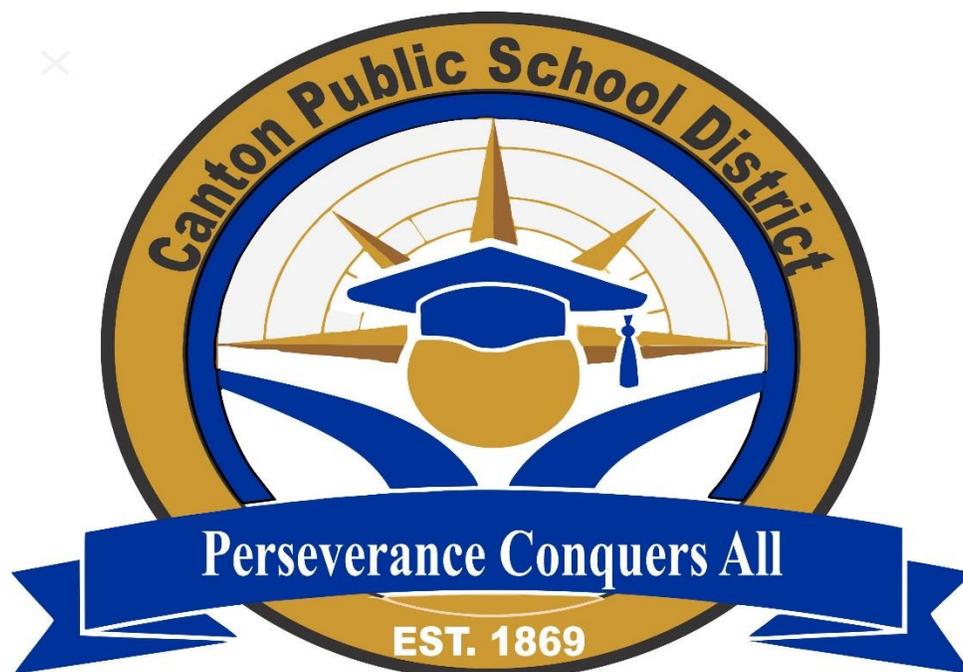


Handbook for Teachers of English Learners



This handbook contains
General information on EL students
Language Development stages
Suggested instructional strategies
Useful websites
Other supplemental information

The Office of Curriculum and Instruction
Dr. Candra Nelson-Scott, Executive Director of Elementary School
Victoria Johnson, Executive Director of Secondary School
Tarro Funches, MATESOL, EL Coordinator

MISSION STATEMENT

The mission of the English Learner Program in the Canton Public School District (CPSD) is to provide instruction in English as well as academic support to students who have difficulty reading, writing, speaking, listening to and comprehending English, enabling them to become successful in the regular classroom, the overall environment and the community at large.

TABLE OF CONTENTS

Basic Facts about EL Services.....	3
Help! I Have English Learners in My Classroom.....	6
Frequently Asked Questions about EL Students.....	7
Language Development.....	10
Instructional Tips for Teachers of EL Students.....	13
Strategies for Teaching of EL Students.....	16
Forms of Alternate Assessments.....	21

BASIC FACTS ABOUT ENGLISH LEARNER (EL) SERVICES

1. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal funds. The state interprets this, as it relates to EL education as meaning that a district is "obligated" to assure equal educational opportunity for all students, including those who, because of their inability to speak and understand English language instruction are excluded from effective participation in school.
2. A number of terms have been used through the years to identify students who are non-native English speakers. At one point, these students were called English as a Second Language (ESL) students. This term was flawed, because it did not acknowledge that some students learn English and another language simultaneously and that some students might already know two or more languages before learning English. The *Every Student Succeeds Act (ESSA) of 2015* brought a slightly different variation on the term, naming this population of students "English learners." For the purpose of this document and the work of the CPSD, the federal term English learners (ELs) will be used.
3. According to ESSA, an EL is defined as an individual:
 - who is aged 3 through 21;
 - who is enrolled or preparing to enroll in an elementary school or secondary school;
 - who was not born in the United States or whose native language is a language other than English;
 - who is a Native American or Alaska Native, or native resident of the outlying areas; and
 - who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
 - whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
 - the ability to meet the State's proficient level of achievement on State assessments;

- the ability to successfully achieve in classrooms where the language of instruction is English; or
- the opportunity to participate fully in society.

4. At the federal level the Supreme Court ruled in Lau v. Nicholas

"There is no equality of treatment merely by providing students with the same facilities. Textbooks, teachers and curriculum for students who do not understand English are effectively foreclosed from any meaningful education."

"Where inability to speak and understand the English language excludes national origin minority groups from effective participation in the educational programs offered by a school, district, and the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

5. The following are basic district obligations according to Title VI (Office of Civil Rights)

- Students must be identified upon enrollment (Home Language Survey)
- Identified students must be assessed as to their English language proficiency to determine if alternative program services are needed.
- Each national origin minority student who is determined to be EL will be provided alternative programs services
- Alternative programs should be instructional approaches recognized as being effective in (1) teaching English language skills, and (2) providing equal access to the core academic curriculum
- Materials used with EL students should be comparable to those used with native English speaking students.

6. Basic definitions:

Basic Interpersonal Communication Skills (BICS): is language that is used for social interaction. This type of English is usually learned first by the EL student over a period of two years.

Cognitive Academic Language Proficiency (CALP): refers to the English language skills necessary to function successfully in an academic/school environment. Research indicates that it takes a student from three to seven years to acquire CALP.

Content-based English as a Second Language: Used of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, and study skills. English is the mode of instruction.

EL: English Learner

ESL Program: English as a Second Language Program designed to teach EL students English language skills and academic content using English with little use of native language.

ESOL: English for Speakers of Other Languages

LAS Links: The English Language Proficiency Test (ELPT) given to EL students once a year during the spring.

LAS Links Screener: a shorter version of the ELPT that is used to potentially identify students within CPSD that may be in need of ESL services.

TESOL: Teaching English to Speakers of Other Languages.



I HAVE ENGLISH LEARNERS IN MY CLASSROOM!

New ELs are often overwhelmed by the language and culture of a new school setting. Most students entering public schools from other countries have acquired the ability to think, speak and reason in their home languages. However, they come with various levels of schooling and life experiences. These factors, along with differences in learning styles and physical, social and intellectual abilities, affect the students' progress in learning and must be considered in the design and delivery of their instructional programs.

Classroom Adaptations for English Learners are Important and required

The purpose of adapting content lessons for EL students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. Two factors affect the comprehensibility of language:

- The degree to which the language used is contextualized through visible situations, and
- The student's level of experience and familiarity with the content of the spoken or written text.

Thus, to be successfully communicative, the lessons must be designed to build upon the student's background knowledge and to rely on nonlinguistic cues so that the EL student can comprehend the material and the teacher's messages.

Please Note:

An EL student's initial progress will also depend on the level of literacy attained in his or her **first language** (L1). If a student is a good reader in the L1, he or she will be a good reader in the **second language** (L2). Conversely, if a student is a poor reader in the L1, then the same will hold true for the L2. **A major goal in EL education, therefore, is to ensure that while a student is learning a new language, cognitive development and literacy continue to develop without interruption.**

What is my role as an EL teacher/tutor?

The expectations of EL teacher/tutor are to provide language acquisition services to students by using the state adopted ELD standards, which is a set of interactive and interdependent components that exemplify WIDA's vision for academic language development. Interventionist can assist students with acquiring English by building on student's background knowledge, understanding academic language across content areas, while providing **some** content area support. EL interventionist is also responsible for tracking EL growth, completing LSP's, completing weekly lesson plans that are aligned with the ELD standards and MCCR standards. Interventionist are to collaborate with general/content area teachers on weekly standards, by doing this the interventionist will be able to build upon the academic language for each subject area.



FREQUENTLY ASKED QUESTIONS ABOUT EL STUDENTS

1. How do we decide who is an EL student?

EL students are identified through a HSL when they register for school. If the survey indicates that their first language is not English or they speak a language other than English at home, they are flagged for an EL language proficiency screener. For LAS Links, if a student scores Approaching Proficient (AP) or Not Proficient (NP), they are labeled as EL.

2. Who is the main source of instruction for an EL student?

The regular classroom teacher has the main responsibility for instructing an EL student. An ESL teacher or tutor can provide extra support to the EL student, but the EL student has much to learn from the regular classroom teacher and their peers, so the most must be made of this time in the classroom.

3. What are the stages of language acquisition?

Stage 1: Preproduction/silent period: when student takes in the new language but does not speak it.

Stage 2: Early Production: when a student begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language.

Stage 3: Speech Emergent: speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics.

Step 4: Beginning Fluency: speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.

Step 5: Intermediate Fluency: communicating in the second language is fluent, especially in social language situations. The student

is able to speak almost fluent in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.

Step 6: Advanced Fluency: the student communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, students may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communication in the second language.

4. What are the roles of an ESL teacher or tutor?

Building vocabulary and the ability to formulate ideas in English are very important. ESL teachers and tutors focus on listening, speaking, reading, and writing at the EL student's ESL level. ESL instructors do not necessarily teach the same standards or curriculum as the classroom teachers but reinforce those concepts by utilizing state English Language Development (ELD) standards. It is important to remember that students continue to receive instruction at their grade level curriculum in the regular classroom. Direct EL services are provided to students based on their level of proficiency.

5. How do you know if a student's difficulties are caused by more than just language or culture?

EL students usually make great progress with consistent, systematic support. If an EL student is not showing expected growth, a referral should be made to the student evaluation team.

6. How can you help EL parents understand their child's needs?

Schools are encouraged to collaborate with their EL teachers or tutors to support the linking of families to the school. By encouraging EL parents to attend conferences and secure translators when necessary.

7. Why do some EL students seem to make more progress than others?

Students who don't understand English because they are new can improve faster than EL student who have been here longer if they have a stronger academic background in their own L1 and have better academic skills. An academically strong student may only need to learn

the language, whereas others may be lacking background in education and the skills they need to succeed.

8. What are annual EL assessments?

As required by federal law, the state of Mississippi has adopted the LAS Links English Language Proficiency Test (ELPT). This information is used, along with information from the classroom teacher, to determine if an EL student should continue to be classified as EL.

9. How can the EL Coordinator help teachers know more about their EL student?

The EL Coordinator provides professional development, monitor and track identified and exited EL data, share samples of student work, list of modifications, assist with completing of LSPs, EL accommodations, assist with documenting HLS, LAS Links test scores, and assist teachers understand what is expected of the EL students.

10. Will all EL students be promoted to the next grade?

According to MDE EL Guidelines, EL students are not held back or failed due to lack of language proficiency. The hope is that they will catch up with their peers with support. In rare cases, teachers might give EL students failing grades, after showing they have made accommodations and modifications to help the student be successful, and the student has not exhibited effort even with these modifications. The MDE EL Guidelines also suggests that districts use a modified grading scale for EL students.

11. What will happen to students who are tested out or exited from an EL program?

EL student progress will continue to be monitored for four years following their exit from the program to make sure they have not been removed from ESL support too soon.

12. How can an alternate grading scale assist our EL students?

According to the Mississippi Department of Education (2018), "...as students are working to learn English during the initial stages of language acquisition, it is a violation of their Civil Rights to retain them due to limited language proficiency. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), schools must ensure that EL students are placed appropriately and can participate meaningfully and equally in

educational programs. Districts are required to take steps to ensure that students are not retained solely because they are still in the early stages of learning English. Students who receive extensive language supports and classroom accommodations must have this information noted in their report cards, and accommodations must be shared with the families of EL students to ensure that they have an understanding of true academic performance in English language proficiency.

13. How do I know what my students are expected to learn?

EL teachers/tutors are required to use WIDA Can-Do-Descriptors to assist with students acquiring English. The Can-Do-Descriptors are proficiency level based and relates to the English language proficiency (ELP) standards. Also, describe how English language learners process and use language for each language domain and level of proficiency by grade cluster.

14. Should I set yearly goals for my EL students?

Yes, goals should be set for EL student in each language domain. Said goals should be placed in ELLevations (EL data portal). Ensuring that each student reach their goal, teachers must keep records of student's assignments, teacher made test, standardized test, and ELPT scores. The status of goals can be changed in ELLevation from "not met", to either no evidence, off track, on track, not met, met, and/or exceeds. This must be check quarterly.



Language Development Levels

As Related to the LAS Links ELPT

ELPT Level:	Language Development Stage:	Students Have:	Students Can:	Teacher Should:
Beginning	Pre-Production	Minimal or no English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for CPSD students in student's grade level. These students have a very limited exposure to English. They may be intently listening, but very shy with any verbal response. Most known English vocabulary is related to BICS (basic interpersonal communication skills).	Draw cartoons and pictures. Nod answers to questions. Move to show understanding. Match words and picture. Role play or act out. Pantomime. Listen. Select. Choose. Circle.	Provide ample listening opportunities. Use mixed ability groups. Create high context for shared reading. Use physical movement. Use art, mime, and, music. Use statements such as "Show me," "Move the," "Take this to," "Is this a," "Give this to."
Early Intermediate	Early Production	Partial or developing English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for CPSD students at student's grade level. Students at this level begin to use more expressive words but rely mostly on BICS vocabulary to get thought he day. Students often give one or two word responses.	Identify people, places, and things. Repeat memorable language. Listen with greater understanding. List and categorize. Use routine expressions independently. Name. Label. Group. Tell or say.	Ask yes/no and who? What? Where? When? And either/or questions. Have student's complete sentences with one or two word responses. Have students label or manipulate pictures and objects. Do shared reading with props. Use predictable and patterned books. Introduce dialogue journals, supported by conversation. Have students name or group things, order objects, etc.

Intermediate	Speech Emergence	<p>Nearly increases to sufficient or mostly developed English language acquisition in the areas of listening, reading, writing speaking, and comprehension as defined by CPSD students at student's grade level.</p> <p>Simple sentences are spoken.</p> <p>Some errors in speech.</p>	<p>Describe events, places, and people.</p> <p>Recall Facts.</p> <p>Explain academic concepts.</p> <p>Define new vocabulary.</p> <p>Retell information from text.</p> <p>Summarize.</p> <p>Compare and Contrast.</p> <p>Restate.</p> <p>Role Play.</p>	<p>Ask open-ended questions.</p> <p>Model, expand, restate, and enrich student language.</p> <p>Have students describe personal experiences.</p> <p>Use predictable or patterned books for shared and guided reading.</p> <p>Support the use of content area texts with retellings, role-plays, etc. Have students create books through language experience activities.</p> <p>Have student predict or explain.</p>
Proficient	Intermediate Fluency	<p>Good comprehension with few grammar errors. Performance indicates sufficient or well-developed English language acquisition in the areas of listening, reading, writing, speaking, and comprehension as defined for CPSD students at student's grade level. Uses more complex sentences but also may have more complex errors in speech.</p>	<p>Give opinions.</p> <p>Justify views or behaviors.</p> <p>Negotiate with others.</p> <p>Debate with others.</p> <p>Defend actions and opinions.</p> <p>Persuade.</p> <p>Express results of analysis.</p> <p>Analyze.</p> <p>Create.</p> <p>Support.</p> <p>Describe.</p> <p>Evaluate.</p> <p>Examine.</p>	<p>Structure group discussions.</p> <p>Guide use of reference materials.</p> <p>Provide more advanced literature.</p> <p>Ask students to create narratives.</p> <p>Provide for a variety of realistic writing opportunities.</p> <p>Publish students' writing.</p>

<p>Above Proficient</p>	<p>Advanced Fluency</p>	<p>Near native speech and performance indicates substantial understanding and application of complex English language skills in the areas of listening reading writing, speaking, and comprehension as defined for CPSD students at student's grade level. Has high oral fluency, but may still have limited content-specific language and writing skills.</p>	<p>Produce written and oral language that is comparable to that of native speakers of English the same age.</p> <p>Analyze. Apply. Comprehend. Evaluate. Synthesize. Defend. Assess. Classify. Infer.</p>	<p>Continue on-going language development through integrated language arts and content-area activities.</p>
-------------------------	-------------------------	--	---	---

Proficiency Levels at a Quick Glance

Proficiency Level	Question to Ask	Activities/Actions		
Level 1- Beginning (Entering) Minimal comprehension No verbal production	Where is...? What is the main idea? What example do you see? What are the parts of...? Which was your favorite...? What would be different if...?	Listen	Draw	Mime
		Point	Circle	Respond (with one or two words)
Level 2- Early Intermediate (Beginning) Limited comprehension Short spoken phrases	Can you list three...? Tell me. What facts or ideas show...? When will you use...? How is...related to ...? What is your opinion of...? What way would you design...?	Move	Select	Act/act out
		Match	Choose	List
Level 3- Intermediate (Developing) Increased comprehension Simple sentences	How did...happen? Which is the best answer...? What do you already know about...? Why do you think...? How would you evaluate...? What would happen if...?	Name	List	Respond (with phrase or sentences)
		Label	Categorize	Paraphrase
		Tell/say	Analyze	Justify

Level 4- Early Advanced (Expanding) Very good comprehension Some errors in speech	How would you show...? How would you summarize...? What would result if...? What is the relationship between...? Would it be better if...? What is an alternative...?	Recall	Retell	Define
		Compare/contrast	Explain	Restate
		Describe	Role-play	Create
Level 5- Advanced (Bridging) Comprehension comparable to native-English speakers Speaks using complex sentences	What were the most obvious...? What is true about...? How would you use...? What ideas justify...? How would you have advised...? How would you improve...?	Analyze	Defend	Complete
		Evaluate	Justify	Support
		Create	Describe	Express



INSTRUCTIONAL TIPS FOR TEACHERS OF EL STUDENTS

1. Simplify your language, but not the concept.
 - Speak directly to the student or face the class when speaking
 - Emphasize nouns and verbs
 - Use simple sentence structure and vocabulary
 - Avoid conditional forms of speech (e.g. "could", "would")
 - Avoid slang expressions
 - Minimize the use of, and explain, idiomatic expressions
 - Rephrase instead of repeating
 - Model or demonstrate directions.
 - Always speak in a normal tone (not louder)
 - Avoid overstressing correct pronunciation and grammar
 - Teach groups of related words together, not in isolation
 - Help your student to feel part of the group by assigning classroom responsibilities
 - **Never** discourage parents from speaking with their child in their native language
 - Remember that it can take two to seven years for a non-English speaker to start competing academically with English speaking peers
 - Learn the student's given name. **Do not shorten or Americanize a name unless requested by the parent or student.**
2. Use simple English.
 - Example: say "I will" rather than I'll (avoid contractions)
 - Example: say "please" rather than "I want you to."
 - Example: say "Your coat?" and point, rather than "Is this your coat?"
 - Example: say "I am tired." Rather than "I need a break." (avoid idioms or slang).
 - Ask student to repeat or rephrase instructions.

Remember, English is hard to learn. Here are some reasons why:

The bandage was wound around the wound

The farm was used to produce produce

The dump was so full that it had to refuse more refuse

When shot at, the dove dove into the bushes

I did not object to the object.

They were too close to the door to close it.

3. Announce Objectives.
 - Write objectives on the board
 - State objectives orally at the beginning of each lesson
 - Review objectives at the end of each lesson
 - Use "front loading" techniques: tell them what you're going to teach them, teach them, and tell them what you taught them
 - Put the lesson in context of its broader theme by previewing upcoming lessons
 - Allow an EL student to copy a good student's notes or make copies of your own notes.
4. Write legibly.
 - Use the whiteboard, promethean boards, and anchor charts to write important words or ideas
 - Remember that some students have low levels of literacy or may be unaccustomed to the English alphabet
 - Print, many ELs cannot read cursive.
5. Demonstrate and Use Manipulatives.
 - Use gestures and facial expressions
 - Emphasize key words and phrases using intonation, repetition, and gestures
 - Incorporate pictures and objects to teach words and concepts (This will build on their prior knowledge.)
 - Incorporate pictures, charts, maps, and word banks
 - Incorporate hands-on activities into each lesson (like using play money)
 - Use objects like visual displays, photos, and authentic materials such as newspapers and magazine clippings
 - Have picture dictionaries and books on tape available
 - Utilize computer resources
 - Use real objects (realia) to help students understand
 - Model all activities. (Show student how to do it.)
6. Adapt the Materials.
 - Use graphic organizers to simplify the language (e.g. timelines, diagrams and webs)
 - Make information comprehensible
 - Label objects in the classroom in English
 - Incorporate music, movement, and role-playing/drama
 - Add elements of students' cultures
 - Provide list of directional words (circle, write, draw, cut, read, fix, copy point, fill in, underline, match, add/subtract, trace).

- Use lower grade-level material with more illustrations and less text, if age appropriate
 - EL students can be given the responsibility for making maps or models or drawing or collecting pictures until verbal and written skills are close to those of the rest of the class
 - Summarize at the end of the day what was taught.
7. Learning Requires Repetition.
- Don't be afraid to over-teach
 - Encourage the student to indicate when he does not understand you (secret signal).
 - Don't accept "I don't know" or shrug for an answer
 - Allow sufficient wait time or think time
 - Employ daily routines in classroom activities
 - Post a schedule in the classroom, and provide a picture schedule
 - Check frequently for comprehension (Ask questions, Think-Pair-Share)
 - Don't ask "Do you understand?" Ask students to reword or explain
 - Use technology that promotes language development.
8. Utilize Cooperative Learning.
- Peers can help make materials and study tools
 - Peers can repeat or rephrase directions
 - A peer tutor should be native English speaker
 - Provide time for EL student and a peer to review together
 - Use group assignments
 - Place non-speakers with a student who speaks their language when necessary. Be aware that this practice may turn into a social distraction. Use this strategy judiciously.
9. Adapting Assessment.
- Provide immediate feedback to students on their output
 - Look beyond grammatical problems to underlying thoughts
 - To simplify, reduce the number of test questions
 - Initiate frequent interactions with EL students
 - Avoid oral correction of language error, model correct usage
 - Design appropriate rubrics for assignments and assessment related to EL needs
 - Allow students to demonstrate knowledge in less traditional ways such as drawings, reports, projects, posters, and oral or visual presentations
 - Avoid over-correcting. Be selective in correcting grammar
 - Consider giving EL students a second chance to correct errors before grading
 - View assessment as ongoing throughout the unit of instruction.

STRATEGIES FOR TEACHING EL'S IN CONTENT AREAS

Ways to Engage Your EL Students in Academic Learning:

Strategy 1

Create a Welcoming Language-Rich Environment with Opportunities for Immediate Success

- Label everything in your classroom so that newcomers see the names of objects in the school environment
- Show respect for your EL students by introducing their home countries and cultures to the class as a whole. If possible, learn a few phrases in your student's native languages and teach them to the class.
- Praise EL students for what they specifically can do. Create frequent opportunities for success even if it is a task as simple as correctly identifying a picture or object when the student hears its name
- Assign classroom duties to your EL students from the beginning to make them feel a part of the group
- Speak slowly and clearly in simple sentences at first, but never distort language or concept.

Strategy 2

Build on EL Student's Prior Knowledge and Teach Essential Vocabulary

- Use organizational activities such as semantic mapping, KWL, timelines, and other strategies to determine where the students stand in relation to the content of the upcoming lesson
- Whenever possible provide EL students with a list of essential vocabulary a day or two before the introduction of a new lesson so that the students can use a simplified English or bilingual dictionary to learn the meanings and familiarize themselves with the words. This approach also helps students identify prior knowledge about the topic from their native languages
- Use oral pre-reading activities and allow time for discussion and questioning before assigning academic reading assignments to ensure that EL students have the background information and linguistic skills necessary to accomplish the assignment.

Strategy 3

Explain cultural assumptions and use culturally relevant material whenever possible.

- Textual information often relies on cultural assumptions and information that EL students will most likely not have. It is necessary to provide and interpret explanations whenever needed
- Personalized and culturally relevant examples should be included when appropriate
- When teaching a unit on the American Civil War, for example, start the class by looking at the concept of conflict in general and have EL students give examples from their own background or countries (e.g. have students to complete a report on the Guatemalan Civil War followed by a graphic organizer on both wars).

Strategy 4

Use a variety of visual aids and teach to all learning styles.

- EL students benefit greatly from visual clues to help them get meaning from "context reduced" material
- Visual clues may include facial expressions, gestures, realia, pictures, charts, graphs, maps, etc.
- Graphic organizers are particularly helpful in allowing EL students to plot complex material visually.

Strategy 5

Lighten the Linguistic Load by simplifying grammatical structures and paraphrasing. To lighten the linguistic load:

- Limit sentences to one concept
- Use the active voice, not the passive voice
- Use concrete examples and contextualize
- Use the subject-verb-object pattern for most sentences
- Write a summary of the lesson in a simpler form of English
- Simplify the vocabulary, retaining key concepts and essential technical vocabulary
- Use repetition. When giving directions to beginners use the same structures every day. For example don't say, "Open your book to page 39," one day and switch to, "Turn to page 39, the next.

Strategy 6

Teach language along with content.

While teaching content, classroom teachers can help students increase their English proficiency by:

- Modeling the pronunciation of difficult words in the lesson;
- Emphasizing word meanings;
- Emphasizing base grammatical structures that are necessary to understand and discuss the content area material;
- Creating a classroom climate where students feel comfortable making mistakes and taking risks.

Strategy 7

Teaching interdisciplinary thematic units whenever possible...

- Thematic units across disciplines help EL students make connections and achieve a deeper understanding of concepts. They also serve to reinforce new vocabulary.

Strategy 8

Design curricular units for depth rather than breadth

- In both social studies and science curricula the emphasis is too often on breadth instead of clearly understanding concepts in depth. Spending more time on truly learning fewer concepts enhances the chances of success for ELs.

Strategy 9

Actively teach study skills and metacognitive tools.

- Students need to realize that textbooks are organized differently than literature books or basal readers. Students need to be aware that textbooks are written to inform, not entertain.
- Point out the most common patterns of textbooks: Cause/effect, compare/contrast, time order, simple listing, descriptive and problem/solution
- Encourage students to use available text features: captions, glossary, index, study questions, table of contents, footnotes, marginal notes, use of bold type and italics, etc.

- Categorize! Even though the students can't read the text, they can look at pictures and pick out certain words. Provide them with a short list of words pertinent to the lesson and let them categorize the words. For Social Studies the categories could be people, places, things, and events. Set students up with buddies to help get started.
- Create an outline of the topic for EL students using simple grammar. Cutting up the outline and putting it back together increases familiarity with the topic and helps in learning sequence
- Continually have students reflect on how to find meaning in the textbooks and other reading materials. Teach skills such as skimming, summarizing, and looking for main ideas.

Strategy 10

Use Hands-on Activities

- Experiential activities are of great importance to students not proficient in the language of instruction. EL students can be actively involved
- Present information both verbally and visually
- Include experimentation, measurement, construction, graphing, chart, and mapmaking, etc.

Strategy 11

Modify the EL Students' Assignments, Assessment and Testing.

- Continually monitor students' progress. Formal and informal assessments are necessary to see whether students show comprehension of the material being taught
- Vary the levels of the questions being asked according to the students' current level of speech production.
- Provide as many opportunities as possible for EL students to demonstrate their skills and knowledge in different ways including drawings, keyword outlines, graphs, projects, etc.

Strategy 12

Use Cooperative Learning

- Studies have shown that EL students benefit greatly from cooperative learning experiences.
- EL students work more efficiently with an English speaking buddy or in a small group
- Include EL students in assorted group work even if their comprehension is very limited. **THEY ARE LEARNING SOMETHING.**



How Many Ways Can I Assess My ELs?

According to Colorin Colorado (2018), informal assessments allow teachers to track the ongoing progress of their students regularly and often. While standardized tests measure students at a particular point in the year, ongoing assessments provide continual snapshots of where students are throughout the school year. By using informal assessments, teachers can target students' specific problem areas, adapt instruction, and intervene earlier rather than later. Ongoing assessments are particularly important for ELs. Standardized tests in English do not usually reflect ELs true content knowledge or abilities. Yet, informal assessments can provide a better-rounded picture of their skills, abilities, and ongoing progress. Teachers can use performance-based assessments to assess ELs language proficiency and academic achievement through oral reports, presentations, demonstrations, written assignments, and portfolios.

Commonly used performance-based assessments

- Reading with partners
- Retelling stories
- Role Playing
- Giving description or instructions using visual or written prompts
- Oral reporting to the whole class
- Telling a story by using sequence of three or more pictures
- Completing dialogue or conversation through written prompts
- Debating, either one-on-one or taking turns in small groups
- Brainstorming
- Completing incomplete stories
- Playing Games

Portfolio assessments

Portfolios are practical ways of assessing student work throughout the entire year. With this method, you can systematically collect descriptive records of a variety of student work overtime that reflects growth toward the achievement of specific curricular objectives. Portfolios include information such as, sample work, and evaluations that serve as indicators for student performance.

- Samples of written student work, such as stories, completed forms, exercise sheets, and descriptions
- Drawings representing student content knowledge and proficiencies
- Tapes of oral work, such as role-playing, presentations, or an oral account of a trip
- Teacher descriptions of student accomplishments, such as performance on oral tasks
- Formal test data, checklists, and rating sheets

In addition to teachers keep up with portfolios, allow students to have an active role in their education.

- Students can select samples of their work and reflect on their own growth over time.
- Teachers and ELs can meet to develop their goals and standards.
- Together with students, teachers can set tangible, realistic improvement goals for future projects
- Teachers, students, or class can create their own rubric

ELs need to learn grade level academic content even though they are still in the process of learning English. If ELs are at the beginning or intermediate stages of English language development, teachers can still use their ability and challenge them with content knowledge activities. An EL needs your help to exercise their critical thinking skills, such as knowledge, comprehension, application, analysis, synthesis, and evaluation. The following assessment techniques can be used to reduce ELs difficulties while teachers assess EL content knowledge.

- Scaffolding assessments allow ELs to demonstrate their content knowledge through exhibits or projects, drawings, and graphic organizers. Consider giving ELs extra time to complete these tasks, or to give short responses.
- Differentiated scoring scores content knowledge separately from language proficiency. To score content knowledge, look at how well ELs understand key concepts, how accurate their responses are, and how well they demonstrate the processes they use to come up with responses.

RESOURCES

K/W/H/L

This graphic organizer is to assist with building student's background knowledge and then add to their schema. The K stands for "what we know" about the topic. The W stands for "what we want to learn" about a topic. The H stands for "how we will find the information" about the topic, and the L stands for "what we learned" about the topic.

Theme: Folktales (Grades 1-2)			
K	W	H	L
What We Know	What We Want to Know	How We Will Find Out	What We Have Learned
<ul style="list-style-type: none">• Stories are not true (fiction).• Setting takes place a long time ago.• Stories are creative.• Stories have good and bad characters.	<ul style="list-style-type: none">• How many folktales are there?• What do the characters have in common?• How were the stories created?• Who created the stories?	<ul style="list-style-type: none">• reading stories• online research• encyclopedia	<ul style="list-style-type: none">• Tales are from different parts of the world?• Most tales do not have identifiable authors.• Tales started as oral tellings.

Theme: Water Cycle (Grades 3-5)

K	W	H	L
What We Know	What We Want to Know	How We Will Find Out	What We Have Learned
<ul style="list-style-type: none"> • Rain comes from clouds. • It snows in the mountains. • Precipitation is another word for rain. • The water cycle is a nonstop cycle. 	<ul style="list-style-type: none"> • What happens to clouds to make it rain? • Why does it snow? • Why don't the oceans overflow? 	<ul style="list-style-type: none"> • Science textbooks • Online research • Trip to the library 	<ul style="list-style-type: none"> • Precipitation happens when a lot of water has condensed, and the air cannot hold it anymore. • When water vapor is cooled below freezing point, it snows. • Oceans have large surface areas (no overflow).

Theme: Topography/Erosion (Grades 6-8)

K	W	H	L
What We Know	What We Want to Know	How We Will Find Out	What We Have Learned
<ul style="list-style-type: none"> • Erosion changes shapes of mountains. • Erosion has to do with water. • Erosion happens all the time. 	<ul style="list-style-type: none"> • Why does erosion happen? • What other factors cause erosions? 	<ul style="list-style-type: none"> • Science textbooks • online research • trip to the library 	<ul style="list-style-type: none"> • There are five types of erosion: gravity, water, shoreline, ice, and wind. • Erosion happens when running water, sea waves, wind, or glaciers pick up materials from Earth's surface.

Cognates List

English	Spanish
angular	angular
author	author
battle	batalla
conflict	conflicto
empire	imperio
factor	factor
horizontal	horizontal
kilogram	kilogramo
list	lista
map	mapa
margin	margen
object	objecto
quarter	cuarto
second	segundo
telescope	telescopio
temperature	temperature
thesis	tesis
tunnel	tunel
ultimate	ultimo
united	unido
velocity	velocidad
verb	verbo
victory	victoria

Root Words

Roots and their Meanings	Examples
a (not)	atypical, abnormal, abridge
act (do)	action, activity, react, interaction
aero (air)	aerobics, aerodynamic, aeronautics
alter (other)	alternative, altercation, alterego
anim (life, spirit)	animal, animate, animosity, inanimate
annu, enni (year)	annual, anniversary, biennial, millennium
aqua (water)	aquarium, aquatic, aquamarine, aquarius
astr (star)	astronaut, astronomy, disaster, asterisk, asteroid
audi (hear)	audience, auditorium, audible, audition, audiovisual
bene (good)	benefit, benefactor, beneficial
bi (two)	bicycle, biennial, binoculars
biblio (book)	bibliography, bible, biochemistry, biopsy, biosphere
bio (life)	biology, biography, biochemistry, biopsy, biosphere
cardi, cord (heart)	cardiac, cardiology, cardiovascular, cordial, accord, concord, discord
chron (time)	chronological, synchronize, chronicle, chronic
claim, clam (shout)	proclaim, exclaim, acclaim, clamor, exclamation
cogn (know)	recognize, incognito, cognition, cognizant
corp (body)	corporation, corpse, corps, corpuscle, corpus
cosm (world, order)	cosmonaut, cosmos, cosmopolitan, microcosm
cred (believe)	credit, discredit, incredible, credential, credulous
cycle (wheel)	bicycle, cyclone, cycle, encyclopedia, recycle
dem (people)	democracy, demagogue, demography
dic (speak)	dictate, predict, contradict, verdict,

	diction
doc (teach)	doctrine, document, doctor, indoctrinate, docile
don, donat (give)	donation, donor, pardon, donate
duc (lead)	duct, conduct, educate, induct, aqueduct
eco (house, environment)	ecology, economics, ecosystem
equ (even)	equal, equator, equality
fac, fic (make, do)	factory, manufacture, facsimile, efficient, proficient, sufficient
flect, flex (bend)	reflect, deflect, reflection, inflection, genuflect, reflex, flexible
form (shape)	form, uniform, transform, reform, formal
gen (give birth)	generation, generate, genocide, progeny, genealogy
geo (earth)	geography, geometry, geology, geophysics
grad (step, go)	gradient, grade, gradual
gram (write, draw)	telegram, diagram, grammar, epigram, monogram
gran (grain)	granule, granola, granary
graph (write)	photograph, phonograph, autograph, biography, graphite
herb (grass)	herbicide, herbivore, herbal
hospit (host)	hospital, hospitality, hospice
hydr/o (liquid, water)	hydroponics, hydraulic
iatr (doctor)	pediatrician psychiatry, podiatry, geriatrics
infra (beneath, below)	infrastructure, infrared, infrasonic
inter (between, among)	international, intersect, interaction, intercept
judic, jur, jus (law)	judicious, judge, jury, justice
junct (join)	junction, conjunction, adjunct, injunction
kilo (thousand)	kilogram, kilobyte, kilometer
kine, cine (movement)	kinetics, kinesiology, telekinesis, cinema

labor (work)	labor, laboratory, collaborate, elaborate
liber (free)	liberty, liberal, liberate
loc (place)	location, locate, dislocation, allocate, local
log (world)	monologue, logic, morphological
lun (moon)	lunar, lunatic, lunacy
lust (shine)	luster, illustrate, lackluster, illustrious
manu (hand)	manual, manufacture, manuscript, manipulate
mar (sea)	marine, submarine, mariner, maritime
memor	memory, memorial
ment (mind)	mental, mention
meter (measure)	metric, thermometer, centimeter, diameter, barometer
migr (wander)	migrate, immigrant, emigrate, migratory
morph (shape)	morphology, amorphous, metamorphoses, anthropomorphic
mot, mov (move, motion)	mobile, automobile, mobilize, motion, motor, promote, demote, motile, remove
mort (death)	mortician, mortal, immortal, mortify
nat (born)	natal, native, nation, nativity, innate
naut (ship)	nautical, astronaut
neg (no)	negative, negate, renege
neo (new)	neophyte, neonatal, neoclassic
ob, os (in the way, against)	object, opposition, obstinate, obstreperous, ostentatious
onym (name)	pseudonym, synonym, antonym, anonymous
or (mouth)	oral, orator
ori (rise, to be born)	origin, original, originate, aborigine
ortho (straight)	orthodontist, orthodox, orthopedist, orthography
pater, part (father)	paternal, paternity, patricide, patriarch
path (suffering)	pathology, pathogen, sympathy,

	empathy
ped (foot)	pedal, pedestrian, biped, pedestal
pend (hang)	pendant, pendulum, suspend, append, appendix
phil (love)	philosophy, philanthropist, philharmonic, anglophile
photo (light)	photograph, telephoto, photosynthesis, photogenic
popu (people)	population, populace, popular
port (carry)	portable, transport, import, export, porter
quesit, quer, quisit (search, seek)	question, inquest, request, query, inquisitive
quot (how many, how great)	quote, quota, quotient
radi (beam, space)	radius, radio, radiation, radium, radiator, radiology
rect (straight)	erect, rectangle, rectify, correct
rid (laugh)	ridiculous, deride, ridicule
rod, ros (gnaw)	corrode, erosion
rupt (break)	rupture, erupt, interrupt, abrupt, bankrupt
san (health)	sanitary, sanitation, sane, insanity, sanitarium
scend (climb)	ascend, descend, transcend, descent
sci (know)	science, conscience, conscious, omniscient
scop (see)	microscope, telescope, periscope, stethoscope
scrib, script (write)	inscribe, describe, prescribe, transcript, scripture
sect (cut)	section, dissect, intersect sect, bisect
sens, sent (think, feel)	sensation, sense, sensitive, sensible, sensory
serv (save, keep, serve)	serve, servant, service, servile
sign (sign)	signal, signature, significant, insignia
simil (like)	similar, simultaneous, simulate, simile
sist (stand)	consist, resist, subsist, assist

sol (alone)	solo, solitary, desolate, soliloquy
solv (loosen)	dissolve, solve, solvent, resolve
son (sound)	sonar, sonata, sonnet, unison, sonorous
soph (wise)	philosopher, sophomore, sophisticated, sophist
spec (see)	inspect, suspect, respect, spectator, spectacle
struct (build)	structure, construct, instruct, destruction
sum (under, below)	summit, summary, sum, summons
surg, surr (rise)	surege, insurgent, resurgent, resurrect, insurrection, resurrection
tact (touch)	tactile, intact, contact, tact
tele (far, end)	telescope, telegram, telephone
terr (land)	territory, terrain, terrestrial, terrace
therm (heat)	thermometer, thermal, thermostat, thermos
tract (pull, drag)	tractor, attract, subtract, traction, extract, contract
trib (pay, bestow)	contribute, tribute, tributary, attribute
urb (city)	urban, suburb, urbane, suburban
vac (empty)	vacancy, vacation, vacuum
verb (word)	verbal, verbatim, verbosity
vert, vers (turn)	convert, inversion, invert, vertical
vid, vis (see)	evidence, provide, providence, visible
viv (live)	revive, survive, livid
volv (roll)	revolve, involve, evolve, revolver
vor (eat)	carnivore, herbivore, omnivore
zo (animal, living being)	protozoa, zoo, zoology

Affixes

Prefixes	Meaning	Examples
anti-	against	antiwar
de-	down, off of	destroy
dis-	not, apart	disagree
en(m)-	in, on	encode, embrace
fore-	outside	forecast
in(m)-	in	intake, implant
in-, im-, il-, ir-	not	injustice, impossible, illiterate, irregular
inter-	between	interact
mid-	middle	midway
mis-	wrongly	mistake
non-	not	nonsense
over-	excessive, above	overlook
pre-	before	preview
re-	again	return
semi-	half	semicircle
sub-	under	submarine
super-	above	superstar
trans-	across	transport
un-	not	unfriendly
under-	under	undercover
-able, -ible	can be done	doable
-al, -ial	quality, relation	personal
-ar, -er, -or	one who	beggar, doer, actor
-ed	past verb	turned
-en	material, make	golden
-er	more	higher
-est	most	best, biggest
-ful	full of	careful, joyful
-ic	quality, relation	linguistic
-ing	present participle	running
-(t)ion	condition, action	action
-(i) ty	state of	infinity, sanity
-(t) ive	having the quality of	motive, votive

-less	without	fearless, careless
-ly	having	quickly, quietly
-ment	mental, mention	enjoyment
-ness	state of	kindness
-ous	full of	joyous, religious
-s	more than one	books
-y	having	happy, windy

Academic Word List

Group 1					
analyze	approach	area	assess	assume	authority
available	benefit	concept	consist	constitute	context
contract	create	data	define	derive	distribute
economy	environment	establish	estimate	evident	export
factor	finance	formula	function	identify	income
indicate	individual	interpret	involve	issue	labor
legal	legislate	major	method	occur	percent
period	policy	principle	proceed	process	require
research	respond	role	section	sector	significant
similar	source	specific	structure	theory	vary

Group 2					
achieve	acquire	administrate	affect	appropriate	aspect
assist	category	chapter	commission	community	complex
compute	conclude	conduct	consequent	construct	consume
credit	culture	design	distinct	element	equate
evaluate	feature	final	focus	impact	injure
institute	invest	item	journal	maintain	normal
obtain	participate	perceive	positive	potential	previous
primary	purchase	range	region	regulate	relevant
reside	resource	restrict	secure	seek	select
site	strategy	survey	text	tradition	transfer

Group 3

alternate	circumstance	comment	compensate	component	consent
considerable	constant	constrain	contribute	convene	coordinate
core	corporate	correspond	criteria	deduce	demonstrate
document	dominate	emphasis	ensure	exclude	framework
fund	illustrate	immigrate	imply	initial	instance
interact	justify	layer	link	locate	maximize
minor	negate	outcome	partner	philosophy	physical
proportion	publish	react	register	rely	remove
scheme	sequence	sex	shift	specify	sufficient
task	technical	technique	technology	valid	volume

Group 4

access	adequate	annual	apparent	approximate	attitude
attribute	civil	code	commit	communicate	concentrate
confer	contrast	cycle	debate	despite	dimension
domestic	emerge	error	ethnic	goal	grant
hence	hypothesis	implement	implicate	impose	integrate
internal	investigate	job	label	mechanism	obvious
occupy	option	output	overall	parallel	parameter
phase	predict	principal	prior	professional	project
promote	regime	resolve	retain	series	statistic
status	stress	subsequent	sum	summary	undertake

Group 5

academy	adjust	alter	amend	aware	capacity
challenge	clause	compound	conflict	consult	contact
decline	discrete	draft	enable	energy	enforce
entity	equivalent	evolve	expand	expose	external
facilitate	fundamental	generate	generation	image	liberal
license	logic	margin	medical	mental	modify
monitor	network	notion	objective	orient	perspective
precise	prime	psychology	pursue	ratio	reject
revenue	stable	style	substitute	sustain	symbol
target	transit	trend	version	welfare	whereas

Group 6

abstract	accurate	acknowledge	aggregate	allocate	assign
attach	author	bond	brief	capable	cite
cooperate	discriminate	display	diverse	domain	edit
enhance	estate	exceed	expert	explicit	federal
fee	flexible	furthermore	gender	ignorant	incentive
incidence	incorporate	index	inhibit	initiate	input
instruct	intelligence	interval	lecture	migrate	minimum
ministry	motive	neutral	nevertheless	overseas	precede
presume	rational	recover	reveal	scope	subsidy
tape	trace	transform	transport	underlie	utilize

Group 7

adapt	adult	advocate	aid	channel	chemical
classic	comprehensive	comprise	confirm	contrary	convert
couple	decade	definite	deny	differentiate	dispose
dynamic	eliminate	empirical	equip	extract	file
finite	foundation	globe	grade	guarantee	hierarchy
identical	ideology	infer	innovate	insert	intervene
isolate	media	mode	paradigm	phenomenon	priority
prohibit	publication	quote	release	reverse	simulate
sole	somewhat	submit	successor	survive	thesis
topic	transmit	ultimate	unique	visible	voluntary

Group 8

abandon	accompany	accumulate	ambiguous	append	appreciate
arbitrary	automate	bias	chart	clarify	commodity
compliment	conform	contemporary	contradict	crucial	currency
denote	detect	deviate	displace	drama	eventual
exhibit	exploit	fluctuate	guideline	highlight	implicit
induce	inevitable	infrastructure	inspect	intense	manipulate
minimize	nuclear	offset	paragraph	plus	practitioner
predominant	prospect	radical	random	reinforce	restore
revise	schedule	tense	terminate	theme	thereby
uniform	vehicle	via	virtual	visual	widespread

Group 9

accommodate	analogy	anticipate	assure	attain	behalf
bulk	cease	coherent	coincide	commence	compatible
concurrent	confine	controversy	converse	device	devote
diminish	distort	duration	erode	ethic	format
founded	inherit	insight	integral	intermediate	manual
mature	mediate	medium	military	minimal	mutual
norm	overlap	passive	portion	preliminary	protocol
qualitative	refine	relax	restrain	revolution	rigid
route	scenario	sphere	subordinate	supplement	suspend
team	temporary	trigger	unify	violate	vision

Group 10

adjacent	albeit	assemble	collapse	colleague	compile
conceive	convince	depress	encounter	enormous	forthcoming
incline	integrity	intrinsic	invoke	levy	likewise
nonetheless	notwithstanding	odd	ongoing	panel	persist
pose	reluctance	so-called	straightforward	undergo	whereby

Sentence Frames

A sentence frame is a way to support instruction for students on the features of language (grammar and sentence structure) while also incorporating the functions of language (cognitive structures). In their writing and speaking students need to combine sentences to formulate complex thoughts and correctly use conjunctions, prepositions, idiomatic expressions, and other grammatical phrasing in order to be considered academically literate. By using a sentence frame, teachers provide students with a scaffold for both their thinking and speaking.

Standard Correlation:

Student will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Differentiating by Proficiency Level

<p>Beginning: Sentence frames should be fairly simple for beginning English Learners. If delivering a lesson on classifying and categorizing the frame that can be used is _____ and _____ are types of _____.</p>	<p>Intermediate: At this level, sentence frames can integrate complex language that can require students to provide more information. Continuing the example for classifying and categorizing, frame appropriate for intermediate students might be: _____, _____, and _____ are all examples of _____.</p>	<p>Advanced: Advanced students can be provided frames that include even more complex syntax and require more input from students. Following the classifying and categorizing example, _____ and _____ have/are both _____, so we can categorize them as _____ would be an appropriate frame.</p>
---	--	---

Classify and Categorize

Frame	Examples
<p>"There are ___types/kinds of___."</p> <p>" ____, ____, and___are all/all have___."</p> <p>" ___and___could be classified as ___becuase___."</p> <p>"Because ___are all/all have___, we could categorize them as ___."</p>	<p>There are three general types of clouds.</p> <p>Stratus, cumulus, and cirrus are all types of clouds.</p> <p>Cumulonimbus and nimbostratus could be classified as low clouds because they appear below three kilometers.</p> <p>Because cirrostratus, cirrus, and cirrocumulus clouds are all found above nine kilometers, we could categorize them as high clouds.</p>

Cause and Effect

Frame	Examples
<p>" ___because___."</p> <p>"Because/Since ___is/was___, ___."</p> <p>"As a result of ____, ___."</p>	<p>The ice melted because it was hot outside.</p> <p>Since the weather was hot, all of the ice melted.</p> <p>As a result of the warm weather, the ice melted.</p>

Compare and Contrast

Frame	Examples
<p>"A ___is/has___, but a ___is/has ___."</p> <p>"They both are/have___, but a ___ is/has___."</p> <p>"__and__ are similar/different becuae___."</p> <p>"There are many similarities/differences between ___and___. For example, they both ___." Or, "There are many differences between ___ and ___. For example, ___ but ___."</p>	<p>A blizzard has snow, but a northeaster has snow or rain.</p> <p>They both are stroms, but a northeaster is a snowstorm or a rainstorm.</p> <p>A blizzard and a northeaster are similar because hey can both produce significant snowfall.</p> <p>There are many differences between a blizzard a northeaster. For example, blizzards are characterized by extremely low temperatures but northeasters can occur in very cold or somewhat warm temperatures.</p>

Sequencing

Frame	Examples
<p>"First, __. Then, __. Next, __. Finally, ___."</p> <p>"To begin, ___."</p> <p>"Prior to __, ___."</p> <p>"Lastly, ___."</p> <p>"Once you ____, then you ___."</p>	<p>First, mix the dry ingredients in a large bowl. Then, combine the wet ingredients in a separate bowl. Next, add the wet ingredients to the dry and stir. Finally, pour the mixture into the cake pan.</p> <p>To begin, you need a clean, dry space in which to work.</p> <p>Prior to baking the cake, you need to purchase all of your ingredients.</p> <p>Lastly, put the cake in the oven and bake at 375 degrees.</p> <p>Once you have combined all of the ingredients, then you pour the mixture into the cake pan.</p>

Main Idea

Frame	Examples
<p>"It is mainly about ____."</p> <p>"The main idea is ____."</p> <p>"The main idea is ____. A detail that supports this is ____."</p>	<p>It is mainly about the ways alligators and crocodiles are alike and different.</p> <p>The main idea is the similarities and differences between alligators and crocodiles.</p> <p>The main idea is the similarities and differences between alligators and crocodiles. A detail that supports this is that alligators and crocodiles both have a long fourth tooth.</p>

Fact and Opinion

Frame	Examples
<p>"__ is a fact because ____."</p> <p>"__ is an opinion because we cannot prove ____."</p> <p>"The word __ is evidence that this statement is a(n) __ because ____."</p>	<p>George Washington was the first president is a fact because we can prove it.</p> <p>George Washington was a brave an is an opinion because we cannot prove that everyone agrees he was brave.</p> <p>The word <i>brave</i> is evidence that this statement is an opinion becauseh it explains what someone thinks about George Washington.</p>

Signal Words

Signal Words for Cause

because	bring about	contribute to
due to	the reason for	give rise to
led to	on account of	created by
since	given that	while
as	whereas	as a result of

Signal Words for Effect

as a result	consequently	hence
so	therefore	for this reason
outcome	finally	then
after	accordingly	subsequently

Signal Words for Comparing

like	similar	as
same	in the same way	too
both	most important	have in common
the same as	similarly	as well as

Signal Words for Contrast

although	yet	whereas
however	but	while
differ	instead	unless
unlike	on the contrary	contrary to
even though	on the other hand	the reverse

Signal Words

Signal Words for Classify and Categorize

categories	elements	numbers
characteristics	features	parts
classes	groups	sorts
classify	kinds	types
divide	methods	ways
dimensions	aspects	

Signal Words for Sequencing

first	then	next
last	second	third
before	afterward	as soon as
eventually	meanwhile	finally
later	after	while
during	subsequently	now

Signal Words for Fact

is	are	have
was	were	will be

Signal Words for Opinion

believe	think	seems
may	appears	probably
likely	possibly	feel
good	bad	best
excellent	awful	greatest

Signal Words for Summarize (Main Idea)

accordingly	last of all	basically
to summarize	consequently	therefore
finally	the effect	hence
the implication	in conclusion	the most important
in retrospect	thus	in summary
to recapitulate	then	as a result
last of all	in brief	in short
on the whole	to sum up	ultimately



Resources

Building Academic Language through Content-Area Text (2011) pp. 62- 65, 88-101. By E. Bowers and L. Keisler.

Colorin Colorado. (2018). Using Informal Assessments for English Language Learners. Retrieved from: <http://www.colorincolorado.org/article/using-informal-assessments-english-language-learners>

Colorin Colorado. (2018). The Role of Background Knowledge. Retrieved from: <http://www.colorincolorado.org/role-background-knowledge>

Colorin Colorado. (2017). Differentiation and RTI for English Language Learners. Retrieved from: <http://www.colorincolorado.org/teaching-ells/ell-strategies-best-practices/differentiation-rti-english-language-learners>

Colorin Colorado. (2017). Peer Tutoring and ELLs. Retrieved from: <http://www.colorincolorado.org/peer-learning-and-ells>

Himmel, J. (2018). Language Objectives: The Key Effective Content Area Instruction for English Learners. Retrieved from: <http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners>

Mississippi Department of Education. (2018). English Learner Guidelines Regulations, Funding Guidance, and Instructional Supports. Retrieved from: http://www.mde.k12.ms.us/docs/federal-programs/english-learner-guidelines-regulations---funding-guidance-and-instructional-supports_20180518.pdf?sfvrsn=2