So what do I do next?

1. **Think** about what you want students to cognitively learn. (Objective)
2. **Think** about the language ELLs must use to learn the skills. (Language)
3. **Select** the strategy or strategies necessary to support ELLs.

How do I choose Appropriate Strategies for ELLs?

1. **Assess** the language proficiency of ELLs and their needs.
2. **Analyze** if the strategy is appropriate to the task and the students.
3. **Reflect** on the
   - cognitive objective, CO (What do you want your students to learn?),
   - the skills students need to know and use;
   - the steps students must take to learn the CO;
   - the language they have to use to learn the CO;
4. **Modify** the strategy based on the assessment data.

How do I modify a strategy?

- Scaffold, assess, and scaffold as needed
- Assigned task and strategy to accomplish task
- Regroup students and differentiate instruction to support
- Build or activate schemata
- Assess acquisition of concepts taught
- Teach and have students practice the strategy
- Develop and assess necessary skills

What are my choices?
Strategies for Supporting Student Involvement

**Level I  Pre-production (Newcomer/0-8 months)**
- provide comprehensible input/abundant context clues using visuals, realia, manipulatives, gestures etc.
- encourage students to follow simple directions involving physical actions Total Physical Response (TPR)
- encourage students to join in songs, chants, recitations etc.
- assist in developing phonemic awareness
- check comprehension frequently

**Level II  Early Production (Low beginner/2-12 months)**
- provide opportunity for students to engage in social interactions
- provide age appropriate instruction in English conventions, grammar and structure
- provide focused, small group ESOL instruction each day
- utilize ESOL strategies in designing daily classroom instruction
- expect the students to start using English in the classroom
- clarify and rephrase instructions frequently

**Level III Speech Emergence (Beginner/6 months - 2 years)**
- provide visuals and/or demonstrations
- post vocabulary words and discuss definitions
- initiate whole/small group discussions
- organize "buddy" reading: Students reads assigned passage in groups of two. Fluent and non-fluent readers are paired.
- initiate jump-in reading

**Level IV Intermediate Fluency (Intermediate/After about 2 years)**
- discuss previous experiences in life or literature that are related to the new lesson
- elicit from students current related knowledge about the topic
- introduce vocabulary in meaningful context

Strategies for Building Vocabulary
(enhancing academic language & concepts) and Fluency

**Level I  Pre-production (Newcomer/0-8 months)**
- use repetition
- control and simplify your vocabulary
- use simpler verb tenses such as present, simple past and future
- 90% teacher talk
- point to an object, picture or person.
- follow commands such as stand up, open the door
- gesture or nods to show agreement or disagreement

**Level II  Early Production (Low beginner/2-12 months)**
- modeled talk
- word walls
- continue to provide comprehensible input and contextualizing instruction
- accept words and phrases initially and build towards the use of larger sentences
- provide opportunity for students to engage in social interactions
Level III Speech Emergence
(Beginner/6 months - 2 years)
- Model / direct brainstorming: Students think and share words and phrases related to a given topic
- provide visuals and/or demonstrations
- post vocabulary words and discuss definitions
- initiate whole/small group discussions
- organize “buddy” reading: Students read assigned passage in groups of two (Fluent and non-fluent readers are paired.)
- initiate jump-in reading
- direct teacher read aloud: Read aloud as students follow along

Level IV Intermediate Fluency
(Intermediate/After about 2 years)
- analyze text to anticipate comprehension problems
- activate prior knowledge
- provide opportunities for pre-reading activities such as brainstorming and preview activities
- limit vocabulary and spelling lists to 12 words or less and build up
- model comprehensive strategies for the students
- divide reading passages in chunks for questions, predictions and summaries

Strategies for Building Comprehension

Level I Pre-production (Newcomer/0-8 months)
- check comprehension frequently
- maintain a consistent daily schedule with regular routines
- use questioning techniques eliciting one or two words such as:
  - Is this a ______?
  - Are you hungry?
  - Did you have breakfast?

Level II Early Production (Low beginner/2-12 months)
- provide age appropriate instruction in English conventions, grammar and structure
- provide focused, small group ESOL instruction each day
- utilize ESOL strategies in designing daily classroom instruction
- expect the students to start using English in the classroom
- clarify and rephrase instructions frequently
- use pictures and realia to support questions.
- support learning with graphic organizers, charts, graphs and the use of technology in the classroom

Level III Speech Emergence
(Beginner/6 months - 2 years)
- create a vocabulary book/glossary
- model story telling
- model story strips
- encourage journal entries (i.e. free writing and/or pre/post reading log)
- model one sentence summaries
- use graphic organizers
- divide reading passages in chunks for questions, predictions and summaries
- use directed reading, thinking and listening activities

Level IV Intermediate Fluency
(Intermediate/After about 2 years)
- Use cloze techniques (A systematic omission of words in paragraph/selection which are filled in by the student to indicate knowledge of word meaning/structure of context.)
- use complex language
- state opinions
- speak at length.
- ask questions for clarification
- share original thoughts.
- learn content in English.
- synthesize what they have learned and make inferences from their learning.
- focus on learning strategies.
Resources

The SHOW & TELL1 Approach: Ensuring Effective Classroom Communication for English Language Learners Adapted from: Dr. Joyce Nutta, University of Central Florida Planning for English Language Learners (ELL'S) Compiled by: Mrs. Silvia G. Diaz, Instructor, TSL4080, University of Central Florida

