

Academic Language and English Language Learners

Teachers who work with English as a Second Language learners will find English as a Second Language (ESL), English for Speaking of Other Language (ESOL), English Language Learner (ELL), English as a Foreign Language (EFL) reading/writing skill building activities and ideas to help PreK-3, 4-8, and 9-12 students with acquiring Academic Language. ¡Colorín Colorado! offers a webcast on Academic Language and English Language Learners which is a great source of information. The webcast features Dr. Robin Scarcella of the University of California at Irvine. Dr. Scarcella will provide an overview of academic language instruction for English language learners, as well as teaching strategies, activity ideas, and recommended resources. Please take time to view this wonderful webcast at <http://www.colorincolorado.org/webcasts/academiclanguage/> .

English Language Learners with Learning Disabilities (ELLLD)

Do you know how to tell the difference in an ELL student with a learning disability or an ELL having difficulties in learning academic language? A lot of times we cannot tell the difference because the student is being quiet or we think the student is nonverbal. In this webcast from ¡Colorín Colorado! , Dr. Elsa Cárdenas-Hagan will discuss effective assessment and instructional strategies for English language learners with disabilities. Dr. Cárdenas-Hagan is a bilingual speech-language pathologist. This webcast discusses effective assessment and instructional strategies for English language learners with learning disabilities, as well as ways to help encourage the active involvement of parents of ELLs with LD in their children's schools. Please click on the following link to view the webcast at <http://www.colorincolorado.org/webcasts/disabilities/> .

Strategies for Teaching English Language Learners

If you're like a lot of teachers, your classroom is becoming more diverse with languages. While this diversity occurs, teachers are questioning, "How can I assist this student to learn English and become proficient?" Scholastics has a wonderful article on strategies for teaching English Learners from veteran teachers.

<http://www.scholastic.com/teachers/article/strategies-teaching-english-language-learners>

High School English Language Learners and Mathematics

WIDA has a blog entitled “Using the Can Do Descriptors in a High School Math Class.” Please click the link to read the article <http://www.widaatwcer.blogspot.com/2012/05/using-can-do-descriptors-in-high-school.html> . The article provides strategies that mainstream and ELL teachers can use the strategies to instruct high school students in math. The blog highlights how to differentiate classroom instruction or classroom assessment according to the student’s language proficiency level.

Graphic Organizers for Content Instruction

Teachers will find the following link helpful. There are various activity downloads that can be used in the classroom http://www.everythingsl.net/in-services/graphic_organizers.php . Graphic organizers make content area information more accessible to second language learners. They convert complex information into manageable chunks. One of the roles as ESLA and bilingual specialist is to encourage mainstream teachers to employ teaching techniques which make content area information more accessible to second language learners. Content materials present text which is too dense for ELLs. Teach your students to use graphic organizers such as webs, Venn diagrams, and charts to help them better comprehend these texts.

Let’s Read It Again: Comprehension Strategies for English-Language

One of the most effective ways to engage English Language Learners (ELLs) and help them comprehend and read English is through repeated readings and retellings of appealing bilingual picture books. Using *Con Mi Hermano/With My Brother* by Eileen Roe, has second grade Spanish-speaking ELLs identify the main idea of the story, construct meaning from text and illustrations, and learn English words. They then demonstrate their knowledge and practice writing in English by writing a poem and a retelling of the story. This lesson (which can be adapted using bilingual books in other languages and for older ages) also has older struggling readers read with younger students. Finally, it encourages English-speaking students in regular classrooms to learn Spanish words for familiar people and objects. The following link is sponsored by [readwritethink](http://www.readwritethink.org/classroom-resources/lesson-plans/read-again-comprehension-strategies-1045.html) <http://www.readwritethink.org/classroom-resources/lesson-plans/read-again-comprehension-strategies-1045.html> and is a good resource for lesson planning and activities. This is a K-2 activity with an estimated time of five 30 minute sessions.

Acrostic Poems

In this online interactive writing poetry activity, students can learn about and write acrostic poems. An acrostic poem uses the letters in a word to begin each line of the poem. All lines of the poem relate to or describe the main topic word. As part of the online tool, students brainstorm words to help write their poems and can save their work in progress to revise and edit, reinforcing elements of the writing process. Students can also print their finished acrostic poems or proudly show off their work by emailing it to a friend. The following link has lesson planning ideas <http://www.readwritethink.org/classroom-resources/student-interactives/acrostic-poems-30045.html>.

Understanding the “Silent Period” with English Language Learners

If you have a new English Language Learner in your class who is not speaking, don't worry. According to language researcher Stephen Krashen, most new learners of English will go through a “silent period,” where they are unwilling or unable to communicate orally, even though they understand much of what is going on around them. They are not comfortable speaking in the new language, because it is difficult for them to express their thoughts orally. Children in this silent period should not be forced to speak before they are ready. They need time to listen to others talk, digest what they hear, and observe their fellow classmates' interactions with each other. Because they are silent, it doesn't mean they are not learning the language. The following link from Choice Literacy has an interesting article by Andie Cunningham and Ruth Shagoury to assist teachers with understanding non-verbal English Language Learners <https://www.choiceliteracy.com/articles-detail-view.php?id=47>.