Supporting English Language Learners
in
Mainstream and Content Area Classrooms

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Characteristics of Accomplished & Competent Content Area Teachers

In order to communicate effectively with students, ensure comprehension, and develop understanding of classroom material, accomplished and competent mainstream and content area teachers demonstrate many of the following characteristics:

1. Use many visual aids or realia.

2. Model appropriate behavior and language for students.

3. Use gestures, body language, and facial expressions to develop understanding.

4. Perform demonstrations to ensure comprehension and in depth understanding.

5. Use graphic organizers, story maps, semantic webbing, and paraphrasing techniques.

6. Provide vocabulary previews of forthcoming lessons.

7. Ask students to make predictions when reading stories aloud.

8. Adapt and simplify material in textbooks to make it more comprehensible.

9. Provide cooperative learning groups.

10. Utilize peer tutoring.

11. Provide multicultural content in classroom.

12. Seek out primary language support for students needing assistance.

13. Create a non-threatening environment where students feel comfortable to take risks with language.

14. Make connections between content being taught and students' prior knowledge and experiences.

15. Provide much time for student engagement and interaction with the teacher.

16. Allow time for students to practice and apply daily lessons.

General Suggestions for Helping English Language Learners

The following suggestions will help mainstream, content area. ESL, or special needs teachers in providing support for English Language Learners:

1. Seat an ELL student in the middle of the classroom so that he/she can see what other students are doing.

2. Assign a peer tutor (buddy) to help explain what is happening in the classroom.

3. Use a consistent vocabulary for daily routines.

4. Provide pictures to illustrate new words and terms.

5. Use pictures, tables, maps, diagrams, globes, and other visual aids often to help make comparisons.

6. Present clear illustrations and concrete examples to help students understand complex concepts and skills.

7. Adapt difficult passages from textbooks and record on tape for listening activities.

8. Create a library of supplementary books and workbooks written in simple English.

9. Provide simplified biographies of significant men and women from various cultures.

10. Develop interests and stimulate curiosity of ELL students through hands-on experiences, pictures, newspaper clippings, and periodicals.

11. Use outline maps for students to practice writing in the details and label.

12. Use cooperative groupings in your classroom and assign the ELL student a task in the group.

13. Prepare a list of vocabulary words you will be using in class and give them to an ESL teacher assistant, bilingual aide, or parent volunteer to teach the ELL student before the lesson begins.

14. Make the ELL student a part of the class as much as possible by acknowledging him/her often.

15. Keep ELL students on task by checking to see that they know what the lesson objective is and how to complete the assignment.

16. Help ELL students to verbalize an answer or statement they know but are having problems communicating in English.

17. Respond with appropriate statements to answers given by ELL students and try to always keep the remarks focused on the task.

18. Paraphrase and model correct grammar for ELL students' responses.

19. Offer a variety of reference materials that meets the students' instructional level.

20. Collect high interest, low-level books such as comic books that portray historic and/or cultural events in simplified language.

21. Prepare cartoons but leave the balloon-like areas above the speakers blank for students to complete.

22. Encourage the use of diagrams and drawings as aids to identifying concepts and seeing relationships.

23. Keep a variety of number games to be played by pairs of students or small groups.

24. Show the same information through a variety of different charts and visuals.

25. Write instructions and problems using shorter and less complex sentences.

26. Use student pairs for team learning, especially for reports, experiments, and projects.

27. Limit the number of problems that must be worked.

28. De-emphasize speed and emphasize accuracy of work.

29. Limit the number of variables in laboratory experiments.

30. Ask numerous questions that require higher level thinking responses.

31. Use language experience techniques in discussing concepts and ideas.

32. Assign short homework tasks that require reading.

33. Have students use a timeline to arrange and sequence important facts.

34. Have students underline key words or important facts in written assignments.

Grading Guidelines for ELL Students*

In order to promote high, yet realistic, expectations for ELL students in our classrooms it is necessary to include them in the grading process. However, it is important to remember that the goal should be for ELL's to attain their maximum level of success while being held accountable for the learning for which they are capable, yet, at the same time not being penalized for their limited English proficiency. The following recommendations will assist you in determining appropriate instructional levels as well as awarding grades.

General Guidelines for Awarding Grades to English Language Learners
Mainstream and Content Area Classrooms

1. ELL's should receive a grade for every class in which they are present and/or participate.

2. All teachers involved in instruction should jointly determine reading and writing grades.

3. Teachers must know student's level of English proficiency at time of assigning grade.

4. A student's level of English proficiency should be indicated on the report card.

5. A possible grading scale could be as follows:

    ❑ A - student meets all of the criteria listed at his/her proficiency level at least 90% of the time.
    ❑ B - student meets all of the criteria listed at his/her proficiency level at least 80% of the time.
    ❑ C - student meets all of the criteria listed at his/her proficiency level at least 70% of the time.
    ❑ D – student meets all of the criteria listed at his/her proficiency level at least 60% of the time.
    ❑ E – student has very limited English language skills and awarding any other credit would not truly represent student's efforts or abilities

6. Accommodations and modifications should be made for students who have not developed literacy skills in the primary language.

Considerations in Awarding Grades to English Language Learners

Under Title III of the No Child Left Behind Act of 2001, all students are held to the same high standards as their English speaking counterparts, therefore, it is necessary to ensure that all students have fair and equitable access to the curriculum and the teaching/learning process. In order to make this happen, it is important to remember the following considerations:

1. Basic interpersonal/communication skills (BICS), i.e. social language skills, usually take up to three years to develop.

2. Cognitive academic language proficiency (CALP) necessary to compete academically with peers in mainstream classrooms usually takes from five to seven years to develop.

3. Factors affecting the rate of second language acquisition include:
   a. first language literacy skills
   b. prior educational background
   c. attendance at school
   d. innate cognitive ability
   e. cultural and family background
   f. personality and motivation
   g. family support and expectations of child
   h. sense of identity in the classroom
   i. learning style

4. Best practice is to evaluate the student's progress taking into account his/her individual limited English proficient status and/or interrupted schooling.

5. Best practice tells us that students are taught at their instructional level with accommodations such as:
   a. modified assignments
   b. oral language testing
   c. cooperative learning groups
   d. hands-on learning activities
   e. peer tutoring

6. Best practice says that teachers use instructional practices that include an emphasis on:
   a. pre-teaching vocabulary with an emphasis on meaning
   b. teaching concepts in context and through content (not in isolation)
   c. using real objects such as, concrete objects, artifacts, pictures, posters

7. Students who appear to be functioning in a specific subject either at, close to, or above grade level should be graded as any other English speaking student who has demonstrated proficiency in listening, speaking, reading, and writing.

8. Grades in reading and writing should be awarded as a result of collaboration between the classroom, ESL, special education teacher, etc.

9. When the student is functioning below grade level due to his/her limited English proficiency and/or his/her interrupted schooling, the grade could be recorded as a modified A, B, C, D, or F. (A circle around the grade could indicate that the grade is not on-grade level)

*Summarized and adapted from "Grading Guidelines and Performance Expectations Rubric" from the Spring 1999 draft of the "Policies for Limited English Proficient (LEP) Students in the Areas of Grading, Assessment, Gifted Education, and Special Education" by the Iowa Department of Education.

PERFORMANCE EXPECTATIONS FOR ENGLISH LANGUAGE LEARNERS

CONTENT AREA KNOWLEDGE

The chart* below describes reasonable expectations for student performance within five levels of language proficiency in the content area. It is intended for use by mainstream and content-area teachers to assist them in evaluating progress of English Language Learners.

MATH

BEGINNER
- Aware of math concepts at his/her instructional level
- Beginning to understand basic numbers and facts
- Beginning to understand how to complete and turn in an assignment

ADVANCED BEGINNER
- Able to solve one-step problems with help at his/her instructional level
- Learning math facts and beginning to apply them
- Shows some understanding of previously learned skills as well as new concepts
- Understands how to complete and turn in an assignment

INTERMEDIATE
- Shows that he/she is learning to solve problems using symbols for addition, subtraction, multiplication, and division, which still requires some assistance at his/her instructional level
- Able to apply previously learned skills with review
- Able to learn and apply new skills with help
- Able to solve story problems with assistance

ADVANCED INTERMEDIATE
- Able to solve problems using addition, subtraction, multiplication, and division with some assistance
- Able to apply previously learned skills with some assistance
- Able to learn and apply new skills with some assistance
- Able to solve story problems with some assistance

ADVANCED
- Able to solve problems using addition, subtraction, multiplication, and division with little or no help
- Able to apply previously learned skills with minimal review
- Able to learn and apply new skills with minimal help
- Able to solve multi-step story problems at his/her reading level with minimal help

SOCIAL STUDIES

BEGINNER
- Relies on hands on visual instruction to retain basic facts
- Shows knowledge of concepts through demonstration, drawing, and participation
- Completes projects with teacher or peer group help
- Attends to discussions for a short period of time

ADVANCED BEGINNER
- Relies on verbal and visual instruction to retain limited facts
- Tested only over basic facts
- Able to help with projects
- Needs to be drawn into class discussions for a short time
- Demonstrates understanding of basic facts

INTERMEDIATE
- Relies mostly on verbal and visual instruction to learn the material
- Testing situations are modified to test basic concepts
- Able to complete modified projects with guidance and assistance
- Beginning to pay attention to class discussion

ADVANCED INTERMEDIATE
- Understands some comprehensible parts of the textbook but relies mostly on verbal clues and study guides
- Beginning to retain instructional information and can relate it in modified testing situations
- Able to complete projects with some assistance
- Pays attention to class discussion with limited participation

ADVANCED
- Can read comprehensible chunks of the textbook
- Retains some facts from previous discussion and is meeting with success in modified testing situations
- Able to complete some "hands on" projects independently
- Attentive in class and participates in class discussions

READING

BEGINNER
- Learning the conventions of printed material (top, bottom, left-right, etc.)
- Attends to stories that have meaning to listener
- Learning letter/sound associations in context
- Looks at books at his/her instructional level independently
- Starts to identify words taught in context with repetition

ADVANCED BEGINNER
- Reads words taught in context with repetition
- Uses teacher assistance when selecting books
- Demonstrates knowledge of vocabulary and skills at his/her instructional level
- Comprehends material read at his/her instructional level
- Demonstrates the recall of details and sequence stories al his/her instructional level

INTERMEDIATE
- Reads two or more grade levels below grade level peers
- Selects independent reading material at his/her instructional level
- Uses vocabulary and skills in context at his/her instructional level
- Comprehends material read at his/her instructional level
- Can recall details and sequence stories at his/her instructional level with assistance

ADVANCED INTERMEDIATE
- Reads two or more grade levels below grade level peers
- Reads independently at his/her instructional level
- Demonstrates knowledge of vocabulary and skills in context
- Comprehends material read (with class discussions)
- Can recall details and sequence stories at his/her instructional level
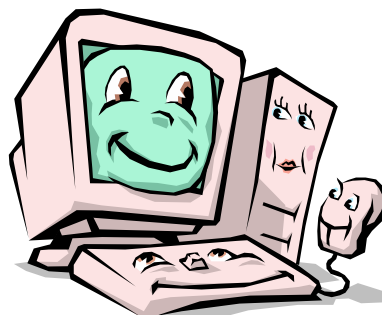
ADVANCED
- Reads closer to grade level
- Reads independently at his/her instructional level
- Demonstrates vocabulary and skills in context
- Comprehends material read at his/her instructional level
- Can recall details and sequence of a story at his/her instructional level

SCIENCE

BEGINNER
- Attends to class instruction
- Participates in class work through drawing, demonstrating, and sharing
- Helps with experiments
- Completes modified assignments with teacher and/or peer group help

ADVANCED BEGINNER
- Learning about the scientific method and is beginning to understand its focus
- Completes modified homework assignments with help
- Participates in classroom experiments with help
- Beginning to provide feedback on the information taught at grade level

INTERMEDIATE
- Able to apply the scientific method to modified assignments with assistance
- Completes modified projects and homework assigned with assistance
- Participates in classroom experiments and discussion with assistance
- Demonstrates knowledge in modified testing situations

ADVANCED INTERMEDIATE
- Able to apply the scientific method to assignments with some assistance
- Completes projects and homework assigned with some assistance
- Participates in classroom experiments and discussion with some assistance
- Demonstrates knowledge in modified testing situations

ADVANCED
- Able to apply the scientific method to classroom assignments
- Completes projects and homework assigned
- Participates in classroom experiments and discussion
- Applies knowledge in modified testing situations

WRITING

BEGINNER
- Begins to understand writing left to right
- Copies neatly and legibly with proper spacing
- Starts to write what he/she can say

ADVANCED BEGINNER
- Beginning to write simple sentences, using inventive spelling
- Demonstrates very basic punctuation and capitalization
- Copies neatly and legibly with proper spacing
- Writes what he/she can say

INTERMEDIATE
- Beginning to compose simple sentences with correct word order and verb tense
- Uses basic punctuation/capitalization with assistance
- Writes neatly and legibly with proper spacing
- Uses inventive spelling with some success
- Tries staying on a topic and writes limited details supporting that topic, with assistance

ADVANCED INTERMEDIATE
- Able to compose a complete, simple sentence with few errors in word order and verb tense
- Knows basic punctuation/capitalization and is beginning to apply them most of the time
- Writes neatly and legibly with proper spacing
- Able to use inventive spelling
- Able to write using meaningful details in a logical sequence

ADVANCED
- Able to compose a complete, simple sentence with correct word order and verb tense
- Able to use correct punctuation and capitalization
- Able to write neatly and legibly with proper spacing
- Uses inventive spelling, but spells correctly commonly used words
- Writes about a topic, using details in a logical sequence

Accommodations for English Language Learners
Mainstream and Content Areas

MATH

- ❖ At beginning to intermediate levels of proficiency, English Language Learners should be shown examples of a completed assignment to model the correct format.
- ❖ Assignments and directions should be printed on the board along with cursive representation.
- ❖ A bilingual assistant/interpreter, when available, could be used to explain math concepts in the student's primary language.
- ❖ Students should have access to counters, number lines and other types of manipulatives, which enable them to complete assignments at their level of instruction.
- ❖ Rewrite story problems in simpler English. Use short sentences, pictures, and illustrations to encourage understanding.
- ❖ Show students how to prepare a card file of number words. Write the word on one side and the symbol on the opposite side.

SOCIAL STUDIES

- ❖ Allow beginning and advanced beginning students to use drawings to demonstrate knowledge of concepts.
- ❖ Show English Language Learners at all proficiency levels a model of a project/assignment prior to their completing the assignment.
- ❖ Teach the key concepts while limiting the vocabulary and details in the lesson.
- ❖ Test only those key concepts addressed.
- ❖ Use many visual aids during the instruction process; i.e. overhead transparencies, maps, graphic organizers, puzzles, computer, etc.
- ❖ Tape record the test or give test orally to student.
- ❖ Allow ELL student capable of tape-recording lessons to do so. (Provides immediate feedback for student to listen to the lesson at home and work on assignments on his/her own.)

READING

When making accommodations for ELL students in the area of reading, it is important to remember that there is a difference between listening and speaking and reading and writing. Some English Language Learners might be considered advanced in speaking, but functioning at a beginning instructional level when it comes to reading with fluency. Keep this in mind when assigning grades. Try to remember to place the emphasis on the student's instructional level in Reading.

- ❖ ELL students at all proficiency levels should have reading materials provided at their instructional level by the classroom teacher.
- ❖ ELL students should be taught vocabulary in context; remember to limit the number of vocabulary words taught in each unit to only the key words. As comprehension increases, increase number of words.
- ❖ Tape record information for the ELL student to learn and let him/her listen to it.
- ❖ Let students act out the story to demonstrate understanding.
- ❖ Use a variety of strategies and approaches to teach reading. The key component is to make sure that students are being taught vocabulary through meaningful context, not in isolation.
- ❖ Provide the ELL student the background knowledge necessary in order to

❖ Teach ELL students reading strategies that enable them to predict, connect, question, and visualize a story.

SCIENCE

❖ Homework should include completing graphs, drawing, writing in journal, etc.
❖ Students should work in groups when possible to solve problems or conduct experiments. Provide many hands-on experiences as ELL students learn best by doing and seeing lessons.
❖ Show ELL students at all proficiency levels a sample of a completed project or assignment when requiring a science project for a grade.
❖ Have students compile notebooks of their hypotheses, materials, procedures, data, conclusions of experiments, and field experiences.
❖ Have students prepare collections of science objects, such as sticks and leaves.
❖ Use "hands-on" experiential activities that do not rely on academic language for understanding
❖ Prepare large charts that summarize the steps involved in experiments.

WRITING

When making accommodations for English language learners in the area of writing, the same principle holds true. There is a large difference between listening and speaking and reading and writing. Many ELL students could be considered advanced in speaking but at a beginning instructional level in writing.

❖ ELL students may not know what cursive writing is; therefore, it will have to be taught.
❖ ELL students could be provided a list of basic sentence patterns or words (with pictures) most frequently used in their classrooms for use when writing independently.
❖ ELL students could use a journal as a means of practicing writing with teacher feedback.
❖ Classroom teacher could provide a model of what he/she expects the finishing writing assignment to look like.
❖ Allow ELL students to write about topics in which they have background knowledge.
❖ Allow ELL students to work together when possible to brainstorm and to begin the writing process.
❖ Use vocabulary words and sentence structures at the instructional level of the student. Use words from their own materials. The words must have meaning for the student. Provide context clues when helping the child to learn new material.
❖ Try to limit the number of spelling words assigned. Increase the number of words as comprehension level increases.
❖ Usually ELL student's oral language skills tend to be higher than their reading and writing skills. Adjust assignments based on the instructional level of the student.

Instructional Approaches
Mainstream and Content Area Teachers

TPR: Total Physical Response

TPR is a method by which commands are given orally by the teacher and students respond physically to the commands. This approach is usually appropriate for beginning through intermediate level students, especially for those who are not yet ready to speak in English. The student is building a receptive vocabulary in English through his/her actions, yet they remain silent.
1. A TPR lesson includes:
2. Model: Model the series of actions
3. Give commands: Use imperative structures. (Stand up, walk to the door, and open the door)
4. Assign Pair Work: Small groups of students practice giving, responding to, and demonstrating commands.

(Asher, J. 1982. Learning Another Language Through Actions: The Complete Guidebook. Los Gatos, CA: Sky Oaks Productions.)

The Natural Approach

The Natural Approach is based on the natural process of learning a language. The students try to communicate in a meaningful way rather than worry about pronunciations and grammar.
The Natural Approach describes four stages of language production:
1. **Preproduction:** Students rely on contextual clues, key words, and nonverbal responses.
2. **Early Production:** Students develop receptive vocabulary and attempt speech in words and chunks.
3. **Speech Emergence:** Students have more elaborate speaking skills, using complete phrases. Produce many errors and need extensive vocabulary development.
4. **Intermediate Fluency:** Students understand most everyday language, can converse easily, still make many mistakes, but they do not prevent understanding.

The following strategies are used to enhance language acquisition:
    Low anxiety environment
    Concepts made comprehension through visuals and objects
    Interesting and relevant content for lessons
    Little overt correcting of language errors
    Positive and accepting classroom climate

(Terrell, T. 1977. *A Natural Approach to the Acquisition and Learning of a Language. Modern Language Journal. 61:325-336)

Theme-Based Language Instruction

In Theme-Based Language Instruction, the lesson is organized around a content area topic, i.e. science theme – plants; literature theme – heroes. The vocabulary and the concepts are all content based. The students learn the language by talking, listening, reading, and writing these concepts. This approach is especially useful in elementary settings.

(Enright, D.S. and McClosky, M. 1988. Integrating English. Reading, MA: Addison-Wesley)

Sheltered Instruction

The Sheltered Instruction Approach is described as an approach where classes are all content based, but the content and strategies for teaching are all modified to meet the instructional level of the student. This approach is quite successful at the secondary level where a large number of ELL's need to learn the content, yet are unable to work at the same level as their English-speaking counterparts. The emphasis is on the content and the concepts.

(Content Area Instructional Strategies for Students of Limited English Proficiency in Secondary Schools: A Sheltered Approach. From Hawaii DOE document English as a Second Language Curriculum Handbook. 1993 Corwin Press)

CALLA: Cognitive Academic Language Learning Approach

CALLA is a content-based approach that integrates academic learning strategies that students will need to function in all-English classrooms. For each lesson that are content objectives, language objectives, and learning strategy objectives. It can be theme-based or in a sheltered content format.

A CALLA lesson is planned through five steps. They are:
> Preparation
> Presentation
> Practice
> Evaluation
> Expansion

The CALLA approach is useful for ELL students in grades 4-12, especially when they do not have the content knowledge and academic learning skills for success in the mainstream or content area classroom.

(Chamot, A.U. and O'Malley, J.M. 1994. The CALLA Handbook. Reading, MA: Addison-Wesley.)

Classroom Instructional Strategies
Mainstream and Content Area Teachers

The following strategies may be used effectively in language arts, English, and content area instruction as a way to help make content knowledge comprehensible for English Language Learners (ELL's):

1) Incorporate ***auditory, visual, and kinesthetic activities*** to reinforce concepts and directions (for example, incorporate movement into classroom lessons).

2) Provide ***visuals*** in order to clarify meaning and check for comprehension.

3) Provide ***hands-on experiments*** and activities.

4) Use ***experiential activities*** to build upon what students already know.

5) Incorporate ***activities that are student centered*** and provide frequent opportunities for students to practice verbal communication skills.

    ❑   Use open-ended sentences to encourage students to talk
    ❑   Use student-conducted interviews
    ❑   Use student role playing techniques
    ❑   Provide cooperative group activities encouraging ELL students to work with English proficient students
    ❑   Provide opportunities for students to help each other – (at elementary level, use the "Buddy System"

6) Focus on ***meaning*** and ***higher order thinking skills*** and try not to focus on errors.

7) Identify ***language objectives*** and ***content objectives*** to teach listening, speaking, writing, and reading skills.

8) Ask students to ***summarize stories*** and ***illustrate them*** in order to check comprehension.

9) ***Simplify and adapt materials***--use materials appropriate to language needs and readiness of ELL students.

10) ***Modify homework*** and classroom assignments to include an activity in which ELL can feel successful.

11) Increase use of ***charts, tables, maps, graphs, timelines, and flowcharts*** to stimulate oral communication and to simplify information.

12) Use games that encourage oral and/or written English language interaction

13) Encourage student-centered ***group problem-solving activities.***

14) Encourage extensive reading through ***classroom libraries.***

15)   Use *manipulatives* to help students understand concepts at the concrete level.

16)   Use the **TPR** (Total Physical Response) method – (student shows understanding of the spoken word by performing actions in response to a command).

17)   Encourage speech to print activities by having an **ELL student dictate a story** or a few sentences based on actual experiences.

18)   Use *cloze activities* which eliminate words throughout a sentence or a paragraph and student completes the sentence or paragraph with a word or synonym in the blank.

19)   Teach left-right and top-bottom directionality, sequencing, and tracing through **activities, games, and classroom discussions.**

20)   **Involve students in the writing process** early even if it is in their primary language.

21)   Provide opportunities for students to **practice models of writing through dictation** activities-type activities.

22)   Use **real items** (realia) to teach concepts such as clothing, food, toys, etc.

23)   During pre-production stages of language acquisition, provide directions in the home language, **library books in the home language**, and oral and written activities in the home language.

24)   Organize **field trips** to museums, zoos, stores, concerts, parks, theaters, and performing arts events in order to provide students with rich language and cultural experiences.

25)   Improve comprehension by increasing use of visuals to simplify and graphically organize information on one page, for example: use **graphic organizers, semantic maps, story maps, Venn diagrams, gathering grids, etc.**

26)   Provide reinforcement of language structures through **small group instruction** and learning centers.

27)   Set **language to music** in order to provide students with practice with language patterns, idiomatic expressions, and cultural insights.

28)   Incorporate **music and poetry** as a planned language activities.

Phonological Awareness in the Spanish Language: Implications for Students with Learning Disabilities-
Instructional Suggestions

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EXPLICIT, DIRECT INSTRUCTION

• effective for building new phonemic awareness skills or strengthening existing skills
• uses a 3-step process:
> (1) Teacher *models/demonstrates,* then
> (2) *leads* the students (guided practice/scaffolding), then
> (3) students do it themselves *(independent practice;* assessment)

USE DIRECT INSTRUCTION WITH THE FOLLOWING TYPES OF ACTIVITIES:

❖ RHYMING practice using songs, poetry (for the earliest stages only)

❖ SEGMENTING SYLLABLES

- Students clap or tap once for each syllable they hear
- Use student's name or other familiar words

❖ BLENDING SYLLABES

- Teacher pronounces words in a syllable individually, yet smoothly
- Students pronounce word as a unit

❖ PHONEME SEGMENTATION

- Students learn to say a word slowly and smoothly ("stretch" the word) *(mmmeeeessssaaa).*
- Teacher can model by saying the word while pretending to slowly stretch a rubber band.

❖ PHONEME BLENDING

- Teacher says the word in the stretched-out form and students identify the "real" word ("shrink" the word)
- Students may be given picture cards to represent several words and choose the one that matches the word the teacher is saying slowly (an interim instructional step)

❖ TEACHING SOUND RECOGNITION & PRONOUNCIATION (from Jill Kerper)

- To teach auditory *RECOGNTION:* Student discriminates phonemes presented by the teacher as SAME or DIFFERENT
- To teach oral *PRONOUNCIATION/PRODUCTION:* Student articulates sound to imitate phonemic distinction in words
- Especially important with the sound that are difficult to discriminate) AND difficult for Spanish speakers to pronounce in English (s, ch)
- Use word substitutions in sentences (helps auditory discrimination and vocabulary): "The cow was mooing"; "The cow was moving."

❖ USING CONCRETE PROPS FOR INSTRUCTIONAL SUPPORT

- Puppets can be used to say words in "special ways" (stretched-out)
- Teachers move plastic markers or blocks or put out colored cards as they say each sound to teach 1: 1 correspondences
- Students sort picture cards or small objects into piles according to the initial/final/medial sounds they hear
- Teacher use magnetic letters or letter tiles that represent sounds (to bridge phonemic awareness and phonics once phonological awareness skills are "firm")
- Start with cards or objects that represent only two different initial sounds

❖ APPLYING PHONEMIC AWARENESS: SPELLING WORDS THEY HEAR

- "Estimated" or "invented" spelling
- Students say a word slowly, one sound at a time, and write each sound they hear (teacher models the skill first on a sample word)
- Practice sound-by-sound spelling with different, increasingly difficult word types (VC-am, if; CVC-cat, mom later dog, tap; CVCC-lamp, went; CCVC-stop, trim)
- Students will probably be able to record only the first or final consonant in the beginning stages

❖ SOUNDING OUT WORDS SMOOTHLY

- Start with simple types of words
- Easiest words are one and two-syllable words that begin with continuous consonant sounds (sol, mano) rather than "stop" sounds (pez)
- Easier words begin with single initial consonants rather than consonant blends (pez not primo; gusto not grupo)

REFERENCES:

http://coe.sdsu.edu/people/jmora/PhonicsSequence.htm (4/1/00)
        developed by **Jill** Kerper Mora, Ed.D. San Diego State University.

Adams, Marilyn J., Foorman, Barbara J., Lundberg, I., & Beeler, T. (1998).
        Phonemic Awareness in Young Children. ISBN 1-55766-321-1.

Learning Activities for English Language Learners (ELL)

DAY NUMBER ONE

1. Make sure you can pronounce the student's name.
   To accomplish this, ask the student and listen carefully. Repeat it until you and the student are comfortable. It is essential that the teacher model the correct name for the other classmates.

2. Show the student where to sit. Do not tell him to choose a seat. Be sensitive to his or her vulnerability and lack of experience in your school. The ELL is operating in unknown territory.

3. When possible have a volunteer (a bilingual volunteer, if possible) lead a guided tour of the school building.

4. Provide a handbook that gives information about the school: programs, staff names and titles, emergency procedures. If this book is not in the student's home language, ask a bilingual volunteer to explain and answer questions. Last year's yearbook is a helpful way to share school information.

5. Providing a buddy for the first day – week will help the ELL to adjust better. However, do ask for a volunteer in advance and privately. The buddy system works much better if the classmate chooses to help. Reassign helpers so as not to burden one student.

6. Prepare students for the newcomer. Discuss with the students the challenge of learning a new language and a new environment. Ideally, this lesson would be presented while the newcomer is out of your classroom, maybe touring the school.

7. Have a map on display and have the student show where he or she is from (help them if they are not able to do this), write the name of the student, his country of origin, and his first language on the board.
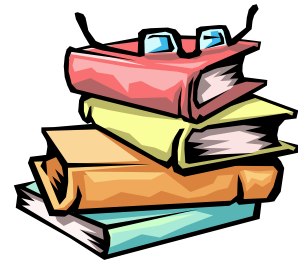
8. Allow the student a silent period. He or she is listening and learning. It may be weeks before the ELL is brave enough to speak.

9. Give the newcomer a routine task that is regularly assigned to classmates. This will help them feel accepted.

10. Your verbal directions will not be understood by the ELL. You will need to demonstrate your directions.

11. Face the class when speaking. Use your overhead   projector for your communication.

12. PRINT when writing. Write legibly. Cursive writing is more difficult to understand and/or copy.

13. If the ELL in your classroom is of an age appropriate to use a dictionary, require him or her to use an English to home language / home language to English dictionary.

14. Issue a textbook to the ELL as soon as possible. Allow the student to take it home. The whole family will become involved with the lesson. They will use a bilingual dictionary. Also, there are tutoring centers in the community where a student can get academic help if he or she has a textbook.

15. Post in class assignments in the same place every day. Routines are easier to follow. Please print.

16. Post homework in the same place every day.

Learning Activities for English Language Learners (ELL)
Elementary Students

Complete an interest inventory. Use this interest survey to get to know your students. You will find special talents, hobbies, and needs that will help you help your students.

1.   In school, the thing I like to do best is _____.

2.   Outside of school the thing I like to do best is _____.

3.   If I had a million dollars I would_____.

4.   When I grow up I will _____.

5.   I hate_____.

6.   My favorite animal is _____.

7.   The best sport is _____.

8.   When nobody is around I like to_____.

9.   The person I like best is _____.

10.   Next summer I hope to _____.

11.   I like to collect _____.

12.   My favorite place to be is _____.

13.   The things I like to make are _____.

14.   The best book I ever read was _____.

15.   The best TV show is _____.

16.   What I think is funny is _____.

Learning Activities for English Language Learners (ELL)

Interest Inventory   **Secondary Students**

Assigning a topic for a report, suggesting a good book, and selecting meaningful examples can be helped by knowing students' preferences and interests.

1.   Outside of school my favorite activity is _____.

2. I work at _____. My job is _____.

3. The sport I like to watch best is _____.

4. The sport I like to play best is _____.

5. After high school I plan to _____.

6. The job I want to be doing as an adult is _____.

7. In school my favorite subject is _____.

8. I would like to learn more about _____.

9. I spend about _____hours or _____minutes a week reading for fun.

10. The best book I have ever read was (title) _____.

11. My favorite magazine is _____.

12. The part of the world that interests me most is _____.

13. My favorite TV show is _____.

14. What makes me mad is _____.

15. What makes me laugh is _____.

16. My favorite person is _____.

17. Next summer I plan to _____.

Learning Activities for English Language Learners (ELL)

Introduction to the Graphic Organizers
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1.   **Idea Web**: This can be used for brainstorming activities in which students name the words they know about a topic. It can also be used to organize ideas into groups if circles with subtopics are added around the central circle.

One teacher used the following **Idea Web** to summarize a lesson on **Plants**. In the large middle circle, the teacher wrote," How are plants used by people?" The students responded and the teacher recorded each answer on a line extending away form the large circle.

1. for cloth
2. to eat
3. to look pretty in the yard
4. for a Christmas celebration
5. to grow wild in the country

Internet Connection:

The Great Plant Escape and My First Garden (English and Spanish)

http://www.urbanext.uiuc.edu/gpe/

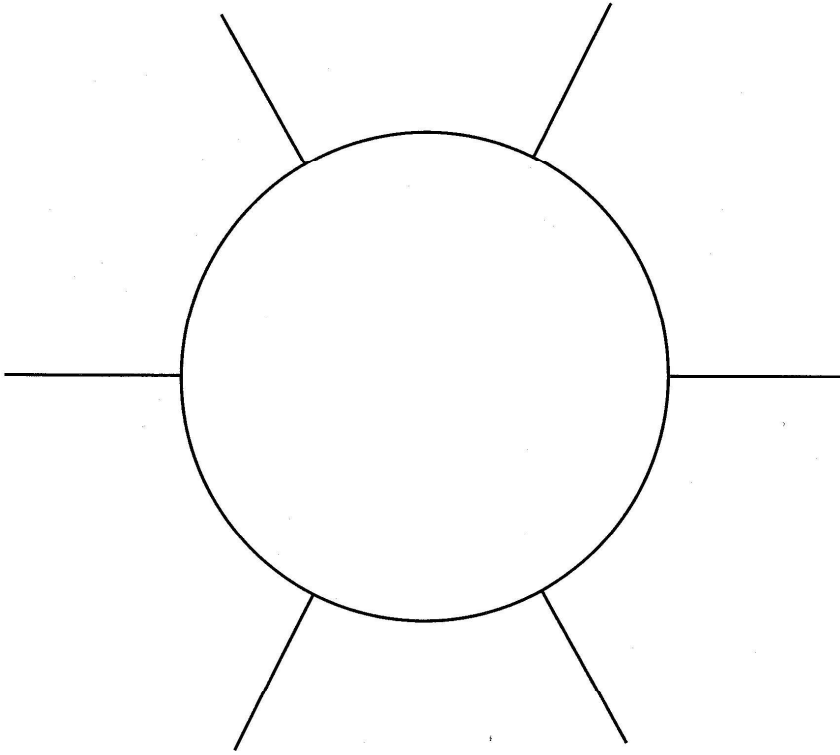At this site, you will find bright colors and nature trips.

Another teacher used an **Idea Web** to introduce a unit on **Egypt** and to establish prior knowledge. In the large middle circle, the teacher wrote, "What do you know about Egypt?

Internet Connection:

From Pyramids to Mummies

http://www.guardians.net/egypt

Idea Web

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2.   **K-W-L Chart**: This can be used to introduce a theme, a lesson, or a reading. It can help generate students' interest in a topic and students use their knowledge as they read. Students can complete the chart at the end of a lesson.
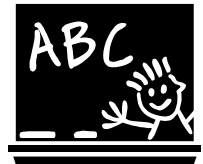
One teacher used the following **K-W-L Chart** to teach a lesson about **Weather Prediction**. The teacher first defined the word *meteorologist* and showed videotaped footage of a TV weather report.

- He then had students share what they already knew about what meteorologists do. The teacher restated and clarified their responses as needed. He helped the students record this information under **What We Know**.
- The teacher next helped the students formulate questions about meteorologists and directed the students to add those questions to their charts under **What We Want to Know.**
  - As the students read, the teacher assisted them in making summary statements about what meteorologists do. They also recalled what they learned about air pressure, winds, and temperatures. The teacher directed them to complete the **What We Learned** column.

Internet Connection:
Dan's Wild Wild Weather Page
http://www.wildwildweather.com
Click on 'Weather Sounds' and listen to the outdoors.

K-W-L Chart

Topic: _____

What We **K**now	What We **W**ant to Know	What We **L**earned

Learning Activities for English Language Learners (ELL)

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3.   **T-Chart**: This chart can be used to help students see relationships between information. It can be used to list cause
(left column) and effect (right column) or to list words (right column) associated with a topic or story character (left column).

A middle school teacher used the following **T-Chart** to compare and contrast **Life in the United States Before the Civil War**. The teacher directed the students to use words and/or pictures to show things related to the North on one side and the South on the other side. She modeled how to scan the text for the words *North, northern, South*, and *southern* to locate information.
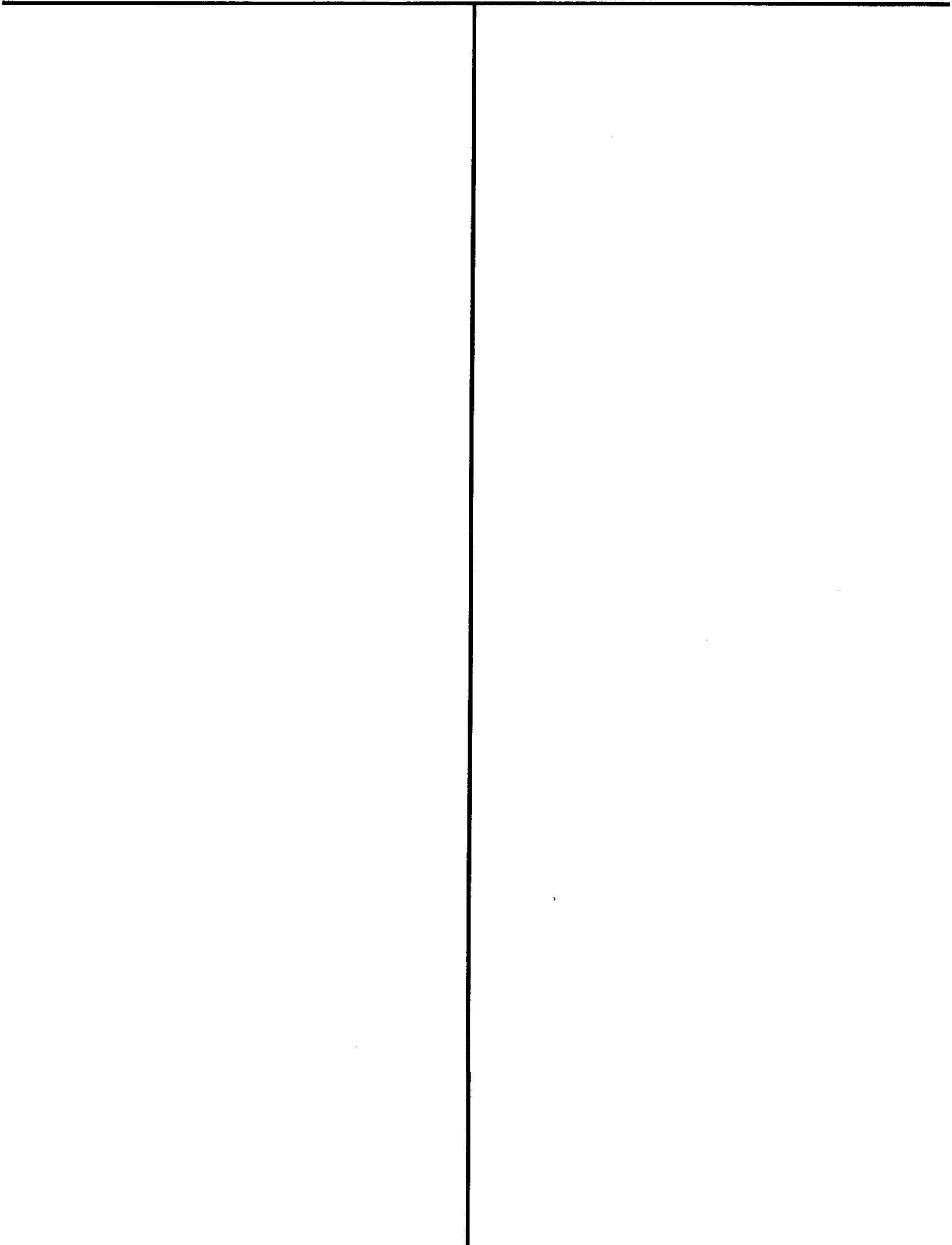
Internet Connection:
Ben's Guide to U. S. Government for Kids
http://www.bensguide.gpo.gov/
Click on 'Site Map' and find the Emancipation Proclamation at three levels of complexity…for elementary, middle, or high school students.

T-Chart

Learning Activities for English Language Learners (ELL)

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4.   **Venn Diagram**: This can be used to help students under- stand comparisons and contrasts in a text. It can be when the question asks, "How are the two things alike? How are they different?"

A sixth grade social studies teacher used a **Venn Diagram** when teaching ancient and modern **Olympic Games.** After much reading and viewing of visuals, he told his students they were to make a chart to show similarities and differences between Olympic Games of the past and present. He drew a large circle on the overhead projector. (The writer suggests using your white board or black board for this. You need a large space.)

- The students were prompted to state what was different in the ancient games from the modern games. The teacher listed their responses on the left side of the circle.
- The teacher then drew a second big circle overlapping the first circle. The students were prompted to identify differences in the modern games. The teacher listed their responses on the right side of the second circle.
- The students were then asked to think of similarities in the Olympic Games and all responses were placed in the overlapping section.

Venn Diagram
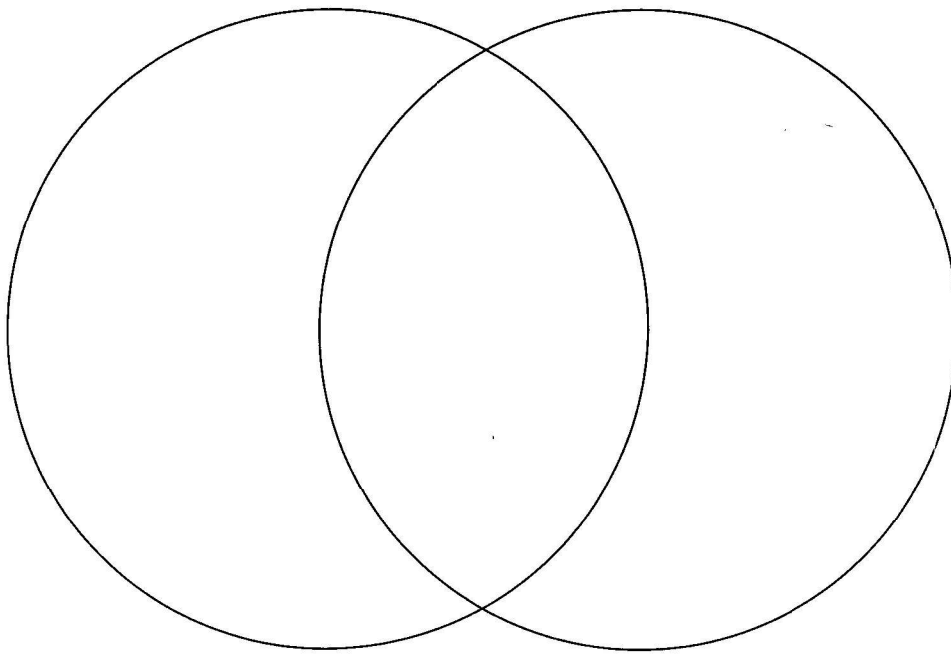
_____   _____
- - - - - - - - - - - - -   - - - - - - - - - - - - -
_____   _____

Learning Activities for English Language Learners (ELL)

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5.   **Story Sequence Chart**: In this chart, students can list the beginning, middle, and the end of a story and gain a sense of story structure.

A grade three teacher used a **Story Sequence Chart** following the oral reading of **The Great Kapok Tree.** Following the completion of the Story Sequence Chart the teacher gave each child a copy of **The Great Kapok Tree**. She had requested a
classroom set from the Public Library.
She directed each student to enjoy the illustrations and complete the following open-ended sentences with words and pictures.
- I went to the rainforest and saw a _____.
- My teacher went to the rainforest and saw a _____.
- My friend went to the rainforest and saw _____.
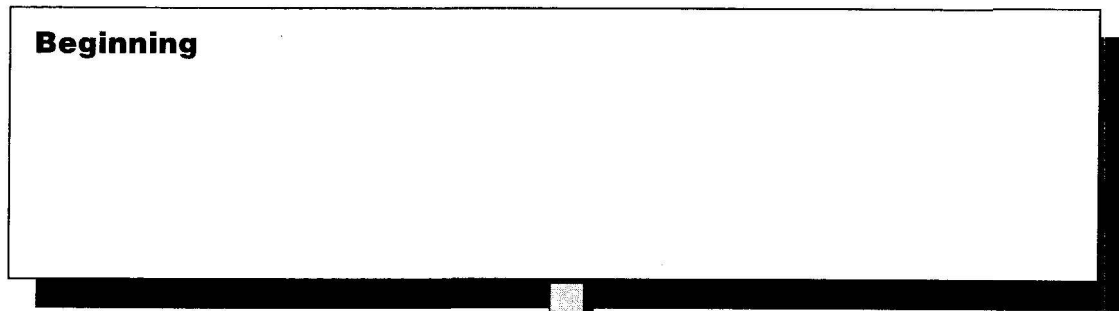- Why are rain forests important?

    _____

Internet Connection:
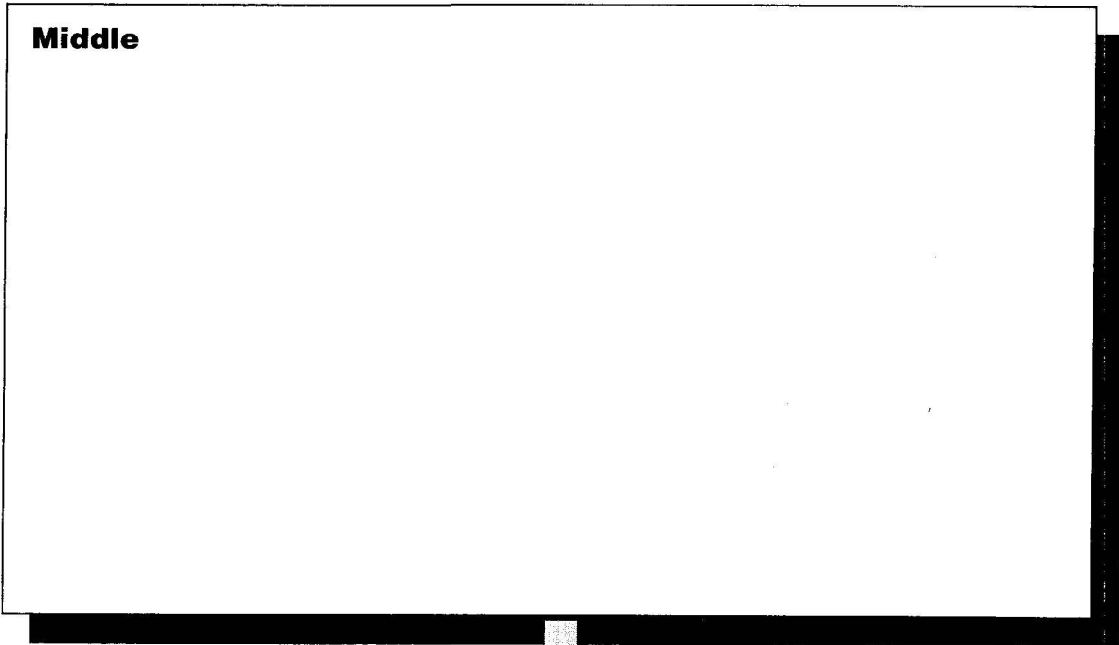National Wildlife Federation and the Rainforest
http://www.nwf.org
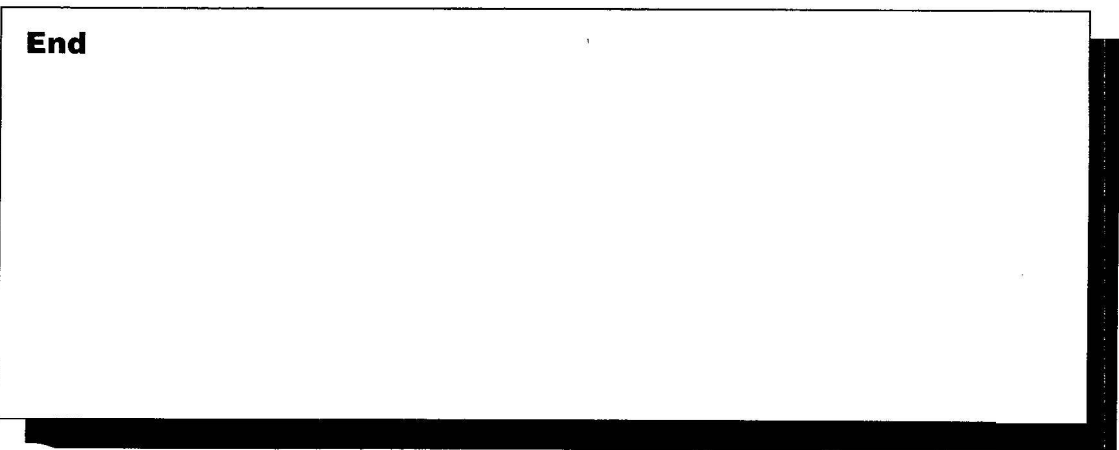
Story Sequence Chart

Beginning

Middle

End

Learning Activities for English Language Learners (ELL)

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6.   **Story Elements Chart**: In this chart, students list the main elements of stories, including setting, characters, problems, and important events.

The writer suggests that the teacher read aloud two books for students to enjoy and to hear a fluent reader.
1. ***All in a Day's Work*** by Eve Bunting. It is the story of Francisco, a young Mexican American boy, who tries to help his Mexican grandfather find work. The teacher will then complete the **Story Elements Chart** with the full participation of the students.
2. ***The Magic Paintbrush*** by Laurence Yep. From the moment Grandfather gives Steve a magic paintbrush that grants wishes, life changes in Chinatown. The teacher will again use the **Story Elements Chart**. However, each student will have a copy and will record the basic elements of this novel with some guidance.

Internet Connection:
http://pbskids.org/
Many choices…Click 'Reading Rainbow' or 'Between the Lions' or many more

Story Elements Chart

Title:

Setting:

Characters:

Problem:

Events:

Solution:

Learning Activities for English Language Learners (ELL)

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7.   **Main Idea Chart**: This chart can be used to help students see and chart main ideas and supporting details.

The teacher of a fifth grade social studies class used a **Main Idea Chart** to improve comprehension and retention as he
taught **Harriet Tubman and the Underground Railroad.**

The main idea 'Harriet Tubman was a legend as a conductor
on the Underground Railroad' was written in the large rectangular box. As he added supporting details, the students stayed focused.

Internet Connection:
Harriet Tubman and the Underground Railroad for Children
http://www2.lhric.org/pocantico/tubman/tubman.html
This informative site created by children is kid-friendly, colorful, and fun.

The Underground Railroad
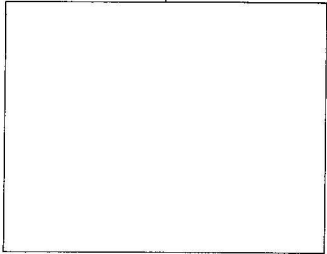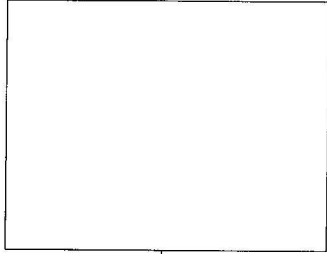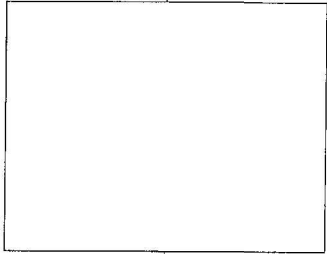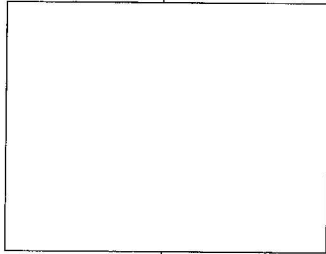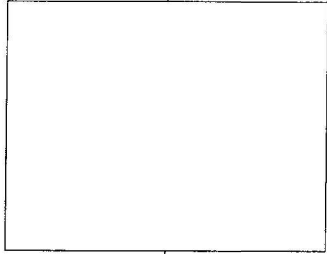http://magma.nationalgeographic.com/ngexplorer/0301/adventu
This site has special effects and is fully interactive.

Main Idea Chart

Main Idea
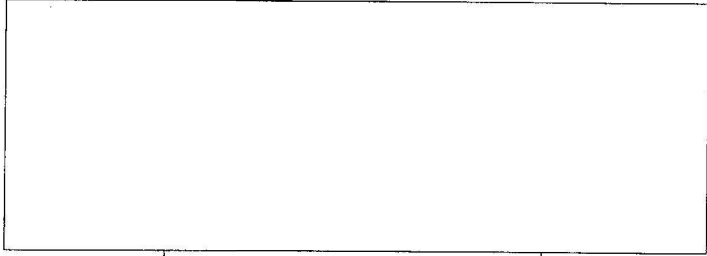
Details

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8.   **Character Trait Web**: In this chart, students can list the important qualities of characters in stories and how the characters' actions reveal those qualities.

An elementary teacher used a **Character Trait Web** to explain that people's actions tell a great deal about their character. The teacher modeled visualizing details and cause and effect as the students read ***The Story of Johnny Appleseed.*** The class was well engaged as the teacher prompted them to study Johnny Appleseed's personality and record those traits on the Character Web.

Internet Connection:
Biography of Johnny Appleseed
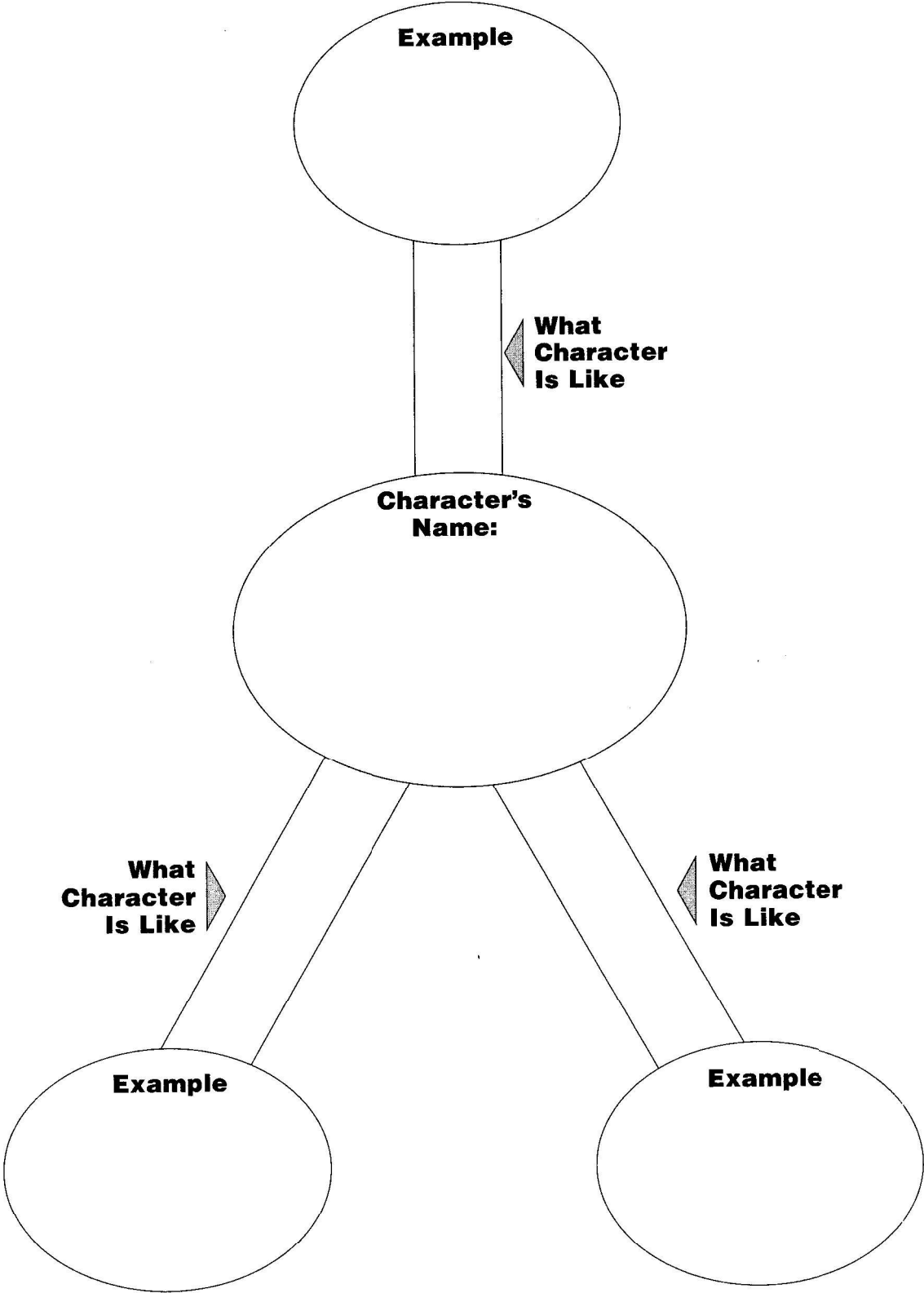http://www.applejuice.org
This site has colonial music and entertaining graphics.

Happy Birthday, Mr. Appleseed
 http://www.education-world.com/a_curr/curr091.shtml
There are activities for students and teachers.

Character Trait Web

Example

What Character Is Like

Character's Name:

What Character Is Like

What Character Is Like

Example

Example

Learning Activities for English Language Learners (ELL)

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9.   **Step Chart**: This chart can be used to list events in a sequence, such as events in a story or steps in a process.

In the upper elementary grades through high school, students are expected to read and write about increasingly complex topics in more sophisticated ways. They must move from short, familiar stories and fables to longer literary books and expository prose containing a variety of characters involved in multiple problems, settings, and solutions.

During reading and postreading, a **Step Chart** enhances comprehension (comprehensible input) by boosting the memory through writing and organizing information. The following lesson teaches the interdependence of living things.

A middle school teacher used a step chart to explain **"How to Make an Ecosystem."** She wrote and demonstrated these steps.

1. Put garden soil in a small glass tank. Mix some sand into the soil. Add a little water.
2. Put small pieces of dead leaves on top of the soil.
3. Put five earthworms in the tank.
4. Tape black paper on the sides and top of the tank.
   Be sure no light can get in.
5. Use a pencil to make small holes in the top to let air in.
6. The paper will be removed after one week.

Step Chart

How to —————————————————————————

1.

↓

2.

↓

3.

↓

4.

↓

5.

Learning Activities for English Language Learners (ELL)

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10.   **Problem Solution Chart**: This chart is used to list problems and solutions in stories.

A writing teacher used the **Problem Solution Chart** to model a persuasive argument. He began with a strong and specific position on the topic.
Problem 1: Throwing away recyclable materials is a bad habit.
Solution   One way to protect the earth's resources is **recycling**.
Problem 2: Let me help you identify the many things you use
                  around the house that are recyclable.
Solution   Many containers have labels that tell whether the
                  material is recyclable.
Problem 3: The decomposition of materials in the landfill can
                  take hundreds of years.
Solution   Be a responsible citizen and recycle. Do not toss the
                  can in the trash.

Internet Connection:
Environmental Protection Agency
http://www.epa.gov   or   http://www.epa.gov/espanol
At this site, go to the Explorers' Club and be entertained while you learn.

Name _____

Problem-Solution Chart

Problem 1:

↓

Solution

Problem 2:

↓

Solution

Problem 3:

↓

Solution

Learning Activities for English Language Learners (ELL)

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11.   **Word Log**:   students can use this log to list important words in what they are reading or list words they want to learn.

The writer recommends making many copies of **Word Log** and having each page three-hole punched. Students should place the logs in their binders and record vocabulary daily.
Each student may record the date, word or phrase, and if the student has the age and academic background, he or she should translate to native language as soon as time allows.

Briefly stated, vocabulary is best taught within a meaningful context, whether you are studying math, science, or literature.
You will need to assist students with special vocabulary terms *before they read*, with explanations of words *during reading* and with strategies and graphics for retaining their new word knowledge *after they have finished the text*.

Internet Connection:
The Internet Picture Dictionary in English and Spanish
http://www.pdictionary.com/links.html

Word Log

Date	New Words I Learned

Learning Activities for English Language Learners (ELL)

"Comprehensible input" means the teacher's oral and written information is understood by all students including the English Language Learners.

To improve listening comprehension, use these techniques:

Provide verbal signals to get students' attention.

- Today we are going to talk about…
  Main topic of presentation (if possible write on overhead as you speak – you then engage the sense of seeing and hearing)

- The most important thing to remember about …
  Main idea about to be presented

- An example of…
  A detail or an example

- Finally… or In conclusion
  Summary

Internet Connection:
Created to instruct ELLs and guide their teachers. This is an excellent resource.
http://www.4teachers.org/profd/lep.shtml
Yes, it is Professional Development and more. You will find under Reading Activities 'CNN Newsroom and World View for English as a Second Language Students.
You will find under Bilingual Education 'Especially Espanol' - list of great educational sites in Spanish.

Overview of Title III Legislation

Title III - Language Instruction for Limited English Proficient
and Immigrant Students

Part A- English Language Acquisition, Language Enhancement, and Academic Achievement Act NCLB Act consolidates the Bilingual Education Act (Title VII) with the Emergency Immigrant Education Program in Title III of the NCLB Act of 2001.

Purpose of Title III

The purpose of Title III is to ensure that English language learners (referred to as limited English proficient (LEP) students in federal regulations), including immigrant students, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.

Title III provides two separate funding streams: (1) limited English proficient and (2) immigrant. The Kentucky Department of Education (KDE) allocates formula subgrants to school districts enrolling English Language Learners (ELL's) and sets-aside subgrants to local school districts experiencing a significant growth in the eligible immigrant student population.

Funds are provided to the State on a formula-based (80% on the number of limited English proficient students and 20% on the number of immigrant children and youth).

Funds are used to:
1) Increase English proficiency by providing programs based on scientifically based research demonstrating effectiveness of the program in increasing English proficiency and student academic achievement in the core academic subjects
2) Provide high-quality professional development to teachers, principals, administrators, and other school or community-based organizational personnel.

Other Authorized Activities are:
1. Upgrade programs and effective instructional strategies.
2. Improve instructional program by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
3. Provide-tutorials and academic or vocational education-intensified instruction. .
4. Develop language instruction educational programs coordinated with other relevant programs and services.
5. Improve English proficiency and academic achievement for ELL's.
6. Provide community participation programs, family literacy services, parent outreach and training activities to ELL's and their families to improve the English language skills of ELL's, and to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
7. Improve the instruction of ELL's by providing for: the acquisition or development of educational technology or instructional materials; access to, and participation

in, electronic networks for materials, training, and communication, and incorporation of such resources into curricula and programs such as those funded by this subgrant.
8. Carry out other activities that are consistent with the purposes of this section.

The funds made available under this subpart are used to supplement Federal, state, and local public funds and in no case to supplant such funds. It is contingent upon receipt of funds by the Kentucky Department of Education from the U.S. Department of Education.

Allowable Expenditures
1) Salaries and benefits
2) Contracts
3) Travel
4) Supplies
5) Equipment
6) Other

Testing
1) All ELL's must be tested at least once a year using an English language proficiency test.
2) ELL's who have been in a U.S. schools for 3 consecutive years must be tested in reading/language arts using a test written in English. (This testing requirement is in addition to the requirement that ELL students be tested in mathematics and, in 2007, science)

KDE-approved assessment instruments that satisfy the NCLB requirements for English language proficiency are as follows:

IDEA Proficiency Test (IPT)
Ballard & Tighe Publishers
480 Atlas Street
Brea, CA 92821-3117
www.ballard-tighe.com

Language Assessment Scale (LAS)
CTB/McGraw-Hill
Mid-Continent Regional Office
12412 Powerscourt Drive, Suite 110
St. Louis, MO 63131
314-821-1700
www.ctb.com

Identification, Assessment, and Placement of English Language Learners

School systems are legally obligated to identify all LEP (limited English proficient) children and youth. There are two main phases: (1) Parents respond to a Home Language Survey indicating that their child's background is a language other than English, then, (2) the school administers an English language proficiency assessment to determine the child's oral, reading, and writing skills. If it is determined that the child's probability of academic success in an English-only classroom is below that of an academically successful peer with an English language background, then the school has a responsibility to notify the parent and develop a Program Services Plan for the student.

Identifying LEP students and assessing their skills are critical steps in determining their need for placement in a specialized language instructional program.

Step 1: Conduct a Home Language

Step 2: Administer an English language proficiency assessment
Currently the only two state-approved assessment instruments to determine LEP status are the IPT and the LAS.

Step 3: Notify the parents of the need for placement

Step 4: Prepare a Program Services Plan (See sample copy.)

Step 5: Monitor the progress of the student and assess for English proficiency annually.

Assessment

English language proficiency assessment is conducted for three reasons:

1) Assessment for Placement – All newly enrolled LEP students must be given an assessment to determine appropriate services and placement in an ESL Program or a method of instruction. Initial placement should be made with either the IPT or the LAS, the only two assessment instruments currently approved by KDE for initial assessment.

2) Assessment for Progress – All LEP students must be assessed on an annual basis to determine gains in English language proficiency, however, students should be assessed throughout the school year through informal measures, such as samples of work, checklists, rating scales, observations, or portfolios.

3) Assessment for Exiting ESL Program or Method of Instruction – Assessment for exiting an ESL Program or to discontinue a method of instruction should use multiple criteria. It is not appropriate to make this decision based on one assessment instrument. In addition, one person should not make this decision alone. Teachers, parents, and involvement from the student is the best method.

The proficiency of LEP students will vary widely and placement in a language assistance program should include the instructional level of the student – Beginning, Intermediate, or Advanced. These language proficiency categories are summarized in the following definitions:

Beginning:
1. demonstrates very limited or no proficiency in English
2. may understand simple, short utterances
3. unable to converse in English in simple social situations
4. lacks formal education; may have experienced interrupted schooling

High Beginning:
1. demonstrates limited proficiency in English
2. may use patterned expressions when he/she speaks
3. can participate in simple conversations and respond to routine classroom procedures
4. may have acquired some skills necessary for reading and writing, however, lacks a level of English sufficient to read and write

Intermediate:
1. demonstrates some proficiency in English
2. may understand and use basic sentence patterns when he/she speaks
3. can converse in social situations with some repetition and hesitation and may begin to demonstrate the ability to participate in classroom discussions and activities
4. may read and write simple sentence structures, but becomes confused with complex structures and technical language

Advanced:
1. demonstrates English proficiency in social situations and some proficiency in classroom situations
2. can understand and use complex sentence structure in conversation, but demonstrates some difficulty with content area topics
3. may read and write, but still needs some assistance with content area work

Monitoring:
1. demonstrates proficiency or fluency in English in both social and academic setting
2. capable of participating independently in mainstream or content area classrooms, however, may need occasional support services for clarification

Grade Placement

For LEP students ages 5-14, it is recommended that a student be placed at grade level indicated by his/her chronological age.

Grade	*If by October 1, the student is:*
K	5
1	6
2	7
3	8
4	9
5	10
6	11
7	12
8	13

For students ages 14 and older, when there are no transcripts available, the LEP student should be placed in grade 9.This will allow sufficient time to learn English and earn credits required for graduation. If, after being placed in grade 9, the student shows signs of rapid progress, the student may be promoted to a higher grade based upon locally-decided criteria.

Essential Components of a Program Services Plan
for English Language Learners

The following components are required under federal law, Title III, Section 3302 of the No Child Left Behind Act of 2001.

1. Reason for identification of student as LEP (limited English proficient)

2. Level of English proficiency using an approved assessment instrument

3. Level of academic achievement upon enrolling

4. Method of instruction that will be used in the student's program

5. How the instructional program will address the student's educational strengths and individual needs

6. How the program will address the student's English language learning and acquisition

7. How the student will meet age appropriate academic achievement standards and demonstrate adequate yearly progress

8. When the student is expected to exit and the rate of transitioning from the program

9. The right of the parent to remove the child from the instructional program upon request

10. The right of the parent to decline enrollment in the program or method of instruction used

11. A notification to parents within 30 days if the school fails to meet the objectives stated in a Program Services Plan

The following components are required under state regulation (703 KAR 5:070, Sec. 3, Inclusion of Special Populations in the State-Required Assessment and Accountability):

1. Whether or not the student will participate in the state-required Assessment and Accountability system this year, based on the assessment of English language proficiency AND whether the student has been in the same school/district for a full academic year, or in an English speaking school for two full academic years prior to the year of the assessment in question.

2. Specific accommodations or modifications or both that are allowed on the state-required assessments:
   a. Student must meet criteria for limited English proficiency based on the English language proficiency assessment.

    b. Assessment data must demonstrate the need for the need for accommodations/modifications.

    c. Accommodations/modifications documented in the Program Services Plan will be part of the student's normal ongoing delivery of instructional services.

    d. Student is participating in instructional programs and services to meet his/her language and academic needs.

3. Level of English language proficiency at which accommodations will no longer be required.

4. A list of the names of individuals who reviewed the documentation and made the decisions.

5. The signature of the principal of the appropriate school as an indication of approval for the described accommodations.

Recommended Resources Available for Helping To Promote Success for English Language Learners

The following online resources represent only a small portion of the outstanding materials currently available for helping teachers of English Language Learners develop strategies and activities that promote success in mainstream and content area classes.

On Line Resources

http://www.cal.org/topics/k-12.html
Acquiring Literacy in English

http://www.ncela.gwu/library/literacy.htm
      Reading and Second Language Learners
      Transferring Literacy Skills from the First Language to the Second Language

http://www.ncrel.org/sdrs/areas/li0cont.htm
      Using Technology to Enhance Literacy Instruction
      Addressing Literacy Needs in Culturally and Linguistically Diverse Classrooms

http://www.escort.org/productsHSc2.pdf

http://www.eslpartyland.com
      Lesson Plans and Interactive Games

http://www.1-language.com/eslarticles/index.htm
      Integrating Language and Content: Lessons from Immersion 1995-12-00
      Secondary Newcomer Programs: Helping Recent Immigrants Prepare for School Success 1998-03-00

http://www.4teachers.org/tools/index.shtml
      CasaNotes – Customized Notes in Spanish

http://www.l-language.com/eslactivityzone/index.htm
      Teacher Resource for Online Teaching Activities

http://www.l-language.com/eslphonics/index.htm
      Online ESL Phonics Worksheets

http://www.l-language.com/eslflashcards/index.htm
      Large Collection of Flashcards for Downloading

http://www.l-language.com/memorymatchelem/index.htm
      Words, Sounds and Pictures in an Engaging Context

http://www.l-language.com/eslquizzes/index.htm
    Online Grammar Quizzes

http://www.l-language.com/wordsearch/index.htm
    Building Vocabulary Through Word Searches

http://www.4teachers.org/profd/lep/shtml
    Online Directory of RSL Resources
    Especially Espanol

The following pages are examples of ELL forms used by Jefferson County, KY.