

Accommodations for ELLs:

	Before lessons/units	During lessons/units	After lessons / Test & quiz accommodations
What you can do as a content teacher to support ELLs	<ul style="list-style-type: none"> • Consider background knowledge necessary for understanding the topic • Pre-generate study guides • Pre-generate graphic organizers • Communicate with ELL staff about upcoming lessons/units about essential vocab that we can pre-teach. 	<ul style="list-style-type: none"> • Include cooperative learning • Extend wait time • Ripple questions (students, pairs/groups, then class) • Incorporate visuals • <u>Talk slowly, repeat, and rephrase</u> • Communicate with ESL staff 	<ul style="list-style-type: none"> • Word banks for assessments • Extended test time • Tests taken in support room • Tests adapted to include less academic language • Tests made shorter (i.e. if the test asks five questions about the same content matter, limit it two or three)
What we will do as an ESL staff to support ELLs	<ul style="list-style-type: none"> • Pre-teach essential vocabulary • Schedule ESL aide • Work with content teacher to address any concerns for upcoming units 	<ul style="list-style-type: none"> • Incorporate visuals • Reteach points not understood • Help with note-taking • Provide dictionaries/translators • Help student prepare for tests and quizzes 	<ul style="list-style-type: none"> • Read questions and answers • Eliminate confusing answers (i.e. excess answers for matching, etc.) • Re-word questions and answers, as necessary

Keep in mind that these accommodations are not limited. Please speak with me at any time if you have any questions or concerns regarding an ELL or accommodations.

Things to consider when working with ELLs:

- Connect with this student. It is difficult for most ELLs to connect with the teacher and other classmates. Keep in mind when asking the class to pick their own partners it becomes very stressful for ELLs. Please try to go out of your way to connect with the student. I know it is their responsibility to communicate with you when they are struggling, but it is much easier for them to approach you when you have helped establish a positive relationship.
- Monitor the student for gaps in knowledge and language. Never assume that since the student is in your class they come prepared with the normal prerequisites and prior knowledge. ELLs lack academic language, which is often mistaken for lacking knowledge. There is a difference. Accommodations before, during and after instruction will allow you to assess the ELLs knowledge and not their language proficiency.
- During instruction try to avoid the use of idiomatic expressions. I know this can be difficult, but try to pay attention to this while you are teaching.
- If there is a paraprofessional or the ELL teacher is in the class, do not exclude the student being monitored from question and answer or any other class activity.
- Keep in mind that communication between the content area teacher and the ESL staff is essential for the students' success. Also, be mindful that many ELLs were not raised in this country and do not place school as a high priority. We must work together to overcome this struggle.