

SCHOOL/CLASSROOM ENGLISH LEARNER SUPPORT

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none"> • real-life objects / examples • manipulatives • pictures & photographs • illustrations, diagrams, drawings • magazines & newspapers • physical activities - Total Physical Response (TPR) • video <ul style="list-style-type: none"> ○ in English with Spanish captioning or English captioning ○ in Spanish with English captioning • models & figures • word banks or word walls • bilingual dictionaries • gestures & body language 	<ul style="list-style-type: none"> • charts • graphic organizers • tables • graphs • timelines • number lines • sentence frames • storyboards • notes 	<ul style="list-style-type: none"> • paired or partnered • triads or small groups • cooperative groups • Internet • in native language • with mentors • conversational moves • sentence frames, again • songs and chants

Adapted from WIDA’s 2007 “English Language Proficiency Standards and Resource Guide”

- Bilingual, Spanish, teaching staff.
- Full-time Spanish Language Arts (World Languages) teacher serving grades K-8.
- Content teachers share with the SLA teacher the week’s vocabulary and content objectives.
- [Superkids](#) reading and writing curriculum for grades K-4, including on-site and off-site PD training. Superkids has EL support in its PD and its curriculum and materials.
- Pairing or partnering English speakers with non-English speakers.
- Teachers rephrase in simpler language, utilizing synonyms.
- Google Translate
- Paired translation - a bilingual Spanish/English speaker paired with a unilingual Spanish speaker.
- Bilingual teachers instruct in English. If a student does not understand, they will instruct in Spanish, then work together to rephrase in English.
- Utilized Title III funds to contract an EL Consultant / EL Coach through CESA 7.
- Tools teachers utilize (regardless if EL). Auditory learning, visual learning, kinesthetic learning.

Interactive Resources

- [The Writing Recipe: Essay Structure for ELLs](#) (video, Teaching Channel)
- [Supporting ELLs Through Project Based Learning](#) (video, Teaching Channel)
- [6 Tips to Support Your ELLs This Year](#) (blog, edmentum.com)

Kindergarten

- I use examples of work (to show what they should do)
- give verbal and visual directions
- I make sure we have eye contact so that I know he's listening
I provide an ANSWER SHEET
- I provide another copy of the work as homework and answer sheet in case the parents do not speak English. The student will be familiar with the homework sheet since it's a repeat of classwork and the parents can have the answers to help.

First/Second Grade Multi-Age Classroom

- Naturally in an early childhood classroom we use so many visual clues. Having pictures, learning tools, and support visual aids seems to help my language learners tremendously.
- I watch for misunderstandings in my oral communication through their body language, facial expressions and be sure I repeat what I said, or offer a clarification if I notice they are confused. Again in an early childhood environment, we repeat, rephrase, and repeat again naturally as that is developmentally appropriate for our age group.
- In math I work with my language learners in a small group so that I can support academic vocabulary, math vocabulary, and math skills at a bit of a slower pace. Plus we can discuss misunderstandings in English and Spanish to help understanding.
- In one-on-one communication I am sure to ask them to repeat themselves, taking the time and patience, so that I understand what they are trying to communicate in English, plus praise them when they try to tell me something so they can start to build trust that I will listen.
- Direct teaching of phonics helps them understand the sounds of the English language, it is confusing for them at first because the sounds are different in Spanish, but I feel Fun-Dations gives them a strong foundation to build English skills even though they struggle.
- Direct teaching of English grammar helps both native English and non-English speaking students understand the structure of the language.
- Honor their language, asking (out of my own curiosity because I love languages) vocabulary words and simple sentences so we can use them in the classroom. They also pick up on the French I use in the classroom very easily and I think they find that fun.
- Even though their reading levels are not grade level, I have a book bin of Spanish books (picture dictionaries, fiction, and non-fiction) so they can read in both English and Spanish.
- As much as I can, translate materials, and send home both English and Spanish, versions so that parents can be involved plus learn some of the school language in English.
- Differentiation of materials and expectations is important. Again in an early childhood classroom there are always a range of abilities and development, and that is compounded by the multi-age component. Therefore, I offer many ways to do tasks, a few levels of performance and challenge, plus leveled expectations so students can have unique challenges, but be successful where they are at. Again, this supports all learners, but allows the language learner to show understanding and proficiency in a variety of ways. For example, if I am developing and grading their writing journals, or science logs, or religion packets, etc. I make sure there are choices in writing and/or drawing responses so that if they cannot express ideas in writing I can look to the picture to gauge their understanding. So if the directions state to write a sentence and draw a picture, I know that for some students the sentence is extremely difficult and will not downgrade them because they could not get the idea written in a word but look to the picture to be sure they have

grasped the concept. I also may ask them for verbal clarification of their work to assess and grade.

Third and Fourth Grade

- I provide all instructions for projects in both English and Spanish.
- Most science projects can be completed in either English or Spanish.
- Most study guides are sent home in both English and Spanish. Several 4th grade EL students have Just Words with Mrs. Bolin.
- I use individualized spelling lists (currently 5 different lists each week). InferCabulary automatically adjusts to student's needs.
- As we learn new concepts, I often use or solicit from bi-lingual students the Spanish words for them.
- Reading groups and other group activities are often structured not just by reading or grade levels, but by language/understanding levels.
- Sometimes I use reading packets that are available in both English and Spanish and I provide both versions to EL students (for their own understanding and allows the parents at home to read and complete activities at home in either language).
- I use google translate a lot.
- Edgar is invaluable for connecting to home or explaining things to families.
- Group of students work on concepts using Spanish.

Social Studies (Middle School)

- The number one thing that I do is modify the number of assigned problems to one per category vs. 4-5.
- I might also give guided notes, or most of the notes filled in with them responsible for a smaller amount than the rest of the class.
- I also try to assess the students more informally through discussion/white boards or think-pair-share, and not a lot of paper test, more projects that demonstrate to me what they have retained or learned in the process.

8th Grade Health

- I give them the notes
- Use word banks for tests
- Shorten tests to what they absolutely need to know.

8th Grade Reading

- Sometimes I have a different vocabulary list or fewer vocabulary words for EL students.
- Sometimes instead of writing a complete sentence, I ask students to complete a sentence that I have started.
- I love this website for vocabulary words because it shows a mashup video that shows the meaning of the word: <http://tingoed.weebly.com/>
- I always write down what I want the students to know, never just say it to them. (good for all students, not just EL).

Reading Interventionist All Grades

- Write a language goal such as "Using one word labels identify ..." or use language forms that the kids can use to complete assignments such as "I predict that ..."
- Encourage kids to use their first language when possible. Read the book in Spanish, conference in English.
- Talk about things they don't understand with parents to maybe get a different perspective and translate it into English.
- Total Physical Response - Kids come up with action to help learn definition.
- Front load vocab so when they encounter it in context, they understand.
- Look for connections to other books, life experiences or things they have seen on TV.

Other Support

- Graphic organizers while introducing or covering main concepts in reading, science, social studies, religion, language arts etc..
- Labeling of items and things in the classrooms both English and Spanish
- Reading interventionists use the Wilson Reading System with Foundations and there is a Just Words class for some of our students
- Librarian created a section in the library with books printed in Spanish. We continue to add to this each year.