that ELLs may demonstrate the degree to which they have acquired proficiency with the vocabulary, content, and language patterns identified herein.

Key Learnings This Week



One key learning from my lessons this week is

This means that

Three new vocabulary words that go along with this are (*and translated, they mean...*)

() () ()



Another key learning from my lessons this week is

This means that

Three new vocabulary words that go along with this are (*and translated, they mean...*)

() () ()



Questions that I have about what we are learning

My Name _____ Class _____

What kinds of alternative assessments and assessment modification strategies can I use for ELLs?

ELLs often need accommodations to accurately and fairly measure what they have learned in class. Each student is different, and, as a result, will need different accommodations in order to be successful in the classroom. For example, a **Non-English Speaker (NES)** will require more intensive accommodations than a **Limited English Speaker (LES)** or a **Fluent English Speaker (FES)**.

However, it is very important to remember that ELLs who are FES still need our help! Even if an ELL is close to mastery of social English, he or she is still working on the more complex academic language skills of reading and writing that the classroom setting requires. An interesting note: the average English language learner may become a fluent English speaker in 1-2 years, but research tells us that becoming a fluent reader and writer can take 5-8 years or more.

These are general guidelines; each student is different and will need individual consideration. Consult your ESOL resource teacher for additional suggestions in making testing accommodations. The bottom line is: ***It is OKAY to give your ELLs a different or alternative assessment from the rest of your students but it should reflect measurement of the same benchmarks.***

Alternative Assessment Options for FES, LES and NES Student

_____ Portfolio	_____ Work/Writing Samples
_____ Oral Interviews	_____ Projects that include
_____ Daily Observation	_____ Visual Aids
_____ Checklists	_____ Creating Models and
_____ Writing Letters/Journals	_____ Drawing/Labeling
_____ Role Play or Pantomime	_____ Creating multimedia
_____ Storyboards	_____ presentations
_____ Story or Text Retelling	
_____ Model Constructions	

Alternative Assessment Suggestions Specifically for NES Students

Consider giving NES-level ELLs an alternative assessment such as the following:

- _____ Match content area vocabulary related to the topic currently being studied
- _____ Illustrate a content concept with pictures and visual aids to express comprehension
- _____ Allow the ELL to take the test in a different location under the supervision of the ESOL instructional assistant, if necessary
 - *This must be pre-arranged by the teacher*
 - *It is important to provide the ESOL instructional assistant with instructions about how you want the test to be given and the accommodations you are providing*
- _____ Use simplified grammar and vocabulary
- _____ Read the test aloud to the ELL
- _____ On a vocabulary quiz, say or write the word in English, and allow the student to illustrate it through some visual representation

GENERAL SUGGESTIONS for Modifying Existing Tests

- _____ Provide additional time
- _____ Allow the use of a bilingual dictionary
- _____ Limit choices
- _____ Do not count spelling errors
- _____ Underline or bold-face key words
- _____ Allow the (limited) use of textbooks and/or notes
- _____ Include visuals, charts, and graphs
- _____ Provide examples after the instructions
- _____ On open book tests, provide page #s
- _____ Allow students to choose from among sets of questions
- _____ Provide a word bank of key vocabulary, words and phrases

ADDITIONAL SUGGESTIONS for Modifying Existing Tests

Multiple Choice Sections

- _____ Give fewer choices (to adapt for ELLs, cross out one of the answers)
- _____ List choices vertically rather than in horizontal form
- _____ Eliminate combination answers (all of the above, A&C only)
- _____ Keep options about the same length

Short Answer Sections

- _____ Provide a word bank
- _____ Reduce the number of questions (for example, ask students to answer any 6 of 10 questions)
- _____ Provide the first letter of missing words
- _____ Give a blank for each word in the answer

True-False Sections

- _____ Make sure items are straightforward
- _____ Use “yes or no” instead of “true or false”
- _____ Underline the word that makes the statement true or false
- _____ Avoid using comparative or negative words

Matching Sections

- _____ Underline or use bold face to clue words
- _____ Put definitions on the left, words on the right
- _____ Do not give any “extra” choices; provide the same number of answers as questions
- _____ Group the questions in sets of 5-8 (3-5 for younger learners)

Essay Sections

- _____ Tell students specifically how many sentences to use in their essay
- _____ Provide ELLs with the first sentence to help them get started
- _____ Provide a graphic organizer with prompts to support writing
- _____ Give essay questions early to allow students time to prepare

Forms and Guides – Some Useful Approaches to Keep on Hand

ESOL Instructional Strategies – A Reference Guide

CALLA (Cognitive Academic Language Approach) is an instructional model for content and language learning that incorporates student development of learning strategies.

Find out more! To view a Power Point slide show that outlines the basic principles of the CALLA approach, go to <http://coe.sdsu.edu/people/jmora/MoraModules/calla.pps>

Cloze Exercises are passages in which every n^{th} word (e.g., fifth, sixth, etc.) is deleted and a blank is inserted in its place. The student must decide the appropriate words for the blanks.

Concept Definition Maps help enrich students' understanding of a word or concept. It is a graphic way for students to focus their attention on key components of a definition. They consider three properties or attributes:

Category-What is it?

Properties-What is it like?

Illustrations-What are some examples?

1. Place a new key term or concept in the center box.
2. Use information from a reading passage, a glossary or dictionary, or your own background knowledge and fill in the other boxes.
3. When you have finished constructing your word map, use it to write a complete definition of the new concept. The definition should include the category of the word, some of its properties or characteristics and specific examples. This definition should be extensive.

Find out more! Get a Concept Definition map at <http://www.alief.isd.tenet.edu/Concept of Definition Map.pdf>

Developing Schemata involves the activation of prior knowledge about a given topic or the process of building new knowledge about the topic. A lesson on the role of the steam engine during the Industrial Revolution, for example, might begin with first determining what students already know about the Industrial Revolution as well as about steam engines or even the power potential of steam.

Framed Paragraphs are pre-writing tools that guide the development of well-formed paragraphs. They are skeleton formats containing information about the main idea and transition words that guide the organization and development of supportive details. Frames are particularly effective for assisting students with essay tests.

Jazz Chants are snappy, upbeat chants/poems that use jazz rhythms to illustrate the natural stress and intonation patterns of English.

Find out more! To learn more, go to
<http://www.onestopenglish.com/section.asp?docid=146248>

K-W-L Chart (Know-Want to Know-Learned) is a 3-column graphic organizer, used to both introduce a topic and help engage students in accessing background knowledge on a topic or theme. A worksheet is given to every student that includes 3 columns. Teachers activate students' prior knowledge by asking them what they already Know; then students (as a classroom or in small groups) set goals specifying what they Want to Know; after reading, students discuss what they have Learned. Students apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals.

LEA (Language Experience Approach) is an activity that uses student-generated texts to promote reading and writing. Through dictation, the class generates a text together. The teacher may transcribe their account, or student peers may write down the dictated text. The completed text then becomes the basis for reading and other literacy activities. Extension activities can be geared to the level of the students and may include copying, cloze exercises, peer editing and many others.

Learning Logs are useful tools for all content areas. Less personal than a journal, logs focus on recording learning as it occurs. When students write learning logs, they are asked to record thought processes, ideas, questions, etc. Teachers can use logs to determine what and how a student is learning. In some cases, learning logs can be used as a form of writing to demonstrate learning.

Find out more! To learn more, go to
<http://olc.spsd.sk.ca/DE/PD/instr/strats/logs/>

Mind Streaming is a CRISS strategy in which students work in pairs to bring out their background knowledge about a topic. Mind streaming can also be used as a post-reading/listening strategy in which students do one-minute paired retellings of what they have learned from a reading assignment, video, or lecture. In applying the technique, Student A talks for one minute while Student B actively listens. Then Student B talks while Student A listens. Talk to your school's CRISS trainer for more details on this and other CRISS strategies.

Role Play allows students to act out plots, interpret characters, practice vocabulary, and even solve problems within the context of a scenario prepared by the teacher.

PENS is a reading strategy in which students are explicitly taught to: Preview ideas, Explore words, Note words in a complete sentence, and See if the sentence is okay.

RAFT (Role, Audience, Format, Topic) strategy offers students a creative outlet for demonstrating understanding. Students communicate information by taking an unusual point of view and writing for a specific audience. RAFT stands for:

- | | |
|----------|---|
| Role | What is the writer's role?
(reporter, observer, critic, eyewitness?) |
| Audience | Who will see the writing? (the teacher, other students, a parent, community members?) |
| Format | What is the best way to present it? (in a letter, an article, a report, a poem?) |
| Topic | Who or what is the subject of this writing?
(a famous inventor, life in the future?) |

Find out more! See a finished example of a RAFT assignment at http://webpages.acs.ttu.edu/rerichmo/raft_ex.htm

Strip Stories/Strip Sentences Strip stories are passages that are cut apart sentence by sentence for the ESL students to put back in the correct order. This helps them practice reading comprehension skills. Strip sentences are sentences that are cut apart for the ESOL student to put back together. This helps them practice grammar skills and word-order. This can also be helpful in the content-area classroom where students are learning science and social studies facts and definitions by putting sentences together.

Think, Write, Pair, Share is an interactive strategy to encourage student participation. Students are first given a question or topic to think about, then they write out a response. Next, they discuss their answers with a partner. Finally, students share their ideas with either another pair of students, or the whole class.

Find out more! at <http://olc.spsd.sk.ca/DE/PD/instr/strats/think>

TRP (Total Physical Response) is a language teaching method developed by Dr. James Asher. The teacher says a single action word or phrase such as “jump” or “point to your eye” and then demonstrates the action. At first, students will only be able to follow the command. They may also be able to repeat the teacher’s words as they copy the action. The next step is to proceed to more difficult language while keeping the instruction direct and visual.

Reading Logs are a way for students to keep track of what books they have read. Some teachers make up a form requesting basic information such as title, author, number of pages, date started/date finished. Some teachers leave room for comments and others request a brief written summary of each book.

Find out more! Here is one example of a Reading Log at http://users.adelphia.net/~pbnj/monthly_reading_log_expectations.htm

Teach Self-Monitoring While good learners are working, they use monitoring strategies to measure their effectiveness. Some do this instinctively. Those who do not will benefit greatly from explicit teaching of these and other strategies:

Ask if it makes sense	(Do I understand this? Am I making sense?)
Selectively Attend	(What parts should I pay most attention to? Is this information important?)
Deduction/Induction	(Which rules can I apply to help me in this situation?)
Personalize/Contextualize	(How does this fit with my experience?)
Take Notes	(What are the most relevant details to write down? How do I organize all of this information into a logical format?)

SQP2RS (Surveying, Questioning, Predicting, Reading, Responding and Summarizing) is a reading strategy for teaching content with expository texts, that includes these steps:

Surveying	Scan the text to be read for 1-2 minutes
Questioning	Have students generate questions likely to be answered by reading the text, with teacher guidance
Predicting	State 1-3 things that students think they will learn based on the questions that were generated
Reading	Search for answers to questions and confirm/disconfirm predictions
Responding	Answer questions and formulate new ones for the next section of the text to be read
Summarizing	Summarize the text's key concepts orally or in writing

Vocabulary Self-Collection Strategy (VSS) is used to help students generate a list of words to be explored and learned and to use their own prior knowledge and interests to enhance their vocabulary. This strategy can help students become interested in language and increase their enjoyment of the subject being studied. VSS includes the following steps

1. Selecting the words
2. Defining the words
3. Finalizing the word list
4. Extending word knowledge.

Word Walls are systematically organized collections of words displayed in large letters on a wall or other large display place in the classroom. It is a tool to use, not just display. Word walls are designed to promote group learning and be shared by a classroom of children. Put the words into the hands of the learners as you direct them through a variety of concept and language building activities.