

## 1: Support for ELLs | English Language Learners | Raz-Plus - Reading A-Z

*ing scores, pre-intervention English proficiency scores, research design, instructional conditions, instructional setting and format, interventionist, number of instructional sessions, dosage (i.e., length and frequency of sessions), duration.*

ELLs often have problems mastering science, math, or social studies concepts, for example, because they cannot comprehend the textbooks for these subjects. ELLs at all levels of English proficiency and literacy development will benefit from improved comprehension skills, which allow them to Read more accurately. Follow a text or story more closely. Identify important events and concepts in a text. Master new concepts in their content-area classes. Complete assignments and assessments. Feel motivated to read in school and for pleasure. This article focuses on strategies that are part of three main approaches: Students may already possess content knowledge that they cannot yet demonstrate in English. Allow students to use their native language with peers for a quick brainstorm to discover what they know about a topic before presenting their ideas to the whole class. Students with limited or interrupted schooling may not have the same level of knowledge as their peers, especially when it comes to historical or cultural topics. When starting a new lesson, look for references that you may need to explicitly explain. Take students on a tour of the text. Each time you hand out a new textbook, take students on a "virtual tour. Explain how the text is organized, pointing out bold print, chapter headings, and chapter summaries. Once students learn how to recognize these elements, they will be able to preview the text independently. Remember that students need to know how to use a tool in order for it to be helpful. Walk through the book with the students, pointing out photographs, illustrations, and other graphic elements. Ask them what they notice about the pictures and how they think those details may relate to the story or content. Use outlines to scaffold comprehension. Provide a brief, simple outline of a reading assignment or an oral discussion in advance of a new lesson. This will help ELLs pick out the important information as they listen or read. Focus on key vocabulary: Choose the vocabulary that your students need to know in order to support their reading development and content-area learning. Provide student-friendly definitions for key vocabulary. Include signal and directional words: Remember that students may also need explicit instruction in signal or directional words "because" and "explain" , in addition to key content vocabulary "photosynthesis" and "evolution". Use a "picture-walk" for vocabulary: Teach students to actively engage with vocabulary: Teach students to underline, highlight, make notes, and list unknown vocabulary words as they read. Give students practice with new words: Ensure that your students can Define a word. Recognize when to use that word. Understand multiple meanings such as the word "party". Decode and spell that word. Incorporate new words into discussions and activities. For students to really know a word, they must use it or they will lose it. Use new words in class discussions or outside of class, in other contexts such as on field trips. Give the students as many opportunities to use and master the new vocabulary as possible. Use informal comprehension checks: Test comprehension with student-friendly questions: These questions can be at the: Literal level Why do the leaves turn red and yellow in the fall? Interpretive level Why do you think it needs water? Applied level How much water are you going to give it? To probe for true comprehension, ask questions that require students to analyze, interpret, or explain what they have read, such as the following: What ideas can you add to? Why or why not? What might happen if? How do you think she felt? Graphic organizers allow ELLs to organize information and ideas efficiently without using much language. Different types include Venn diagrams, K-W-L charts, story maps, cause-and-effect charts, and time lines. Provide students with many different ways to show what they know: Drawings, graphs, oral interviews, posters, and portfolios are just a few ways that students can demonstrate understanding as they are beginning to develop their reading and writing skills in English. Ask students to use the following strategies to summarize, orally or in writing, what they have read: Retell what you read, but keep it short. Include only important information. Leave out less important details. Use key words from the text. Ideas from the Field

Subscribe to ASCD Express, our free e-mail newsletter, to have practical, actionable strategies and information delivered to your e-mail inbox twice a month. Learn more about our permissions policy and submit your request online.

### 2: Reading Comprehension Strategies for English Language Learners - ASCD Express

*English Language Learners and Response to Intervention Referral Considerations Claudia Rinaldi Jennifer Samson in outcomes for ELLs. When Do You Refer an ELL.*

I was a student teacher in a Massachusetts elementary school, and it took me awhile to figure out the correlation between the pencil and hallway behavior. If I replied, "Yes, you should bring a pencil," the walk to my classroom took 15 minutes and involved a lot of disruptions, student squabbles, drifting students and other various misbehaviors. As a student teacher, I was very focused on keeping order and creating a challenging learning environment. So, what was the correlation? The students knew that if they had to bring a pencil they would have to do writing in the class, and they dreaded it. This improved the hallway behavior, but still left me with the question of how to improve ESL student writing when they were frustrated by the practice and went to great lengths to avoid it. I have been teaching ESL for many years and there is no perfect solution to this problem; however, I do believe I have added quite a few writing activities to my bag of tricks and improved my ability to differentiate writing tasks based on student ability. As I improved my ability to ensure that each student would be successful in the writing activity, their confidence increased, and they were less likely to engage in disruptive behavior. I hope some of the writing activities I share with you will help you to reduce anxiety in your ESL students and increase their language and writing skills. There is a very important correlation between writing and language development. Why is writing often the last skill to emerge? It would seem writing might be easier because students are sharing their own ideas already in their heads and simply putting them on paper. However, writing requires a lot more processing of language in order to produce a message. First the student must have an idea, then think of the appropriate way to say it, then start to write it and spell it correctly, and then create another sentence to continue to communicate the idea. In fact, the way we communicate, or the way students put their ideas on paper, is largely influenced by their culture. In some of my classes, my Asian students were very confused when I told them to revise their writing because this was a "first draft. Students from other cultures may have developed a storytelling style that involves laying out a lot of background information and detail and takes quite a while to get to the point. In most western writing, we expect a topic sentence or a lead paragraph that will tell us what the point is, and then everything written after that leads to a direct conclusion. Many of my students had great difficulty connecting their ideas this way. With that said, teachers have a big task in improving ESL student writing skills, but the payoff for instructional dedication can be great. All of the students were involved in a six week study and during that time they were responsible for creating brochures and other types of communication on computers. They had criteria to input a certain amount of text and graphics to create a final project. This required lots of thought and revisions to achieve the final result. At the end of the six weeks the students took a reading test and the majority of them had improved their reading skills significantly. This was a very interesting result, considering that the teachers had not focused on teaching reading skills. The conclusion was that students used meta-cognition to process language and work with it in a more meaningful way, so that consequently their reading skills improved even though they were mostly working on writing. Additional positive academic results have been seen in the "90 90 90 Schools. This is a most remarkable combination in the educational world. The researchers examined these schools and found one common denominator among them – they all focused on developing writing skills. Each school had an agreed upon writing curriculum and methodology that was used at all grade levels, and student writing was prominently displayed throughout the building and in classrooms. Students used writing in all content areas to demonstrate academic concepts learned. Now that I have hopefully convinced you that all your hard work will pay off, I would like to introduce some effective writing activities. For the purpose of this article, I will focus on a few writing activities that I think are particularly useful when working with students with a wide-range of English language skills. How to differentiate writing activities: With some pre-planning, a teacher can create a writing assignment that will allow every student to be successful. For example, the teacher may give a writing assignment that has A, B and C levels or they can be number or color-coded. ELL students at Level A copy a sentence or short passage

exactly as it is written. This helps beginning-level students who are not very familiar with the language, but may be able to interpret some of the information as they copy it. Level B students receive a paragraph or two that has blank spaces in the text. The students write the word or phrase that completes the sentence. This allows the student to write an amount that is not overwhelming and helps them comprehend the information. Level C students write on their own, but perhaps they receive paragraph prompts or are allowed to look in a book, but must put the idea in their own words. Language Experience Approach The Language Experience Approach draws on instructional techniques used with younger children who have not yet developed literacy skills. In this approach, the teacher presents information to the students, or they have an "experience" of some sort – for example, a field trip, or acting out a scene in a book. Then the students tell the teacher what to write on the board to explain the experience. Here are the steps. Experience something – for example, the students have listened to the story, "The Little Red Hen" and then acted it out. The teacher stands by the board or a large sheet of paper and says to the students, "Tell me the story of the Little Red Hen. For example, a student might say, "The Little Red Hen work so hard and nobody want help her. For example, one student may raise her hand and say, "I think it should say, "worked" not "work. If the suggested change is correct, the teacher offers praise and moves on to the next suggestion. If the suggested change is not correct, the teacher should help the student analyze the suggested change. We can say "She worked so hard. As a final activity, students are instructed to take the story home and read it to three people and bring it back with signatures. After this activity, usually even beginning-level ELL students are able to read the story to others because it was their experience, it is in their own words, and they have worked with the text in a meaningful way. Sentence Auction This activity helps students analyze common writing errors through a personalized activity since they are trying to buy their own sentences. Once a week or once a month, a teacher can hold a "Sentence Auction. The identity of the student who wrote each sentence is not revealed. The students are told to "bid" on the good sentences. The winner is the student with the highest number of "good" sentences. The teacher reads out the sentence confidently exactly as it is written. Some sentences will not sell because students will know they are "bad. After all the sentences have been sold, the teacher goes through the list and the students say whether the sentence was good or bad. If they agree that it was a bad sentence, then the teacher asks them to explain how they can make it a "good" sentence. Finally the students can count how many "good" sentences they have since they may have bought some bad ones and a winner is declared. The teacher may want to give a little prize or certificate to the student. In a variation of this activity students can work in pairs or groups to buy the sentences. I have always told my students, "If I correct your English, I improve my English; if you correct your English, you improve yours. If I pre-set the errors I would look for, for example correct use of past tense, I would only correct past tense errors, even if I saw other glaring errors in the paper. If I set a number of errors I would circle, for example, five, then I carefully chose those five and ignored the rest. When I returned the papers, the students were responsible for correcting their own mistakes. Invariably the students would ask, "Are these the only errors in the paper? They might be disappointed, but they came to understand the value of correcting their own errors when they submitted a piece of writing. Quick Write One of the challenges for ELL students when they approach writing is their anxiety about writing their ideas correctly and writing a lot of information in English. This may feel overwhelming when a student is assigned an essay. In order to get students comfortable with the idea of just putting ideas on paper and not worrying about mistakes, we do regular "quick writes. At the end of five minutes, the students count how many words they were able to write and they keep track in a log. Cinquain poems Cinquain poems offer great flexibility in working with ELL students of a variety of language levels. The basic Cinquain formula is as follows, but teachers can modify it as needed according to the student language level.

### 3: 4 Fascinating Ways for Teaching -ED and -ING Adjectives

*ESL Verb Games: A Great Way to Learn and Play. Combining the variety of English verbs (action, linking, auxiliary, modal, etc.) and their complex usage, it is obvious that learning English verbs is a process riddled with challenges for our students.*

### 4: Reading Comprehension Skills for English Language Learners | ColorÃ-n Colorado

*The topic of -ED and -ING adjectives can be a refreshing one as it gives you the chance to introduce a higher level of new vocabulary as well as open up a whole new world of expressing opinions and feelings for the learner. The strategies below can be used at varying levels of language acquisition.*

### 5: Improving Writing Skills: ELLs and the Joy of Writing | ColorÃ-n Colorado

*You use the -ING ending when the noun is the REASON or CAUSE of the "feeling" adjective. In other words, -ING adjectives show why a person is feeling a certain way. -ING adjectives are used primarily with nouns that are THINGS. You use the -ED ending to show the RESULT or EFFECT. In other words.*

### 6: ESL Trail: Ten Consistent Spelling Rules to Boost Your Studentsâ€™™ Spelling

*As a teacher of English language learners (ELL), you're responsible for meeting your students' social, emotional, and educational needs in the classroom.*

### 7: Teaching Inference as a Reading Strategy | The Science of Learning

*This document provides evidence-baseda recommendations for policymakers, administrators, and teachers in K settings who seek to make informed decisions about instruction and academic interventions for ELLs.*

### 8: How to Teach -ED/-ING Adjectives: 9 Simple Steps â€“ ESL Library Blog

*The traditional approach to providing intervention to at-risk students, including ELLs, has been severely criticized for being reactive. In other words, many students are not receiving services until after.*

### 9: Phonics and Word Study

*One way to create effective literacy instruction for English learners in the elementary grades is to provide intensive small-group reading interventions.*

*Introduction : reading Herodotus, reading book 5 Elizabeth Irwin and Emily Greenwood The Spiritual Message of Dante Botany, an introduction to plant science Annual report of the Geological Survey of Arkansas. 1887-1892 A Sea of Broken Hearts The Psychology of Group Aggression (Wiley Series in Forensic Clinical Psychology) Delusions of democracy. Chocolate holidays Sociology of early Palestinian Christianity Home Truths About Domestic Violence Dark souls strategy guide Leadership theory and practice 7th Managing Hotels Effectively Inst Man Sexual Encounters With Extraterrestrials How to Paint Watercolor Window Splashes Reading and note-taking Private concierge Computational chemistry, molecular complexity and screening set design. Introduction : a farmers revolution The prohibition era : America goes dry Chemistry of wine flavor Men of the Luftwaffe The suburban woman Autocad 2000: 1 Step at a Time Treat me cool, Lord Rules applicable to the military commission. Understanding wireless What is reading for? Harcourt social studies ancient civilizations homework practice book An abridgment of the laws of the United States, or, A complete digest of all such acts of Congress as con Condition of access Modern database management 9th edition solution manual Using shadow prices Lessons to Live by Ben Jonson Plays Complete Collection Vol I Samaresh majumdar books The church militant and the church triumphant Daily Spirit Journal (Vol. II) William H. Brown. Machine generated contents note: 1. Schuldig, keiner Schuld bewuBt?:*