



Research-based Instructional Strategies for ELLs

Elementary

K-5th

2nd Edition



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INTRODUCTION

There are approximately six million English Language Learners, ELLs, in our country today. RISE, Research-based Instructional Strategies for ELLs, provides the processes to empower K-5th educators with the knowledge and skills to ensure that ELLs meet NCLB requirements. This resource was designed for all teachers. Whether the students' native language is English, Spanish or another foreign language, this resource gives teachers the tools to help them be effective through the integration of listening, speaking, reading, and writing along with the content curriculum.

It is essential that we challenge our ELLs to think critically and to have access to the same curriculum as their native English counterparts. In order to accomplish this, ELLs require purposeful research-based instruction. RISE is a quick reference to provide teachers with strategies to meet the linguistic needs of ELL students as they learn content. These research-based strategies include reading and writing techniques, cooperative learning, use of linguistic and nonlinguistic representations, scaffolding, teacher modeling, higher order thinking, and alternative classroom ELL assessments.

Finally, RISE recognizes the need and value in providing native language instruction when possible. Since there are multiple languages and various levels of language proficiency, this guide exists to support language instruction for ELLs in the required elementary standards.

Language and Content

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Language and Content Development

1. Model speaking, reading, writing, and thinking.
2. Honor and respect the silent period in language acquisition.
3. Use students' native language, if possible, in the instruction.
4. Integrate content with listening, speaking, reading, and writing in all lessons.
5. Repetition and pausing during speech is essential.
6. Use nonlinguistic representations such as illustrations and graphic organizers.
7. Display or showcase work that represents all students.
8. Praise and reinforce students' efforts to use English.
9. Provide collaborative experiences that promote socialization and academic language.
10. Encourage students to share their different backgrounds and experiences.
11. Allow students needed time to think when responding and rephrasing.
12. Teach to different levels of language proficiency.
13. Ask questions requiring higher levels of cognition.

Cooperative Learning Roles

Manager

Keeps the group on task

Makes sure everyone has a chance to participate and offer ideas

Timekeeper

Helps the group use time wisely

Reminds the group of time remaining for activity at regular intervals

Scribe

With the help of group members, writes down group's ideas

Spelling and handwriting do not count

Draws charts/graphs and key concepts

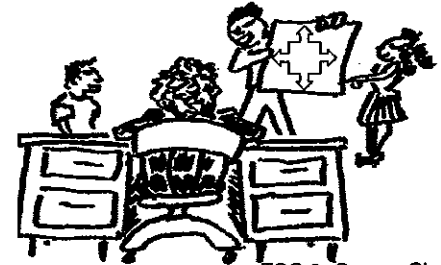
Reporter

With the help of group members, synthesizes key points and summarizes for the whole group

Runner

Gathers materials and supplies needed for the performance task

Takes completed activities and projects to be displayed or showcased



ESC 2, Corpus Christi

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Recommended Grouping Strategies

Heterogeneous Grouping: Classrooms composed of multiple language proficiency levels, multiple languages, and monolingual English speaking children are grouped for various activities. The teacher is responsible for creating a trusting environment and encourages positive interactions. Students will benefit from each other socially and academically.

Student Choice Grouping: Allow students to choose their groups for special projects or activities.

Short-term Placement: Some ELLs will require targeted instructional support. He/she can receive this help from other students that have these specific strengths.

Working in Pairs: Pair an ELL with an English speaking student who work well together.

Age-Appropriate Grouping: For multi-age settings, older ELLs should be grouped with other older ELLs along with monolingual English speaking children.

Collaborative Whole Group Instruction: The teacher directs instruction as students work in groups.

Flexible Grouping: Students may need additional support for specific reading, math and other skills. Teachers should use flexible grouping for only short periods of time.

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Motivational Strategies

1. **Accept and value students' native language and cultural background.**
2. **Teach on grade level; do not "water down" intended curriculum.**
3. **Show your own excitement for learning new concepts.**
4. **Encourage students to be risk-takers in learning English and content.**
5. **Create an authentically engaged classroom.**
6. **Provide visual, auditory, tactile, and kinesthetic learning opportunities.**
7. **Encourage students to share their own ideas and experiences.**
8. **Integrate listening, speaking, reading, and writing across all curriculum.**
9. **Model correct English without correcting students' speaking.**
10. **Challenge students to think critically.**
11. **Use cooperative learning activities. ELLs benefit from other English speaking models.**
12. **Draw on students' own life experiences as a springboard for learning.**
13. **Provide explicit feedback through modeling.**

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Levels of Language Proficiency Listening and Speaking Descriptors

Exposure to English	0 to 1 years	2 to 3 years	3 to 4 years	4 to 6 years	6+ years
Stages	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
English Proficiency	Level I	Level II	Level III	Level IV	Level V
Listening and Speaking Descriptors	<ul style="list-style-type: none"> •Comprehends simple statements and questions •Speech is guided by questions and feedback from the teacher •Depends on repetition and gestures •Speech rate is slow •Observes with 	<ul style="list-style-type: none"> •Comprehends basic vocabulary and grammatical structures •Speech rate is slow to normal •Uses common verb tense forms •Errors in use of tenses and selection of verbs •Uses gestures with short phrases 	<ul style="list-style-type: none"> •Speech errors mixed with a few non-English words •Depends on repetition, gestures, and other nonverbal cues to maintain conversations •Uses simple sentences •Speech rate is slow to normal 	<ul style="list-style-type: none"> •Comprehends standard speech •Speaks using English with some errors that are non-distracting •Comprehends English well •Proficient in use of simple sentences and verb tenses •Speech rate is 	<ul style="list-style-type: none"> •High degree of fluency and accuracy •Uses detailed, vivid and clear vocabulary •Elaborates with details and has few speech errors •Uses transitions: if, then, finally, prior to, etc. •Has native-like grasp and comprehension

Levels of Language Proficiency Reading Descriptors

Exposure to English	0 to 1 years	2 to 3 years	3 to 4 years	4 to 6 years	6+ years
Stages	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
English Proficiency	Level I	Level II	Level III	Level IV	Level V
Reading Descriptors	<ul style="list-style-type: none"> •Comprehends general messages of basic reading passages that are read to students •Reads passages with simple language structures and high frequency vocabulary •Relies on visual cues and prior knowledge 	<ul style="list-style-type: none"> •Comprehends narrative text •Relies on contextual and visual cues •Uses prior knowledge to understand •Relies on text often related to personal experiences •Relies on picture dictionary 	<ul style="list-style-type: none"> •Comprehends the content of different genres •Relies on text that is factual and literal, with some abstract ideas •Relies on text related to personal experiences •Determines the meaning of many words with multiple meanings 	<ul style="list-style-type: none"> •Comprehends meaning from a wide range of texts •Uses reading strategies to obtain meaning •Reads text that may not be familiar and predictable •Acquires and uses accurate and varied vocabulary 	<ul style="list-style-type: none"> •Comprehends a wide range of authentic texts, styles, and technical text •Acquires and uses accurate, purposeful, and varied vocabulary •Synthesizes information •Consistently determines the meaning of content area vocabulary

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Levels of Language Proficiency Writing Descriptors

Exposure to English	0 to 1 years	2 to 3 years	3 to 4 years	4 to 6 years	6+ years
Stages	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
English Proficiency	Level I	Level II	Level III	Level IV	Level V
Writing Descriptors	<ul style="list-style-type: none"> •Uses inventive writing and inserts many native language vocabulary words •Draws and writes short phrases and simple sentences •Text may or may not include approximations of letters or known 	<ul style="list-style-type: none"> •Composes writing on relevant and personal topics •Text is short (1-2 paragraphs) •Uses basic vocabulary, simple sentences and phrases •Errors in spelling and grammar are frequent 	<ul style="list-style-type: none"> •Writes short essays up to 3-4 paragraphs •Uses basic vocabulary and common language structures •Uses present, past and future tenses •Errors in spelling and grammar are 	<ul style="list-style-type: none"> •Shows good control of grammatical structures •Uses full range of verb tenses •Produces independent writing with good control of basic English conventions 	<ul style="list-style-type: none"> •Approaches fluency and makes occasional errors •Produces writing with only minor errors that do not impede the message conveyed •Writes as well as native English students

Language Proficiency Levels

Listening, Speaking, Reading, and Writing

LSRW

Levels	1	2	3	4	5
<u>Listening</u>	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<u>Speaking</u>	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<u>Reading</u>	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
<u>Writing</u>	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced



An ELL may exhibit listening and speaking at the advanced level, reading at the intermediate, and writing at the beginning level. Older ELLs develop reading and writing faster because they have more experiences than younger ELLs. Younger ELLs develop oral proficiency faster than older ELLs because they are less inhibited to speak.

Language Acquisition

Cognitive Academic Language

Content Knowledge

