**Instructional Guide for ELL Best Practices**

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| **Areas and**  **Questions To Ask** | **Standards** | **What To Do** | **Common Concerns (What Not to Do)** |
| **PLANNING**  *“What are the students learning today?”*  *“What language will English Learners need to use in order to participate in the learning activities?’*  *“What language will English Learners need to show you what they learned?”* | **I.A.3. Rigorous Standards-Based Unit Design**  **1.A.4 Well-Structured Lessons**  **II.D.1 Clear Expectations**  **II.D.2. High Expectations** | * Language Objectives are posted, discussed and referred to often during the lesson * Language Objectives are aligned to and support the content learning objective * Language Objectives include a language function (i.e. discuss, describe, narrate, explain, etc.) * Language Objectives include a language domain (listening, speaking, reading, writing) * Language Objectives include a language feature (i.e. past, future, or conditional tense, comparative language, sequencing words) | * Content and Language Objectives refer to a topic or activity rather than how the students will engage in learning activities and/or how they will demonstrate their learning * Learning activities are not related to the Learning Objectives * Learning expectations are lowered for English Learners (i.e. absence of good *thinking* questions) |
| **INTERACTION**  *“How are my students grouped for this activity? How do I decide?*  *“How do I plan for English Learners to practice speaking, Listening, Reading, and Writing?”* | **II A1: Quality of Effort and Work**  **II.A.2. Student Engagement**  **II.A.3 Meeting Diverse Needs** | * Wait time is provided for ELLs to process information. Think time is allowed before pair-share and turn and talk. Use “cold call” methods (i.e. turn sticks) * Recognize and applaud effort and expresses high expectations for all * Collaborative learning structures are in place with shared responsibility for completing tasks. ELLs participate actively according to their English proficiency level * Grouping plans include first language processing pairs, small group practice for feedback, and multiple opportunities for exposure to new academic language. * Check in on ELLs at various points in activities and lessons to ensure ELLs are engaged | * All conversation is conducted through the teacher – few opportunities for students to talk to each other * Inflexible grouping - ELLs are always sitting together * English Learners “ride along” in group work * Calling on students with their hands raised; no structured alternative ways for English Learners to engage |
| **SUPPORTS**  *“What are the WIDA Levels of my English Learners?”*  *“How am I monitoring ELL students’ progress towards English proficiency?”*  *“What do I know about my ELL students’ previous school experiences and cultural backgrounds?”*  *“How do I use WIDA tools (Can Do Descriptors and MPI’s) to plan supports for your English Learners”?* | **I.B.1 Variety of Assessment Methods**  **I.B.2. Adjustments to Practice**  **II.C.1. Respects Differences**  **II.D.3. Access to Knowledge** | * Formative assessments are utilized frequently to monitor ELL engagement and comprehension, and assess the mastery of both the content and language objectives * Multiple visual supports are displayed including real objects, photographs, maps, and charts * Information is chunked - regulate pace of speech but use a normal tone with gestures, expression, and Total Physical Response * Graphic Organizers, Graphic Organizers, Graphic Organizers! All kinds of resources (T Charts, Venn diagrams, webs, outlines, time lines, etc.) are available for students to process content and language input * Sentence frames, anchor charts, word walls, and word banks are available for use in written tasks and oral academic discussion * Lesson activities incorporate and build on knowledge students bring into the classroom (linguistic and cultural knowledge) and classroom materials and assignments reflect cultural and linguistic diversity without being stereotypical * Multiple resources in the classroom are available during the lesson, and are actively used by ELLs to support their learning including multilingual dictionaries and translators, graphic/illustrated vocabulary, word walls, word banks, etc. First language resources (oral and written) are accessible * A sequence of modeling, guided practice, paired or independent work, and feedback is evident * Rubrics, exemplars, and guided practice reflect explicit teaching of language skills necessary for content area mastery and language and literacy development | * All students are using the same learning supports * Visual displays are not updated and do not relate to today’s learning activity * English learners seem “lost” or bored and are not engaged in learning activities |