A MANUAL FOR ALL TEACHERS on MODIFICATIONS and ACCOMMODATIONS for ENGLISH LANGUAGE LEARNERS
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<tr>
<td><strong>PREPRODUCTION</strong></td>
<td><strong>STAGE I</strong></td>
<td><strong>EARLY PRODUCTION</strong></td>
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<tr>
<td><strong>OTHER NAMES</strong></td>
<td><strong>NEWCOMER</strong></td>
<td><strong>EMERGENT/BEGINNER</strong></td>
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<tr>
<td></td>
<td><strong>EMERGENT SPEAKER</strong></td>
<td><strong>ONE-TWO WORD</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SILENT PERIOD STAGE</strong></td>
<td><strong>SOCIAL LANGUAGE STAGE</strong></td>
</tr>
<tr>
<td><strong>DEFINITION</strong></td>
<td><strong>Students not ready to actively produce language</strong></td>
<td><strong>Students can attend to hands-on demonstrations with more understanding</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Listening and responding in non-verbal ways to show understanding</strong></td>
<td><strong>May initiate conversation by pointing or using single words</strong></td>
</tr>
<tr>
<td></td>
<td><strong>0 – 500 receptive word vocabulary</strong></td>
<td><strong>Very limited comprehension/vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Adjusting to U.S. culture</strong></td>
<td><strong>Up to 1000 receptive word vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Adjusting to U.S. culture</strong></td>
<td><strong>Adjusting to U.S. culture</strong></td>
</tr>
<tr>
<td><strong>STUDENT BEHAVIORS</strong></td>
<td><strong>Depends heavily on context</strong></td>
<td><strong>Depends heavily on context</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Has minimal receptive vocabulary</strong></td>
<td><strong>Produces words in isolation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Comprehends key words only</strong></td>
<td><strong>Verbalizes key words</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Indicates comprehension physically (points, draws, gestures, etc.) May not produce speech</strong></td>
<td><strong>Responds with one/two word answer or short phrases</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ABLE TO: observe, locate, label, match, show, classify, categorize</strong></td>
<td><strong>Indicates comprehension physically</strong></td>
</tr>
<tr>
<td></td>
<td><strong>ABLE TO: name, recall, draw, list, record, point out, underline, organize</strong></td>
<td><strong>Misproununciation/grammar errors</strong></td>
</tr>
<tr>
<td><strong>TEACHING STRATEGIES</strong></td>
<td><strong>Use manipulatives, visuals, realia, props, games</strong></td>
<td><strong>Continue Stage I Strategies</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Create climate of acceptance/respect that supports acculturation</strong></td>
<td><strong>PLUS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Use cooperative learning groups</strong></td>
<td><strong>Simplify language/not content</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Require physical response to check comprehension</strong></td>
<td><strong>Lessons designed to motivate students to talk</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Display print to support oral language</strong></td>
<td><strong>Ask students questions that require one/two word responses: who?, what?, which one?, how many?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Model activities for students</strong></td>
<td><strong>Lessons expand vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Use hands-on activities</strong></td>
<td><strong>ABLE TO:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Use bilingual students as peer helpers</strong></td>
<td><strong>name, recall, draw, list, record, point out, underline, organize</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Adjust rate of speech to enhance comprehension</strong></td>
<td><strong>ABLE TO:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Ask yes/no questions</strong></td>
<td><strong>name, recall, draw, list, record, point out, underline, organize</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Ask students to show/point/draw</strong></td>
<td><strong>ABLE TO:</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Teach content area vocabulary/terminology</strong></td>
<td><strong>name, recall, draw, list, record, point out, underline, organize</strong></td>
</tr>
</tbody>
</table>

| **RELATIVE TIME LINE FOR EACH LANGUAGE ACQUISITION STAGE** | 0 – 6 Months in U.S. School | 6 Months – 1 Year in U.S. School |

*Please note: students progress at independent rates depending on previous schooling, acculturation, and motivation. Students with no previous schooling will take longer to progress through these stages. Please remember most English Language Learners students have extensive language ability in their first language.*
<table>
<thead>
<tr>
<th>STAGE III</th>
<th>STAGE IV</th>
<th>STAGE V</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LOW INTERMEDIATE</strong></td>
<td><strong>HIGH INTERMEDIATE FLUENCY</strong></td>
<td><strong>EXITABLE FLUENCY</strong></td>
</tr>
<tr>
<td><strong>SHORT/PHRASES/SIMPLE SENTENCES SOCIAL LANGUAGE STAGE</strong></td>
<td><strong>BRIDGING ACADEMIC LANGUAGE STAGE</strong></td>
<td><strong>ACADEMIC LANGUAGE STAGE</strong></td>
</tr>
<tr>
<td>Students begin speaking in short phrases and simple sentences</td>
<td>Students can communicate thoughts more completely, can participate in every day conversations, without highly contextualized support</td>
<td>Students have advanced skills in cognitive/academic language</td>
</tr>
<tr>
<td>Many mistakes in grammar, word order, word usage</td>
<td>Up to 12,000 receptive/active word vocabulary</td>
<td>Beyond 12,000 receptive/active word vocabulary</td>
</tr>
<tr>
<td>Limited comprehension and vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Up to 7,000 receptive/active word vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depends heavily on context</td>
<td>Depends on context</td>
<td>Functions on an academic level with age/grade peers</td>
</tr>
<tr>
<td>Produces whole sentences</td>
<td>Engage in and produce connected narrative (discourse)</td>
<td>Maintains two-way conversations</td>
</tr>
<tr>
<td>Makes some pronunciation and basic grammatical errors, but is understood</td>
<td>Shows good comprehension</td>
<td>Uses more complex grammatical structures</td>
</tr>
<tr>
<td>Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams)</td>
<td>Uses expanded vocabulary</td>
<td>Demonstrates comprehension in decontextualized situations</td>
</tr>
<tr>
<td>Hears smaller elements of speech</td>
<td>Makes complex grammatical errors</td>
<td>Uses enriched vocabulary</td>
</tr>
<tr>
<td>Functions on a social level</td>
<td>Functions somewhat on an academic level</td>
<td></td>
</tr>
<tr>
<td>Uses limited vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiates conversation &amp; questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows good comprehension (given rich context)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ABLE TO:</strong> tell, describe, restate, compare, question, map, dramatize)</td>
<td><strong>ABLE TO:</strong> imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain</td>
<td><strong>ABLE TO:</strong> relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, assess, justify, critique, summarize, illustrate, judge, demonstrate</td>
</tr>
<tr>
<td><strong>Continue Stages I &amp; II PLUS</strong></td>
<td><strong>Continue Stages I-III PLUS</strong></td>
<td><strong>Continue Stages I-IV PLUS</strong></td>
</tr>
<tr>
<td>List and review instructions step by step</td>
<td>Have students brainstorm, list, web, use graphic organizers</td>
<td>Incorporate note-taking skills</td>
</tr>
<tr>
<td>Build on students prior knowledge</td>
<td>Ask questions soliciting opinions, judgment, explanation (more why and how questions)</td>
<td>Study skills</td>
</tr>
<tr>
<td>Incorporate more reading and writing</td>
<td>Introduce figurative language</td>
<td>Test-taking skills</td>
</tr>
<tr>
<td>Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts and diagrams.</td>
<td>Develop more academic language (oral and written)</td>
<td>Demonstrate how to verify answers (oral and written)</td>
</tr>
<tr>
<td>Expand figurative language (idioms)</td>
<td></td>
<td>Expand figurative language (idioms)</td>
</tr>
<tr>
<td>1 – 3 Years in U.S. School</td>
<td>3 - 5 Years in U.S. School</td>
<td>5 - 7 Years in U.S. School</td>
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</tbody>
</table>
Suggestions for Supporting K-12 Newcomer ESL Students in the Classroom

1. **Sensitize mainstream students to the newcomers’ challenges.** Prepare English-speaking peers for the arrival of a newcomer. Ask your students to imagine that their parents took them to another country to live. Brainstorm with them how they would feel.

2. **Be aware of the effects of culture shock.** Children may demonstrate physical ailments or display a wide variety of unusual behavior such as tantrums, crying, aggression, depression, tendency to withdraw, and sleeplessness.

3. **Create a nurturing environment.** Give lots of encouragement and praise for what the students can do, and create frequent opportunities for their success in your class. Be careful not to call on them to perform alone above their level of competence.

4. **Establish a regular routine for newcomers.** At first, everything will be chaotic to your newcomers. Give them help in organizing time, space, and materials. Give them a copy of the daily schedule. Tape it to their desks, or have them keep it at the front of their ESL notebooks. Send a copy home so that parents can help their children feel more connected to the classroom.

5. **Engage newcomers in language learning from the beginning.** Here are some ways to actively engage your newcomers in language learning.
   - **COPY WORK** Have students copy alphabet letters, numbers, their name, the names of other students in the class, and beginning vocabulary words. Have them draw pictures to demonstrate comprehension of what they are copying.
   - **ROTE LEARNING** While this is not popular in American schools, it is common in many other countries. Initially, parents and students often feel more comfortable if they can see some kind of end product. You may wish to have students learn sight words, poems, chants, songs, lists, and spelling words through rote learning.
   - **THE CLASS AUTHORITY** Each newcomer has many strengths that he or she can share with the class. When appropriate include them as resources so they too can be seen as important members of the group. Areas of expertise might be computers, math, origami, or art work.

6. **Recruit volunteers to work with newcomers.** At first, many students will not speak at all. It is critical to provide students with plenty of aural input in order to familiarize them with the sounds of the English language.

7. **Use recorded material.** A word of caution about the use of tapes and tape recorders. The student using headphones is isolated from the rest of the class.
13 Things for K-12 Teachers to Consider when Teaching Newcomers to Read

1. **Read to newcomers every day.** Appropriate reading material for beginning English Language Learners (ELL) should include at least some of these characteristics.

   - Numerous illustrations that help clarify the text
   - Story plots that are action-based
   - Little text on each page
   - Text that contains repetitive, predictable phrases
   - High-frequency vocabulary and useful words
   - Text that employs simple sentence structures

2. **Use reading strategies to increase students’ comprehension.** When you read to beginning ESL students, be sure to make language comprehensible to them.

   - Point to the corresponding pictures as you read the text.
   - Act out, dramatize, and provide models and manipulatives for students to handle.
   - Read sentences at a slow-to-normal speed, using an expressive tone.
   - Allow time after each sentence or paragraph for students to assimilate the material.
   - Verify comprehension of the story by asking students to point to items in the illustrations and to answer yes/no and either/or questions.
   - Read the same story on successive days. Pause at strategic points and invite students to supply the words or phrases they know.
   - Point to the words in the text as you read them. This is particularly useful for students who need to learn the left-to-right flow of English text.
   - When students are familiar with the story, invite them to “read” along with you as you point to the words.
   - If appropriate for younger students, use Big Books, as both text and illustrations can be easily seen.

3. **Teach the alphabet.** Preliterate students and literate newcomers who speak a language that does not use the Roman alphabet need direct instruction in letter recognition and formation as well as beginning phonics.

4. **Use authentic literature.** Begin with materials that have easily understood plots, high frequency vocabulary and few idiomatic expressions.

5. **Teach phonics in context.** Using authentic literature, you can introduce and reinforce letter recognition, beginning and ending sounds, blends, rhyming words, silent letters, homonyms, etc. Phonics worksheets are not generally useful to the newcomer since they present new vocabulary items out of context.

6. **Make sure students understand the meaning.** Your students may learn to decode accurately but be unable to construct meaning out of the words they have read. Teach newcomers to reflect on what they have decoded and to ask questions to be sure they understand.
7. **Check comprehension through sequencing activity.** Check student comprehension with one or more of the following activities.
   ✫ Write individual sentences from the text on separate sheets of drawing paper; then read or have the students read each sentence and illustrate it.
   ✫ Informally test students’ ability to sequence material from a story: print sentences from a section of the story on paper strips, mix the strips; have students put them in order.
   ✫ Check students’ ability to order words within a sentence; write several sentences from the text on individual strips of paper; cut the strips into words; have students arrange each group of words into a sentence.

8. **Provide for audio review.** Set up a tape recorder and record stories as you read. Newcomers then have the opportunity to listen to a story, and read along, as many times as they wish.

9. **Teach reading in the home language first.** Whenever feasible students should have an opportunity to receive reading instruction in their home language prior to receiving reading instruction in English. If you are a mainstream teacher and find yourself responsible for the developmental reading instruction of preliterate newcomers, allow newcomers time to develop some aural familiarity with English and build a vocabulary base before beginning reading instruction.

10. **Encourage reading outside of the classroom.** Stock your classroom library and encourage newcomers’ parents to join the public library and check out picture books, books with read-along tapes, and home-language books, if available.

11. **Encourage newcomers to explore creative writing in English.** Students will learn to write faster when they have real reasons to write. Motivate students to write by providing them with meaningful reasons to write.

12. **Establish and English Language Learner Center.** Fill the ELL Center with activities for your new language learners.
    Here are some of the items you may want to include in your ELL Learning Center. It is not necessary to put everything in at once. Add to the Learning Center a little bit at a time.
    ✫ Tape recorder and earphones
    ✫ Copies of appropriate activity pages, and keep them in a loose-leaf binder, a large envelope, or a folder with pockets.)
    ✫ Crayons, scissors, pencils, erasers, and paper
    ✫ An ESL notebook
    ✫ An ESL folder for Dictionary pages
    ✫ Labels for classroom objects
    ✫ A picture file (class-made or commercial)
    ✫ Well-illustrated magazines for cutting out pictures
    ✫ Blank 3”x 5” index cards to be used for flash cards or concentration games
    ✫ A picture dictionary
    ✫ Home-language books on your newcomers’ reading levels
    ✫ Home-language magazines with lots of pictures
    ✫ Nonfiction picture books from the library that cover the same content material you are
currently teaching
- Beginning phonics books with tapes
- Taped music in both English and home language
- Picture books and well-illustrated beginning-to-read books with tapes
- Simple games: dot-to-dot activities, word searches, concentration games, sequencing activities, and jigsaw puzzles
- An “object” box containing small manipulative objects for beginning vocabulary or phonics learning

13. Make up individualized Starter Packs for your newcomers. The Starter Pack enables entry-level students to work independently on activities suited to their specific needs. Encourage students to work on these activities when they cannot follow the work being done in the classroom. Remember, however, not to isolate the newcomers from their peers with separate work all day long. They, too, need to be a part of your class and should be integrated as much as possible.
Classroom Modifications for ELL Students

PACING:
__ Extend time requirements
__ Omit assignments
__ Other: ______________________

ENVIRONMENT:
__ Assign preferential seating
__ Assign peer buddy
__ Other: ______________________

REINFORCEMENT AND FOLLOW THROUGH:
__ Use positive reinforcement
__ Use concrete reinforcement
__ Check often for understanding/review
__ Arrange for peer tutoring
__ Plan cooperative learning experiences
__ Provide language experience
__ Give immediate feedback
__ Have student repeat directions
__ Make/use vocabulary files
__ Teach study skills
__ Use study guides to organize materials
__ Repeat/review/drill
__ Other: ______________________

ASSIGNMENTS:
__ Lower reading level
__ Give directions in small, distinct steps
__ Allow copying from paper/book
__ Use written backup for oral directions
__ Lower difficulty level
__ Shorten assignment
__ Read directions to students
__ Give oral clues or prompts
__ Record or type assignments
__ Adapt worksheets, packets
__ Use alternate assignments
__ Other: ______________________

PRESENTATION OF SUBJECT MATERIAL:
__ Use individual/small group instruction
__ Use specialized curriculum
__ Simplify language
__ Tape lectures for playback
__ Demonstrate concepts
__ Use manipulatives
__ Emphasize critical information
__ Use graphic organizers
__ Pre-teach vocabulary
__ Other: ______________________

MATERIALS:
__ Provide taped textbooks
__ Highlight textbooks/study guides
__ Use supplementary materials
__ Give assistance in note taking
__ Type handwritten teacher materials
__ Use bilingual dictionaries, language learner dictionaries and electronic translators
__ Use adapted/modified textbooks
__ Allow use of computer/word processor
__ Other: ______________________

TESTING ADAPTATIONS:
__ Allow students to answer orally
__ Use multiple-choice format
__ Read test to student
__ Modify format
__ Write a different test
__ Shorten test length
__ Require only selected test items
__ Create alternative assessment
__ Other: ______________________

GRADING:
__ Modify grading system:
__ Modify weights of course components
__ Modify course objectives/outcome
__ Other: ______________________

ELL Instructor: ______________________
Administrator: ______________________
Classroom Teacher: ______________________
# Classroom Accommodations for English Language Learners

<table>
<thead>
<tr>
<th>Environment:</th>
<th>Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Preferential Seating</td>
<td>□ Adjust reading level materials</td>
</tr>
<tr>
<td>□ Assign peer tutor</td>
<td>□ Single step directions</td>
</tr>
<tr>
<td>□ Visual charts/cues</td>
<td>□ Provide extra examples/models</td>
</tr>
<tr>
<td>□ Provide tape recorded discourse</td>
<td>□ Shorten assignment/task</td>
</tr>
<tr>
<td>□ Highlight key words</td>
<td>□ Directions read aloud</td>
</tr>
<tr>
<td>□ Use real objects/manipulatives</td>
<td>□ Adapt/simplify language on task</td>
</tr>
<tr>
<td>□ Refer to prior knowledge (K-W-L or other)</td>
<td>□ Give oral prompts/cues</td>
</tr>
<tr>
<td>□ Provide quiet study space</td>
<td>□ Allow projects to replace written tasks</td>
</tr>
<tr>
<td>Other: __________________________</td>
<td>Other: __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Individual/small group discussions</td>
<td>□ Provide tape recorded text</td>
</tr>
<tr>
<td>□ Use specialized curriculum/equipment</td>
<td>□ Provide supplementary materials</td>
</tr>
<tr>
<td>□ Simplify language/key word</td>
<td>□ Highlighted text</td>
</tr>
<tr>
<td>□ Demonstrations for key concepts</td>
<td>□ Bilingual dictionaries/glossaries</td>
</tr>
<tr>
<td>□ Visual or Multi-modal presentations</td>
<td>□ Use of graphic organizers</td>
</tr>
<tr>
<td>□ Frequently check for understanding</td>
<td>□ Pre-teach all vocabulary</td>
</tr>
<tr>
<td>□ Use manipulatives</td>
<td>□ Provide varied visual/multi-sensory input</td>
</tr>
<tr>
<td>□ Native Language presentations</td>
<td>□ Native Language text</td>
</tr>
<tr>
<td>Other: __________________________</td>
<td>Other: __________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management:</th>
<th>Class Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Use positive reinforcement</td>
<td>□ Allow oral responses</td>
</tr>
<tr>
<td>□ Repeat all directions</td>
<td>□ Read test aloud due to: __________________</td>
</tr>
<tr>
<td>□ Use cooperative learning groups</td>
<td>□ Read portions/key words on test</td>
</tr>
<tr>
<td>□ Use projects/interdisciplinary tasks</td>
<td>□ Modify format/length of test</td>
</tr>
<tr>
<td>□ Provide language experience tasks</td>
<td>□ Alternate with culturally non-biased items:</td>
</tr>
<tr>
<td>□ Have student repeat directions</td>
<td>Specify __________________</td>
</tr>
<tr>
<td>□ Immediate praise/feedback</td>
<td>□ Provide glossaries in native language</td>
</tr>
<tr>
<td>□ Plan peer tutors/models</td>
<td>□ Modify test items/weighted scores due to:</td>
</tr>
<tr>
<td>□ Provide high interest topics/options</td>
<td>Specify __________________</td>
</tr>
<tr>
<td>□ Provide extended time to complete tasks</td>
<td>□ Use multiple choice format</td>
</tr>
<tr>
<td>□ Allow student to think/speak in native language</td>
<td>Other: __________________________</td>
</tr>
<tr>
<td>Other: __________________________</td>
<td>Other: __________________________</td>
</tr>
</tbody>
</table>
Accommodations for English Language Learners
General Classroom and Content Areas

MATH

- At beginning to intermediate levels of proficiency, English Language Learners should be shown examples of a completed assignment to model the correct format.
- Assignments and directions should be printed on the board along with cursive representation.
- A bilingual assistant/interpreter, when available, could be used to explain math concepts in the student’s primary language.
- Students should have access to counters, number lines and other types of manipulatives, which enable them to complete assignments at their level of instruction.
- Rewrite story problems in simpler English. Use short sentences, pictures, and illustrations to encourage understanding.
- Show students how to prepare a card file of number words. Write the word on one side and the symbol on the opposite side.

SOCIAL STUDIES

- Allow beginning and advanced beginning students to use drawings to demonstrate knowledge of concepts.
- Show English Language Learners at all proficiency levels a model of a project/assignment prior to their completing the assignment.
- Teach the key concepts while limiting the vocabulary and details in the lesson.
- Test only those key concepts addressed.
- Use many visual aids during the instruction process; i.e. overhead transparencies, maps, graphic organizers, puzzles, computer, etc.
- Tape record the test or give test orally to student.
- Allow ELL student capable of tape-recording lessons to do so. (Provides immediate feedback for student to listen to the lesson at home and work on assignments on his/her own.)

READING

When making accommodations for ELL students in the area of reading, it is important to remember that there is a difference between listening and speaking and reading and writing. Some English Language Learners might be considered advanced in speaking, but functioning at a beginning instructional level when it comes to reading with fluency. Keep this in mind when assigning grades. Try to remember to place the emphasis on the student’s instructional level in Reading.

- ELL students at all proficiency levels should have reading materials provided at their instructional level by the classroom teacher.
- ELL students should be taught vocabulary in context; remember to limit the number of vocabulary words taught in each unit to only the key words. As comprehension increases, increase number of words.
- Tape record information for the ELL student to learn and let him/her listen to it.
Let students act out the story to demonstrate understanding.
Use a variety of strategies and approaches to teach reading. The key component is to make sure that students are being taught vocabulary through meaningful context, not in isolation.
Provide the ELL student the background knowledge necessary in order to understand.
Teach ELL students reading strategies that enable them to predict, connect, question, and visualize a story.

**SCIENCE**

- Homework should include completing graphs, drawing, writing in journal, etc.
- Students should work in groups when possible to solve problems or conduct experiments. Provide many hands-on experiences as ELL students learn best by doing and seeing lessons.
- Show ELL students at all proficiency levels a sample of a completed project or assignment when requiring a science project for a grade.
- Have students compile notebooks of their hypotheses, materials, procedures, data, conclusions of experiments, and field experiences.
- Have students prepare collections of science objects, such as sticks and leaves.
- Use “hands-on” experiential activities that do not rely on academic language for understanding
- Prepare large charts that summarize the steps involved in experiments.

**WRITING**

When making accommodations for English language learners in the area of writing, the same principle holds true. There is a large difference between listening and speaking and reading and writing. Many ELL students could be considered advanced in speaking but at a beginning instructional level in writing.

- ELL students may not know what cursive writing is; therefore, it will have to be taught.
- ELL students could be provided a list of basic sentence patterns or words (with pictures) most frequently used in their classrooms for use when writing independently.
- ELL students could use a journal as a means of practicing writing with teacher feedback.
- Classroom teacher could provide a model of what he/she expects the finishing writing assignment to look like.
- Allow ELL students to write about topics in which they have background knowledge.
- Allow ELL students to work together when possible to brainstorm and to begin the writing process.
- Use vocabulary words and sentence structures at the instructional level of the student. Use words from their own materials. The words must have meaning for the student. Provide context clues when helping the child to learn new material.
- Try to limit the number of spelling words assigned. Increase the number of words as comprehension level increases.
- Usually ELL student’s oral language skills tend to be higher than their reading and writing skills. Adjust assignments based on the instructional level of the student.
Strategies for Non-literate Learners

Some Definitions

We are teaching a huge variety of students. Some may be able to communicate their needs orally but not read and write in English. Others may be a beginner in all skills. In order to better identify where to start and what approaches will work with students, we need to find out who our students are and what their history is with the written word. Every student is going to have varying experiences and this affects the materials you select, your instructional focus, and the rate of your students’ progress. Beginning literacy can be viewed as a continuum.

PRE-LITERATE: Students from an oral language tradition, native language is not written

NON-LITERATE: Non-literate students come from a culture with a written language, but they have had little or no exposure to literacy in their first or second language.

SEMI-LITERATE: Semi-literate students have some but minimal literacy in their own language. They may be very nervous and hesitant and lack confidence in their literacy skills.

NON-ROMAN ALPHABET LITERATE: Students are fluent in literacy in a language that does not use a Roman alphabet.

Some Differences

<table>
<thead>
<tr>
<th>Literate Learners</th>
<th>Non-Literate Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn from print</td>
<td>Learn by doing and watching</td>
</tr>
<tr>
<td>Tend to be visually oriented</td>
<td>Tend to be aurally oriented</td>
</tr>
<tr>
<td>Make lists to remember</td>
<td>Repeat to remember</td>
</tr>
<tr>
<td>Spend years learning to read</td>
<td>Have limited time for learning to read</td>
</tr>
<tr>
<td>Know they can learn</td>
<td>Lack confidence in their learning ability</td>
</tr>
<tr>
<td>Learn best when content is relevant to their lives</td>
<td>Learn best when content is relevant to their lives</td>
</tr>
<tr>
<td>Can distinguish between important and less important print</td>
<td>May accept all content as being of equal Value</td>
</tr>
</tbody>
</table>

Strategies

1. Needs Assessment

While we always want to develop curriculum around students’ needs, finding out what they are for non-literate students is more challenging. Using photos/pictures of real places helps students express the places they may need to use English. Conducting some assessment of level is helpful in the classroom.
1. Can my students write their names in English?
2. Can my students identify any basic sight words or symbols from cards?
3. When pointing to letters of the alphabet, do my students have a concept of what sounds they make?
4. Can my students complete an English alphabet cloze exercise?
5. Can my students copy sentences in English?
6. Can my students read simple sentences in English?
7. Can my students write simple dictated sentences?
8. Can my students find a random page number in a book when told?
9. Can my students hold a pen, make shapes, know the place to start on the paper?
10. What are my students’ educational backgrounds?

2. Begin with Listening and Speaking
   Students need to be able to express some personal information and simple needs in very short learned phrases or sentences before starting to read. Only ask students to read something they have spent time practicing orally.

3. Start with Real Words
   Use student-generated material as a basis to learn sight words. Student-generated material avoids issues of comprehension as the students have given you the oral text such as in the Language Experience Approach. Use teacher generated material to reinforce and practice the new sight words. Include important words students find in their environment or in forms/documents.

4. Create a System to Record and Recycle new Sight Words
   Create a literacy rich environment of words your students can read; use a sight word wall or a target letter chart. Develop a system for individual students to record their new words; record the words on a list or set of index cards for frequent review.

5. Teach Word-attack Skills
   Students need to learn the sounds that letters make so eventually they will be able to read words that are not sight words. Start with some consonants and short vowels. Build into word families (/a/, /n/ . /a/ + /n/= an, /c/+ an= can, /m/+ an= man, etc)

6. Use a Combination of Top-down and Bottom-up Processing Strategies in Every Lesson
   Students need to grasp whole chunks of written language through exposure to whole but simplified texts. In addition, students need help to sound out combinations of letters and sounds in words they encounter. Include both reading for meaning and work on sounds and letters in each lesson.

7. Help students See Patterns in Language and Literacy
   Our students are learning to read in a language that is not their best. Help students see patterns so they can chunk words together and use strategies such as predicting.

8. Help students apply and notice literacy in the world around them
   It is exciting to see the word ‘the’ on a real poster or recognize a word, letter or short phrase in a real document. Help students apply their learning and celebrate success.
9. **Teach study skills and spend time organizing paper work**
Non-literate students have little experience organizing paper work. Number and date pages, color code important handouts and sort paper work regularly.

10. **Be intentional about planning literacy instruction and capitalize on ‘found’ literacy moments**
Literacy students need regular exposure to literacy at their level. This needs to be planned especially if most other students are already literate. Also, opportunities arise in listening and speaking activities where students encounter a literacy moment. Instead of having non-literate students copy the dialogue from the board, allow the literate students to copy while you provide a copy for non-literate students and use it to do something more level appropriate. Circle sight words that are known, notice letters and letter combinations, match pictures to the words or have students shadow read with you.
**Glossary**

**BICS:** Basic Interpersonal Communication Skills. Social Language that is less cognitively demanding

**Bilingual Instruction:** Instruction using two languages, usually the student’s first language and a second language

**CALP:** (Cognitive Academic Language Proficiency) Language proficiency related to academic setting. Language that is more intellectually demanding and abstract

**Comprehensible Input:** The language the learner already knows plus a range of new language that is made comprehensible by the use of planned strategies

**Content-Based ESL:** A second language learning approach where teachers use instructional materials, learning tasks, and classroom techniques from academic content areas to develop second language, content, cognitive and study skills

**Culture:** The sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes, and artifacts; also involves traditions, habits or customs; how people behave, feel and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating, and acting

**ELL:** English Language Learner

**ESL:** English as a Second Language

**Home Language:** Language(s) spoken in the home by significant others (e.g., family members, caregivers); sometimes used as a synonym for first language, primary language, or native language

**Language Proficiency:** The level of competence at which an individual is able to use language for both basic communicative tasks and academic purposes

**LEP:** Limited English Proficient

**NEP:** Non-English Proficient

**Newcomer:** Any non-English speaking student who has never attended American schools and is new to this country

**PHLOTE:** Primary Home Language Other Than English

**Primary language:** First or native language spoken by an individual

**Pull-out Instruction:** In the case of ESL pull-out instruction, when students are withdrawn from their regular classrooms for one or more periods a week for special classes of ESL instruction in small groups

**Realia:** Concrete objects used to relate classroom teaching to real life (e.g., use of actual foods and supermarket circulars to develop the language related to foods, food purchasing)

**Sheltered Instruction:** An approach in which students develop knowledge in specific subject areas through the medium of English, teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels
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