

The Starter's Guide to: **ENGLISH LANGUAGE LEARNERS**





Welcome!

I'm so glad you are here

What if I told you teaching English Language Learners does not have to be overwhelming, but actually really exciting and fun? It's true! With some simple tools and foundation, you will be on your way to being the teacher your ELLs need you to be!

So, where do you begin supporting all levels of English Language Learners?

- ▶ Step 1: Familiarize yourself with the different language levels and expectations for each level.
- ▶ Step 2: Familiarize yourself with your students.
- ▶ Step 3: Begin by using the “modification verbs” and “where to begin” included in the Beginner, Intermediate, and Advanced Breakdowns to differentiate materials.

The great news is all the information in the following pages will help you with these 3 steps! So, let's get started!

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Common Acronyms for English Learners

Terms used for English Learners:

- EL: English Learners
- ELL: English Language Learner
- ESL: English as a Second Language
- EFL: English as a Foreign Language
- EAL: English as and Additional Language
- EIL: English as and International Language
- ESOL: English for Speakers of Other Languages
- SIFE: Students with Interrupted Formal Education
- ENL: English as a New Language
- LEP: Limited English Proficiency
- NES: Non-English Speaker
- LES: Limited English Speaker
- DLL: Dual Language Learner

Other terms to be familiar with:

- WIDA: World- Class Instructional Design and Assessment
- ESSA: Every Student Succeeds Act
- BICS: Basic Interpersonal Communication Skills
- CALP: Cognitive Academic Language Proficiency
- ELA: English Language Acquisition
- L1: First Language
- L2: Second Language
- SIOP: Sheltered Instruction Observation Protocol
- TBE: Transitional Bilingual Education
- TESL: Teaching English as a Second Language
- TESOL: Teaching English To Speakers of Other Languages
- W-APT Screener: WIDA ACCESS Placement Test
- ACCESS for ELLS: Assessing Comprehension and Communication in English State-to-State for English Language Learners.
- HLS: Home Language Survey
- NCELA: National Center for English Acquisition
- IELTS: International English Language Testing System

Preparing for Newcomers

Before their Arrival:

- Take time to reflect on your own personal thoughts and possible biases towards different cultures.
- Ask questions about the student's background and family life.
- Reach out to the parents and student. Meet before their first day if possible.
- Have language appropriate materials ready for their first day.
- Have a welcome packet available in the native language of the student (if possible) or have one in English with many visuals.
- Have books in the student's native language available in your library.

First Day:

- Be at the door to greet the child with a smile.
- Learn the student's name and say it correctly. If it is difficult for you to say, have the student say it on a voice memo and then practice.
- Have a welcome poster for the student in their native language.
- Have the other students practice saying hello in the student's native language.
- Have a buddy prepared to help the student for the first few weeks.
- Have a picture dictionary and welcome materials ready for the student.
- Introduce the student to all the other specialists and support teachers.
- Make a notecard with basic information for all specialists teachers.
- Have a device available with google translate.
- Have a visual schedule so the student knows what will happen throughout the day.
- Have yourself or another staff member available to walk the student to their bus or car after school.

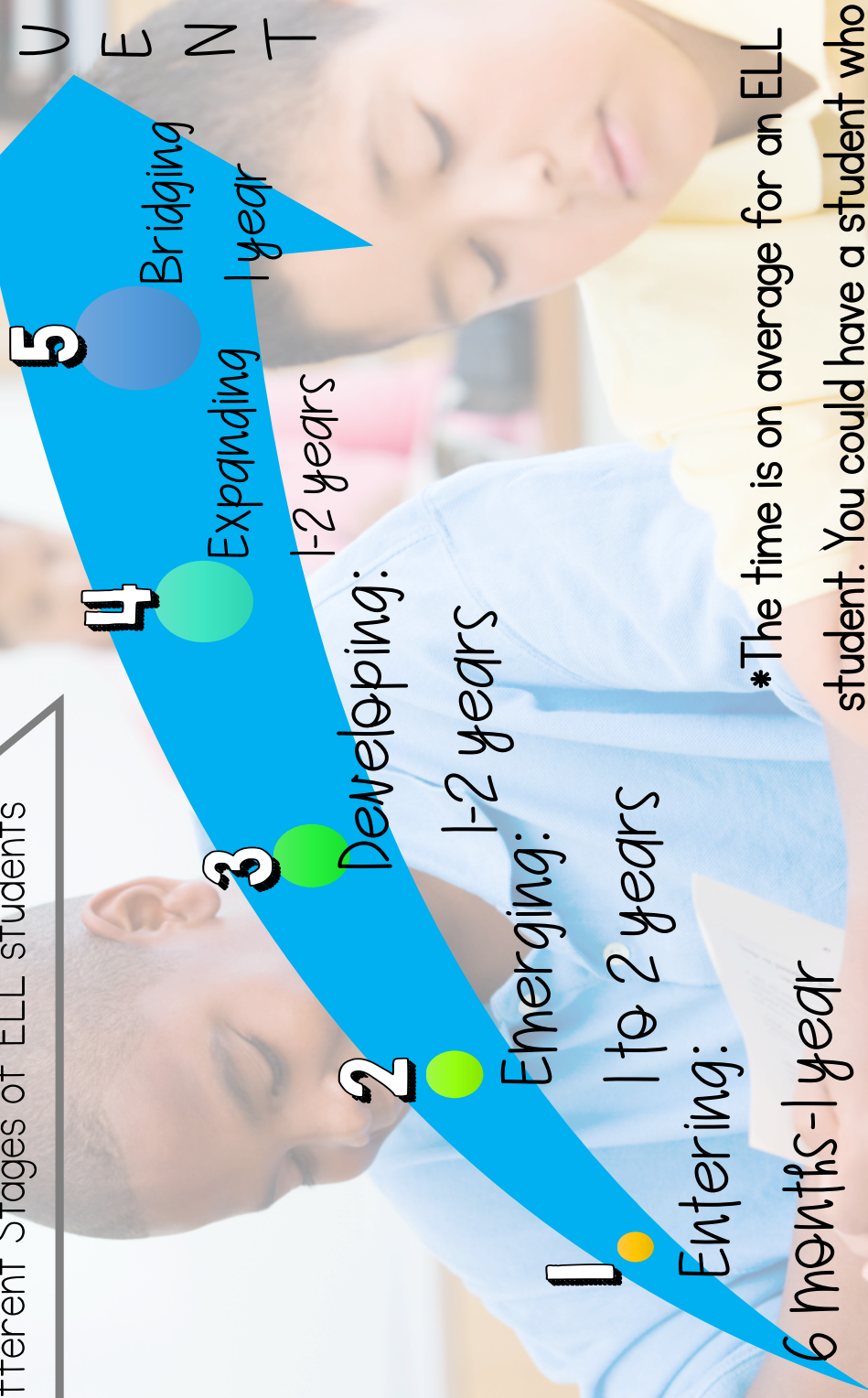
During the first few weeks:

- Have visuals ready to use to begin communicating basic needs and phrases.
- Invite the student's family into the classroom to see what a typical day looks like.
- Repeat directions in a slower voice. Demonstrate or use pictures to help their comprehension of the task that needs to be done.
- Work closely with the ESL teacher to support the student in the classroom.
- Display work of the student, even if it differs from the rest of the classwork.
- Have lunch with the new student. Invite peers to join if they speak the same native language, and have the students help translate for you so you can get to know the student better.

Roadmap to Fluency

Different Stages of ELL students

F L U E N T



*The time is on average for an ELL student. You could have a student who moves faster through the process and some who move slower.

ELL STUDENT QUICK TIPS

Below you will find the 5 different levels of second language learners along with ways to identify each level and quick tips for differentiating. For more resources to help you support your ELL students check out inspiringyounglearners.com.

Level of Language Progression	What to look for:	Quick Tips:
LEVEL 1 <i>Entering</i>	<ul style="list-style-type: none"> • Little to no English. • Begins to name concrete objects. • Repeats words and phrases. 	<ul style="list-style-type: none"> • Use pictures • Begin working on essential vocabulary, greetings, & basic grammar.
LEVEL 2 <i>Emerging</i>	<ul style="list-style-type: none"> • Communicates personal & Survival needs. • Uses functional vocabulary • Understands words & phrases, requires repetition. 	<ul style="list-style-type: none"> • Highlight important vocab. • Focus on listening and speaking activities to build schema.
LEVEL 3 <i>Developing</i>	<ul style="list-style-type: none"> • Begins to initiate conversation. • Asks & responds in conversation. • Speaks predominately in present tense verbs. • Still searches for words. 	<ul style="list-style-type: none"> • Use think-pair-share to promote conversation. • Use cloze activities for vocabulary development.
LEVEL 4 <i>Expanding</i>	<ul style="list-style-type: none"> • Exhibits self confidence in social situations. • Uses some complex sentences. • Understands classroom discussions with repetition, rephrasing and clarification. 	<ul style="list-style-type: none"> • Use graphic organizers for a visual connection in literacy or content areas. • Give sentence starters.
LEVEL 5 <i>Bridging</i>	<ul style="list-style-type: none"> • Speaks nearly fluently. • Uses a variety of sentence structures with few grammar mistakes. • Variety of vocabulary. 	<ul style="list-style-type: none"> • Give an oral report. • Self reflections to see areas the they feel they need to improve on or what they feel confident in.
FLUENT		

Beginner ELL Breakdown

What to expect:

- Words, phrases, or chunks of language.
- Can answer yes/no questions.
- Growing in everyday social language.
- Growing in listening comprehension.

Quick Breakdown:

Support Needed:
HIGH Language scaffolds

#1 Goal for Beginning ELLs:

Comfort is key!

Ways to reach that goal:

1. Respect the silent period.
2. Use Engaging and Appropriate Materials.
3. Use visuals

Verbs to differentiate:

- sort
- draw
- circle
- label
- point
- find
- make
- copy

Strategies to use:

Total Physical Response, Realia, and Sentence Stems

Where to begin:

Begin with survival words and phrases such as people and places in the school. Then move onto basic phrases and grammar skills such as "I am" "I have" and "I need."

Intermediate ELL Breakdown

What to expect:

- Their listening comprehension in social context is rapidly progressing, but still need a lot of support in academic and unfamiliar topics.
- Should be able to speak in simple sentences.
- Can read simple, high frequency passages.

#1 Goal for Intermediate ELLs:

Provide plenty of opportunities to communicate!

Ways to reach that goal:

1. Frequently monitor listening comprehension.
2. Model Academic Language
3. Observe before jumping in to support.

Strategies to use:

Think-Pair-Share, Inside/Outside Circles, Graphic Organizers

Where to begin:

- ☐ Use scaffolds during activities where the students are listening for long periods of time.
- ☐ Work on simple grammar and move to other verb tenses when they are ready.
- ☐ Focus on listening and speaking as much as possible.

Tasks to differentiate:

- label
- compare
- mimic
- draw
- recall
- explain
- recite
- write
- predict
- describe
- define
- retell
- create

Advanced ELL Breakdown

What to expect:

- Can understand grade-appropriate academic language.
- Can read and understand grade level texts with some support.
- Can speak using grade level expectation and vocabulary.

#1 Goal for Advanced ELLs:

Less support, more independence.

Ways to reach that goal:

1. Fine tune their fluency.
2. Push them out of their comfort zone.
3. Spend time writing for a variety of purposes.

Strategies to use:

Socratic Seminar, Quiz Quiz Trade, Numbered Heads Together

Where to begin:

- ☐ Support with break in speech for longer conversations or with checking in on comprehension when it is an unfamiliar topic.
- ☐ Work on complex grammar skills that could be impeding speech fluency and writing skills.

Tasks to differentiate:

- retell
- summarize
- compare and contrast
- Give your opinion
- Support your answer
- Defend
- Justify
- Create
- Evaluate

A 3 Step Framework for ELL Success!



1. Create a safe space.

This is key! If the student does not feel safe, they will not be willing to take risks and speak a new language. It is a scary experience, so don't underestimate how far a sincere smile can be to a student learning English!



2. Authentic Assessments

Pay attention to the word authentic! This can be as simple as having lunch with a student and seeing how much they share with you. Keep it simple and purposeful!



3. Appropriate materials and scaffolds.

The name of the game when it comes to helping ELLs succeed is knowing when and when not to use scaffolds. Start with a few "go-to" scaffolds and get really familiar with using them. Then add a few more to your toolbox throughout the year to grow in easily differentiating.

Let's Connect



For helpful blog posts, freebies, and easy to use strategies visit me at
www.inspiringyounglearners.com



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You can buy each individually or all 3 when you purchase the MEGA BUNDLE!