



SCAN ME

Making Content Area Instruction Meaningful for English Language Learners

SIX KEY IDEAS FOR ALL TEACHERS WORKING WITH ENGLISH LANGUAGE LEARNERS

As educators, we all share the responsibility for ensuring that English Language Learners and Multilingual Learners can comprehend the content we provide. Scan the QR code above to explore these six key areas in more depth.

Top Takeaways

- **COMPREHENSIBLE INPUT:** Think about the strategies you use if you do not speak a certain language. What are some ways that you could convey meaning without using words with your students? How can you use more nonverbal ways to convey meaning for your students?
- **KNOW YOUR ELLs:** Every ELL, like all of your students, is unique and has a unique set of strengths and needs...in language development and background experiences, etc.
- **UNDERSTAND HOW TO USE HOME LANGUAGE APPROPRIATELY:** Know which students need the support and would benefit from the support in Home Language. Know what key words and ideas would be most helpful. Use short, mini tutorials, or isolated words in Home Language. Do not translate everything into the home language, or rely on Google Translate to translate full texts. Do not use the student's peers to translate information on a regular basis.
- **USE SCAFFOLDS TO SUPPORT LEARNING:** Providing scaffolds for students can support their learning at any stage. Selecting the appropriate scaffold can make rigorous grade-level curriculum accessible to all students by providing comprehensible input. Scaffolds can be used in the use of materials, instructional approaches, or student groupings.
- **INCREASE YOUR ELLs' ACADEMIC AWARENESS:** Think about how you teach Academic Vocabulary in your lessons. When selecting a text, note the purpose for teaching this text. Analyze the various elements of the text's academic language and consider the vocabulary, grammar or syntax, organization and sociocultural level of the text.
- **KNOW YOUR ELLs:** Be creative with your own scaffolds and supports. Consider using tools such as videos and games to engage students in key concepts and vocabulary.

Webinettes

EXPANDING ACADEMIC LANGUAGE:

Monroe 2-Orleans BOCES created webinettes — short videos that introduce academic language to students in their home language. These webinettes should not be considered a substitute for a lesson. Rather, these are meant to be take-home resources that will help to engage the learner and parents for further learning and meaningful participation.

Topics were selected by reviewing performance data with ELLs, and determining high-leverage concepts to help move ELLs forward in understanding. While the concepts were chosen from performance on the NYS Regents exams, these webinettes can be used with students across grade levels. They can also be used with students who are not ELLs, but struggle with concepts.

- ✓ Visit <https://www.eteachny.org/ells-and-mls/ells-mls-webinettes/> to see examples of these tools or scan the code above.

