



ADDENDUM to ESOL Instructional Strategies Matrix

The following are key concepts for new/second language instruction:

- The learner is seen as a motivated, self-directed problem-solver who derives a sense of self-worth and confidence from a variety of accomplishments.
- The classroom environment encourages communication. Teaching and learning reflect the beliefs that language learning is spiraled and is acquired with practice over time and not in single experiences. Proficiency develops gradually as learners move from partial control to sustained control of the language.
- All language curriculum academic skills and processes are integrated into instruction through the use of ESOL instructional strategies.
- The curriculum is organized in theme-driven lessons/units according to a competency-based focus where grammar instruction is embedded and presented through communicative activities.
- Planning is thematic and provides a coherent theme or topic for each lesson/unit.
- Reading and writing are used as communicative tools, reflecting the connection between oral and written language.
- The curriculum includes a range of cultural experiences.
- Materials and activities are meaningful, and natural learning occurs in a meaningful communicative context.
- All language skills are assessed, and assessment is used as a tool for learners to demonstrate what they have learned by applying it in a new task or problem situation.

I. Principles of Teaching Language to English Language Learners (ELLs)

The following eight principles of language teaching and learning can provide a base for working with ELLs. For interpersonal use, informational use, and aesthetic use, students learn language best when:

- they are treated as individuals with their own needs and interests,
- they are provided with opportunities to participate in communicative and reflective use of the language in a wide range of activities,
- they are exposed to language that is comprehensible and relevant to their own interests and frames of reference,
- they focus deliberately on various language forms, skills, and strategies to support the process of language acquisition and the learning of concepts,
- they are exposed to socio-cultural information and direct experience of the culture embedded within the language,
- they become aware of the role and nature of language and culture,
- they are provided with appropriate feedback about their progress, and
- they are provided with opportunities to manage their own learning.

II. Meeting the Student's Cognitive Academic Needs

Although the development of higher-order thinking skills and coping strategies is crucial to the academic and personal success of all students, it is especially true for some ELLs who have not had complete educational experiences due to social, economic, or political factors that interrupted their education. These students need additional enrichment and cognitive practice to improve their processing and production of content material. To do so, it is important that teachers identify, build, and enrich upon those skills and knowledge students may have already mastered.

III. Making Instruction Comprehensible

The ESOL instructor makes instruction comprehensible to ELLs through a variety of means, which may include, but are not limited to, the use of gestures, visuals, concrete examples, and through the routines and rituals of the lesson and the school day. It is important that the instructor uses his/her acting abilities, concrete objects, pantomime, signs, posters, and similar symbolic and concrete referents to illustrate meaning. The following are strategies that can be implemented to support language development.

A. ACCOMMODATIONS

A1. Approved Dictionary and/or Glossary

ELLs must have access to English-to-heritage language/heritage language-to-English dictionaries or glossaries or both, in print, electronic, or digital format, such as those made available to ELLs in an instructional setting. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided. If the dictionary, glossary, or website uses the Internet, schools must ensure that students have access only to the dictionary, glossary, or website that meets the same requirements and must not have access to any other sites.

A2. K-2 Picture Translation Dictionary and/or Glossary

Students in Grades K through 2 may be provided with a picture translation dictionary or glossary that meets the requirements of the above paragraph.

A3. Flexible Scheduling

ELLs may take a part or a session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.

A4. Flexible Setting

ELLs may be offered the opportunity to be tested in an identified classroom setting with the ESOL or heritage language teacher acting as test administrator. Parents must be informed of this option for students who are not of legal age and shall be given the opportunity to select the preferred method of test administration.

A5. Heritage Language (L1) Support

ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices. This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student's heritage language. Assistance may not be provided for passages in Reading and Writing tests. Assistance in the heritage language shall be limited to the following:

- The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
- The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in Reading and Writing passages.

B. CLEAR COMMUNICATION

B1. Anecdote/Storytelling

By sharing an anecdote with students, we provide contextual support that creates an emotional connection to make texts engaging and fun. The more sensory detail, the more imaginable, and therefore, comprehensible, an anecdote will be. This is especially important when texts address abstract concepts.

B2. Clear & Concise Language

Using clear and concise language is a foundational ESOL strategy that supports English Language Learners (ELLs) by reducing linguistic confusion and making instruction more accessible. This approach involves simplifying vocabulary, avoiding idioms or slang, speaking at a moderate pace, and using straightforward sentence structures. This strategy also supports comprehension during instruction, discussions, and assessments, allowing students to engage more confidently and effectively with academic material.

B3. Reviewed Content & Language Objectives

In effective instruction, concrete content objectives that identify what students should know and be able to do must guide teaching and learning. Language objectives may cover a range from process-oriented to performance-oriented statements so that students have a chance to explore, and then practice, before demonstrating mastery of an objective. The teacher posts and discusses content and language objectives to provide a clear learning target, focusing on instruction and fosters a sense of purpose in their learning.

-Making Content Comprehensible for English Learners The SIOP Model 2016

B4. Demonstrations

Demonstrations are a powerful ESOL strategy that involves showing, rather than just telling, to help ELLs understand new concepts and instructions. Teachers model tasks, procedures, or behaviors using visual cues, gestures, objects, or real-life actions to reinforce meaning. This hands-on, visual approach supports language development by pairing spoken or written instructions with observable actions. Demonstrations make abstract ideas more concrete and help bridge language gaps.

B5. Enunciation

Clear enunciation improves students' listening comprehension and models accurate pronunciation, which is especially helpful for learners developing phonemic awareness and speaking skills.

B6. Pausing & Pacing

Lesson pacing, also known as instructional pacing, occurs when a teacher deliberately increases or decreases the speed at which he/she is teaching. Lesson pacing can occur as part of a planned strategy to teach certain materials or as a response to how well students are receiving instruction. Pacing has two related dimensions. One dimension, curriculum pacing, is concerned with the rate at which progress is made through the curriculum. The second dimension, lesson pacing, is concerned with the pace at which a teacher conducts individual lessons. Pacing is important because most students, including low-achieving students, learn more when their lessons are conducted at a brisk pace. A fast pace serves to stimulate student attentiveness and participation, and more content can be delivered by the teacher. This assumes that the lesson is at a level of difficulty that permits a high rate of student success; material that is too difficult or presented poorly cannot be learned at any instructional pace. Thus, pacing, like other characteristics of effective instruction, shows considerable variability among teachers and has a pronounced effect on student achievement.

B7. Pointing & Gestures

By using specific gestures, teachers can emphasize the importance of certain key concepts/ideas and provide contextual support to text and identified topics. Teachers use hand movements, facial expressions, and body language, along with pointing to objects, visuals, or text to clarify meaning and guide student attention.

B8. Repeating/Paraphrasing

By repeating and/or paraphrasing key words/concepts, teachers draw attention to key ideas. It is particularly effective when students paraphrase key ideas. Teachers repeat important words or phrases and paraphrase complex sentences to clarify meaning and provide multiple exposures to new language.

B9. Retelling

Retelling encourages ELLs to recount a story, event, or information in their own words after listening or reading. By retelling, learners reinforce vocabulary, sentence structure, and sequencing, while gaining confidence in expressing ideas clearly.

B10. Show Examples & Non-Examples

By showing examples and non-examples of student work, teachers provide a clear and concrete idea of what they expect within an assignment. By providing clear examples alongside contrasting non-examples, teachers clarify meaning, highlight important features, and prevent misconceptions. This visual and contextual approach supports deeper comprehension of vocabulary, grammar, and academic content.

C. ASSESSMENTS

C1. Checklist

Checklists identify steps students take to complete tasks and help them to remember different steps they need to take as they work through a new process. The goal is for students to internalize these steps for future tasks, so the instructor gradually releases the role of learning. Checklists facilitate students' metacognitive development, confidence, and independence in completing complex tasks. They may be created in various forms including posters, postcards, or bookmarks.

Instructors may consider using checklists to determine at what level of development students are performing, based on the strategies they are using. In addition, they may provide a source of assessment and feedback, as well as a reminder of what a teacher should be looking for when working with students.

C2. Cloze Test

Cloze is an open-ended strategy where words or letters are eliminated from text to model the use of specific strategies. Readers fill in the blanks with words or phrases. The instructor may use this procedure to model a variety of problem-solving reading strategies as he/she guides the students through the text. The Cloze concept has also been applied to second language oral development in which the instructor proposes a series of incomplete oral statements, and the student "fills in" the missing information. Lessons using the Cloze procedure expand student's opportunities to listen, speak, read, and write.

C3. Context- Embedded Text

Context-embedded refers to the learner's use of external clues and information, such as facial gestures, real objects, and pictorial representation to enable understanding, to the other extreme where the learner must rely on linguistic cues and knowledge about language and text to understand meanings.

C4. Interview

Interviews involve observing and questioning students to get a better idea of their attitudes, thinking processes, level of understanding, ability to make connections, or ability to communicate or apply concepts. They are effective at diagnosing both strengths and needs. They encourage students to reflect upon their own thinking. Interviews can occur formally or informally. Teachers can ask the student to do a task and to explain what they are doing and why as they work. Keep records with either a video/audio recorder, rubric, or anecdotal notes. Note that not all students need to be interviewed on a given set of tasks. Remember to allow plenty of wait time so that the student can give thoughtful responses.

C5. Labeling

Labeling items in the classroom will assist ELLs in the identification of items and in relating them to written words.

C6. Observation

Observations are a commonly used method to informally assess student behaviors, attitudes, skills, concepts, or processes. Anecdotal notes, checklists, video, audio recordings, or photos may be used to formalize and document the observations made.

- Use observations to collect data on behaviors that are difficult to assess by other methods (e.g.,

attitude toward problem solving, selection and usage of a specific strategy, modeling a concept with a manipulative, ability to work effectively in a group, persistence, concentration). • Observe and record the way students solve problems and complete tasks.

- Ascertain whether students (individually or in a group) are attaining the intended objectives with observational tools. (Do I need to reteach? Are students ready to move on?) • Record and date your observations during or soon after the observation. Develop a shorthand system. Distinguish from inferences.

- Observe students in a natural classroom setting so you can see how they respond under normal conditions. It is easier to observe students' behavior if they are working in small groups rather than alone.

- Have an observation plan but be flexible enough to note other significant behavior. It may be helpful to record either many behaviors for one student or one behavior for many students.

C7. Oral Assessment

Oral assessment refers to any assessment of student learning that is conducted by the spoken word.

C8. Presentation

Presentations allow ELLs to demonstrate mastery of standards through an alternative means. It is important for the teacher to be aware of each student's readiness to present in front of his or her peers. When students present in small groups (rather than individually), the level of anxiety typically decreases.

C9. Portfolio

Use of work samples chosen with specific criteria to evaluate student progress. Students compare their current effort to their previous work rather than to the work of other students.

C10. Response Cards

Response cards are reusable signs or cards that students use in the classroom to answer questions. Students write one or two-word answers on these cards in response to questions posed by the teacher. Students are given an allotted period of time to write their responses, and all students display their responses simultaneously. Response cards are a quick and easy tool for student assessment.

C11. Rubrics

Rubrics provide clear criteria for evaluating a product or performance on a continuum of quality. Rubrics are *not* simply checklists with point distributions or lists of requirements. Well-designed rubrics have the following in common:

They are task-specific: The more specific a rubric is to a particular task, the more useful it is to the students and the teacher. The descriptors associated with the criteria should reference specific requirements of the assigned task and clearly describe the quality of work at each level on the rubric.

They are accompanied by exemplars: The levels of quality described in the rubric need to be illustrated with models or exemplars. These anchor papers help both the students and the teacher to see and understand what quality work looks like as it is described in the rubric. These models or exemplars can come from past student work, or the teacher can create a model to share with the class.

They are used throughout the instructional process: The criteria used to evaluate student work should be shared as the task is introduced to help students begin with the end in mind. Rubrics and models should also be referenced while the task is being completed to help students revise their work. They should also be used after the task is complete, not only to evaluate the product or performance, but also to engage students in reflection on the work they have produced.

Teachers poll students at any time during class to assess progress and, based on responses, customize lessons to create a more personalized learning environment that is tailored to individual student needs.

C12. Samples

By showing students samples of work expectations, teachers provide a clear and concrete idea of what the teacher expects within an assignment.

C13. Self/Peer Assessment

Self-assessment, or peer-assessment, is a process whereby students or their peers grade assignments or tests based on a teacher's benchmarks. By editing their own work or the work of peers, ELLs can learn in a meaningful context prior to teacher feedback.

C14. Sentence Frames

Students often struggle to find just the right words to explain, describe, and clarify what they are thinking. One way to help students and further engage ELLs in class discussions, is to provide sentence frames. For example, when teaching about classifying animals, the teacher might provide the sentence frame, "A ____ is a because it ____." Students will then fill in the blanks with an animal, the appropriate classification, and one or more characteristics.

C15. Voting Devices

Teachers poll students at any time during class to assess progress and, based on responses, customize lessons to create a more personalized learning environment that is tailored to individual student needs.

D. Language Comprehension & Word Recognition

D1. Context Clues

The first way to figure out the meaning of a word is from its context. The context is the other words and sentences that are around the new word. To figure out the meaning of a word from context, a student makes a guess about what the word means. To do this, he/she uses the hints and clues of the other words and sentences. A student might not be able to guess the exact meaning of a word but may be close enough to understand the meaning of the sentence. Types of context clues include definitions, synonyms, antonyms, examples, explanation, experience, or prior knowledge of a subject.

Definitions, Synonyms, and Antonyms:

Sometimes this can be easy to do because the author may have provided a *definition* or a *synonym* right there next to or near a term that can be used to unlock its meaning. A *definition* is a statement giving the meaning of a word. A *synonym* is a word that means almost the same as another.

When in doubt about the meaning of an unfamiliar word, look around in the sentence, check to see if there is a definition or synonym clue to help unlock meaning.

Another kind of context clue (in addition to definitions and synonyms embedded in sentences) is a word or words of opposite meaning (antonym) set somewhere near a word that is unfamiliar. If a word or words of opposite meaning are found and the student recognizes it or them, they are "home free." The student can then unlock the meaning of the unfamiliar word.

Step 1: Check for synonyms or definitions embedded right there. When a student finds a synonym or definition, reread the sentence with the new term keeping that synonym or definition in mind.

Step 2: Check for an antonym clue. When a student finds one, have him think about its meaning, actually telling himself the opposite meaning. Then the student rereads the sentence and rephrases it in his own mind.

D2. Etymology/Cognates

Bilingual students whose first language is a Romance language such as Spanish, French, Italian, Portuguese, or Romanian are at an advantage when it comes to vocabulary acquisition in English.

These students can often access their knowledge of cognates in their native language to determine the meaning of words in their second language. The number of cognates they will encounter tends to increase as they encounter increasing numbers of words with Latin roots, especially in their science and social studies courses.

Words have two dimensions; a label and the concept(s) or meaning(s) behind the label. Often, ELLs already know the equivalent concept for new English words they encounter, especially if they are orally proficient and literate in their first language. In these cases, they can be quickly taught the English label, usually by just translating the English word for them into their native language. In other cases, they know both the concept and the label in the form of a cognate.

It should also be noted that some cognates are well known in one language, but not the other. Consider the examples, infirm/enfermo or scribe/escribir. In both cases, the English word is a rare one, and the Spanish is the most common label used for the concept.

A teacher does not need to be bilingual to use cognates for teaching. He/she can look up a word in a Bilingual/ESOL Department June2025 vbs

bilingual dictionary to see if it is a cognate or ask the students if they know of a similar word in their native language. The following are suggested steps for teaching Spanish-speaking literates to use cognates and context in reading texts in English.

1. Have students read the text silently or aloud to a partner. Discuss what it means with the partner or in a small group.
2. Discuss the vocabulary with the whole class. Use cognates and context clues to figure out meanings. Point out spelling patterns, like –tion in English becomes –ción in Spanish.
3. Discuss grammatical differences between English and Spanish such as word order for nouns and adjectives.
4. Read the text aloud as students follow along. Have students listen for words they recognize orally.
5. Clarify and explain words in the texts that cannot be figured out from cognates or context.

D3. Interactive Word/Sound Walls

A word wall is a systematically organized collection of words, such as frequently misspelled words or content specific words, which are displayed in large letters on a wall or other large display in the classroom. It is a tool to use, not just a display. Word walls are designed to promote group learning and to be shared by a classroom of students.

Goals:

- Support the teaching of important general principles about words and how they work.
- Foster reading and writing.
- Provide reference support for students during their reading and writing.
- Promote independence on the part of students as they work with words in writing and reading.
- Provide a visual map to help students remember connections between words and the characteristics that will help them form categories.
- Develop a growing core of words that become part of a reading and writing vocabulary.

Guidelines:

- Add words gradually, five per week.
- Make words accessible by putting them where every student can see them, by writing them in big, black letters, and by using a variety of background colors so that the most often-confused words (there, their; what, when) will stand out.
- Be selective about what words go on the wall, limiting additions to common, high frequency words which students use often in writing.
- Practice those words by chanting and writing them.
- Use a variety of review activities to provide enough practice so that words are read and spelled instantly and automatically.
- Make sure that Word Wall words are spelled correctly in any writing that students generate.

A Word Wall or Sound Wall displays key vocabulary, high-frequency words, or sounds in a visible and organized way to support ELLs. A **Word Wall** typically features commonly used words grouped alphabetically or by theme, while a **Sound Wall** focuses on phonemes and their corresponding graphemes, often with visuals and mouth position cues. These walls serve as ongoing visual references that reinforce vocabulary, spelling, pronunciation, and phonics skills.

D4. Phonology

Phonology refers to the sound of words. Teachers must be aware of the phonemic components and difficulty presented within a text. It is also important to be aware of certain phonemic makeups that

are present in English but may not be present in their ELLs' first languages (L1).

D5. Multiple Meanings

There are many polysemantic or multiple meaning words in the English language. It is important for teachers to be aware of the multiple meaning words that are embedded in a given text and be prepared to assist ELLs with the identification of the appropriate definition in context.

D6. Semantic Feature Analysis

Semantic Feature Analysis is a strategy that helps reinforce vocabulary that is essential to understanding important concepts in a text. The teacher builds a grid in which essential vocabulary words are listed vertically, and features and/or ideas are listed horizontally. Students complete the grid by indicating with a check mark or minus sign whether each word possesses the stated features or is related to the ideas.

How to Use Semantic Feature Analysis:

1. **Choose a text.** This strategy works best with expository texts.
2. **Create a grid.** Put the vocabulary words you want students to focus on vertically down one axis. List features or ideas associated with those words horizontally across the other axis.
3. **Students complete the grid.** Students complete the grid by indicating with a check mark or minus sign whether each word possesses the stated features or is related to the ideas. A check mark indicates that the word does possess the feature (or is related to the idea), and a minus sign indicates that it does not.

Other Options:

Before reading: If you want to elicit students' prior knowledge, have students complete the grid before they begin reading the text. Then after students have read the text, they can come back to the grid and see if they have changed their minds about any of their decisions. If you use the grid in this way, you might want to provide students with a place to indicate their responses for both before and after reading.

During and/or after reading only: If you choose to have students complete the grid during and/or after they read, you will provide them with a purpose for reading and give them a tool they can use to monitor their comprehension.

Discuss completed grids with students. Regardless of when students complete the grids, it is important to discuss their grids with them after they are finished reading. By analyzing the completed grid, students can visualize connections and make predictions.

D7. Tier II/Tier III Analysis

Tier II words are more complex than Tier I words. They may also be more abstract. These include:

1. Words that are important and useful to understanding the text, such as: character, setting, plot, even numbers, and country.
2. Words that have connections to other words and concepts, such as: between, among, by, combine, and estimate.
3. Words for which students understand the general concept but need greater precision and specificity in describing a concept or a person, such as: sets, tables (for math or science, or for a table

of contents), shy, ashamed, and stubborn.

Tier III words are used infrequently and are often limited to special, specific domains. They are best learned when a specific need arises, such as during a content area lesson. Examples: igneous, metamorphic, revolution, economics. Etymology and reference to L1 (for Latin/Romance languages) are especially important here.

D8. Vocabulary Games

Vocabulary games are an engaging ESOL strategy that helps ELLs learn and reinforce new words through interactive and playful activities. These games such as word bingo, matching, charades, or digital quizzes create a fun, low-stress environment where students can practice vocabulary in meaningful contexts. By combining repetition, movement, and collaboration, vocabulary games enhance word retention and make language learning more enjoyable.

D9. Vocabulary Word Banks

Vocabulary banks are one way to allow ELLs to comprehend and apply new vocabulary in meaningful ways. It is important to incorporate contextual support and application (through speaking or writing) of vocabulary within vocabulary banks.

E. COLLABORATION & CONVERSATION

E1. Academic Games

Games allow ELLs to develop conversational skills in a non-threatening format. Games are motivating for students and assist in reinforcing classroom material. These games reinforce vocabulary, grammar, math concepts, science terms, or social studies knowledge while promoting English practice in a fun, collaborative setting.

E2. Debate

Opportunity for ELLs to practice speaking, critical thinking, and argumentation skills by discussing opposing viewpoints on a topic. Through structured speaking opportunities, students develop vocabulary, organize their thoughts, and build confidence in using English for academic and real-world communication. Debates promote active listening, respectful interaction, and deeper understanding of language and content.

E3. Group Presentation/ Project

Group Projects is a dynamic strategy through which students develop linguistic and academic skills simultaneously. In this highly successful strategy, ELLs work together in small, intellectually and culturally mixed groups to achieve goals and to provide an academic assessment tool for the instructor.

E4. Jigsaw

This is a cooperative learning strategy in which everyone becomes an “expert” about a topic or sub-topic and shares his/her learning within a group setting, so that eventually, all members learn the content.

- To implement this strategy, the students are divided into groups; each group member is assigned a section or a part of the material selected for study.
- Each student meets with the members of other similar groups who have similar assignments, forming a new group.
- This new group learns together, becomes an expert on their assigned material, and then plans how to teach this material to members of their original groups.
- Students later return to their original groups (whose members each now represent one of the different areas of the topic being studied) and teach their area of expertise to the other group members.

In this manner, a topic or subject of great length can be covered and learned in a fraction of the usual time. ELLs can learn the material much more effectively since they must also become teachers of the content. Jigsaw offers many opportunities for language acquisition, practice, enrichment, and reinforcement.

E5. Panel Discussion

This is a cooperative learning strategy in which students organize a planned presentation, where each member of the group takes one of the possible topic viewpoints. An individual presentation may have oral, written, or multimedia components. Students form teams to research, develop, and articulate their viewpoints. This strategy helps students in developing the ability to organize information, present ideas, and draw conclusions.

E6. Peer Pair

Use a peer pair to provide assistance in the home language as well as opportunities to negotiate meaning in the development of second language communication skills in a non-threatening

environment. As a precaution, do not let the partner talk for the ELL.

E7. Socratic Seminar

The goal of a Socratic seminar is for students to help one another understand the ideas, issues, and values reflected in a specific text. Students are responsible for facilitating a discussion around ideas in the text rather than asserting opinions. Through a process of listening, making meaning, and finding common ground, students work toward shared understanding rather than trying to prove a particular argument.

E8. Think/Write/ Pair/ Share

Think/Write/Pair/Share guides ELLs through a structured process to develop and express their ideas. Students first **think** individually about a question or topic, then **write** their thoughts down. Next, they **pair** up with a partner to discuss their ideas before finally **sharing** with the larger group or class. This step-by-step approach supports language development, encourages participation, and builds confidence in both speaking and writing.

F. METACOGNITIVE & METALINGUISTIC

F1. Annotations & Symbols

Annotations and symbols are strategies that help ELLs engage with texts by marking important information, asking questions, or highlighting key ideas using notes and simple symbols (e.g., stars, question marks, arrows). This active reading technique supports comprehension and critical thinking by encouraging students to interact directly with the text. Using annotations and symbols makes it easier for ELLs to organize thoughts, remember details, and participate in discussions or writing activities.

F2. Dialogue Journals

A dialogue journal is a written “conversation” in which a student and the teacher communicate regularly and carry on a private “conversation”. Dialogue journals provide a communicative context for language and writing development since they are both functional and interactive. Teachers can also use the journals to monitor the ELLs’ comprehension of subject material. Students write on topics of their choice, and the teacher responds with advice, comments, and observations, thus, serving as a participant, not an evaluator. Dialogue journals can and should be used very early in the language learning process. Students can begin by writing a few words and combining them with pictures.

F3. First language (L1) Transfer

L1 transfer refers to the fact that literacy and language skills transfer from one language to another. It is important to support the development of our ELLs in the home language as well as in English.

F4. Mnemonic Devices

A mnemonic device is a learning technique that aids the retention of information. Its purpose is to translate information into a form that the human brain can retain better. Mnemonics are often for lists and in auditory form, such as short poems, acronyms, or memorable phrases; however, they can also be for other types of information and in visual or kinesthetic forms. Their use is based on the observation that the human mind more easily remembers spatial, personal, surprising, physical, humorous, or otherwise 'relatable' information, rather than more abstract or impersonal forms of information.

These devices can be used by students of all ages and all levels of study.

- Order of operations: Please Excuse My Dear Aunt Sally
- Planets: My Very Educated Mother Just Served Us Nachos
- Mitosis Phases I Propose Men Are Toads

F5. Peer Editing

Peer editing allows students to review work and make comments and suggestions. It provides meaningful learning opportunities as students edit peers’ work and receive feedback from others.

F6. Self-Correction

Good readers focus on meaning but can also use language structure or visual information as cues to help understand new texts. Students learning to read must use strategies to make sure that what is read makes sense. Self-correcting strategies can be incorporated through read alouds and guided reading. When using the read aloud strategy, teachers should model stopping within a text and predicting or searching for cues to self-correct. Teachers should stop and talk about why you must look for more information. During guided small group instruction, a teacher can make teaching points as children

are engaged in reading whole texts. Teachers should model, guide, demonstrate, reinforce, and explain self-correcting behaviors to readers.

F7. Self-Evaluation

Students are asked to reflect on, make a judgment about, and then report on their own behavior and performance. The responses may be used to evaluate both performance and attitude. Typical evaluation tools can include sentence completion, Likert scales, rubrics, checklists, or holistic scales. Self-assessments help teachers get information on how students view their own performance. They also provide data on student or group attitudes, feelings, opinions, and views. It is common for students to have difficulty when they are first asked to report their feelings, beliefs, intentions, or thinking processes. Make the process safer by using it for formative rather than summative purposes. Let students do a private self-assessment that no one else sees. This allows for an honest sense of their own level of understanding and performance. Teachers can model evaluating their own performance or provide examples. Another strategy is to introduce constructive feedback. Models help students develop their sense of standards for their own performance.

F8. Self-Monitor

Self-monitoring involves the metacognitive skills of students to keep track of their progress and level of understanding. They are evaluating their own understanding and behavior.

F9. Text Connections

Text connections that help ELLs relate new reading material to their own experiences, other texts, or the world around them. Making connections such as text-to-self, text-to-text, and text-to-world deepens understanding and makes content more meaningful and memorable. This strategy encourages active engagement and critical thinking by linking language and ideas to familiar contexts.

G. CONTEXT-EMBEDDED SUPPORT & CLOSE READING

G1. Activating and/or Building Prior Knowledge

Activating and building prior knowledge helps ELLs connect new information to what they already know. Teachers use discussions, visuals, brainstorming, or experiences to tap into students' existing knowledge or introduce relevant background information before a lesson. This approach makes new content more accessible and meaningful, supporting comprehension and engagement.

G2. Ask Clarifying Questions

When we teach students to ask clarifying questions, we are teaching them the metacognitive skill of monitoring their own thinking. Clarifying questions are typically the ones that begin with “W” including Who, What, Where, When, and Why.

G3. Ask Inferential & Depth of Knowledge Questions

This ESOL strategy involves posing questions that go beyond surface-level understanding to encourage ELLs to think critically and make inferences. Inferential and Depth of Knowledge (DOK) questions challenge students to analyze, evaluate, and synthesize information rather than just recall facts. By engaging with higher-order questions, ELLs develop deeper comprehension and language skills in a meaningful context.

DOK Level 1: Recall and Reproduction

Aligned to vocabulary and comprehension standards

- Can you name the main idea of the passage?
- What is the meaning of the word ____ in the sentence?
- List three details you heard in the audio clip.

DOK Level 2: Skills and Concepts

Aligned to interpreting and summarizing information

- How does the author describe the setting?
- Explain the difference between these two words/phrases.
- Summarize what you learned from the text in your own words.

DOK Level 3: Strategic Thinking

Aligned to analyzing and making inferences

- Why do you think the character acted this way? Use evidence from the text.
- How does this story connect to your own experiences or background?
- What is the author's purpose for writing this text?

DOK Level 4: Extended Thinking

Aligned to synthesizing information and creating responses

- Compare two texts on the same topic and explain how the authors present different viewpoints.
- Write a persuasive paragraph based on information from the reading and your own opinion.
- Design a presentation that explains the main ideas and supports your interpretation with examples.

G4. Captioning

Use of written materials and pictures to demonstrate main ideas or to summarize exercises. Captioning can involve students at different language levels. Steps for using captioning in the classroom:

1. Explain what a caption is.

2. Have learners read information on handouts you develop and distribute.
3. Distribute illustrations and have students arrange them in order of written information.
4. Have each group caption the pictures and read their captions to the class.

G5. Chunking

“Chunking” means learning set phrases or “chunks” of related language. This strategy helps students improve their vocabulary and comprehension skills through breaking down words or text into manageable pieces.

G6. Differentiated Instruction & Assignments

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests.

Teachers can differentiate three aspects of the curriculum: content, process, and products.

- Content refers to the concepts, principles, and skills that teachers want students to learn. All students should be given access to the same core content. ELLs should be taught the same big ideas as their classmates, not given watered-down content. Content also refers to the means teachers use to give students access to skills and knowledge, such as texts, lectures, demonstrations, and field trips. For example, a teacher might direct an advanced learner to complex texts, Web sites, and experts to interview, while providing a student of more modest capacity with reading buddies, videos, demonstrations, and organizers that make content more accessible."
- Process refers to the activities that help students make sense of and come to own the ideas and skills that are being taught. Teachers can modify these activities to provide some students with more complexity and others with more scaffolding, depending on their readiness levels. Like content, process can also be varied by student interest and learning preferences.
- Products refer to culminating projects that allow students to demonstrate and extend what they have learned. Products reveal whether students can apply learning beyond the classroom to solve problems and take action. Different students can create various products based on their readiness level, interests, and learning preferences.

G7. Language Experience Approach

The goal of the Language Experience Approach (LEA) is to have students produce language in response to first-hand, multi-sensorial experiences. The LEA uses the students' ideas and their language to develop reading and writing skills.

How to use LEA in the classroom:

Step 1: Providing the Experience/Motivation

An experience story is based on an experience the teacher and students share.

Step 2: Facilitation Language Production

Immediately following an experience, students need to interact with each other to discuss the experience and what it meant to them.

Step 3: Creating a Personal View Representation

The teacher has the student draw or paint a picture about something interesting about the activity.

Step 4: Retelling Events/Reactions

A volunteer is selected to share his or her picture with the group.

Step 5: Writing Student's Statements

The teacher asks each student a question and records his/her answer, writing on the board exactly what the student says, using large manuscript letters. After writing each statement, the teacher reads it back to the group for confirmation. When four or five statements are on the board, the students decide their sequential ordering. The statements are then numbered and transferred to a sentence strip, and the students correctly arrange the strips on a pocket chart.

Step 6: Reading

After the chart or individual statements have been completed, students read their statements to each other and to the teacher.

Step 7: Writing

As students develop writing skills, they copy the story into their notebooks or on lined paper.

Step 8: Follow Up with Activities

The story may be reread on several subsequent days either by the teacher, the students, or both. Students can also save the story with other language experience class stories to form their own class book for later reading.

G8. Multimodal Texts

Multimodal texts include texts that are presented through visual, auditory, and kinesthetic methods.

G9. Note- Taking/ Outline Notes

Note taking and outline notes are strategies that help ELLs organize and record key information from lessons or readings. Using structured outlines or guided templates, students focus on main ideas and supporting details, which aids comprehension and retention. This approach builds academic language skills and supports independent learning by providing clear frameworks for processing and reviewing content.

G10. Question-Answer-Relationship (QAR)

Teachers can use QAR when developing comprehension questions, helping students to identify different question types, and teaching text organization. The QAR classification is divided into four question types in two categories:

A. In the Book

1. **Right There** The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are “right there” in the same sentence.

2. **Think and Search** (Putting it Together) The answer is in the text, but you need to put together different text parts to find it. Words for the question and words for the answer are not found in the same sentence. They come from different parts of the text.

B. In Your Head

1. **Author and You** The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

2. **On Your Own** The answer is not in the text. You can answer the question without even reading the text. You need to use your own experience.

G11. Read Aloud/ Think Aloud

Read Aloud/Think Aloud is an ESOL strategy where teachers or students read a text aloud while

verbalizing their thoughts, questions, and reasoning processes. This models fluent reading, vocabulary use, and critical thinking skills for English Language Learners (ELLs).

By hearing and observing how meaning is constructed, ELLs improve comprehension, vocabulary acquisition, and learn strategies for independent reading.

G12. Reader's Theater

Reader's Theater is a strategy where ELLs read scripts aloud in a dramatic format without memorization. This approach focuses on reading fluency, expression, and comprehension while promoting collaboration and confidence in speaking. By practicing repeated readings in a fun, low-pressure environment, ELLs develop pronunciation, intonation, and oral language skills in meaningful context.

G13. Realia/ Manipulatives

Bringing realia (authentic objects from a culture) or manipulatives to the classroom helps teachers in providing comprehensive input in a second language. Students should be allowed to touch, smell, and taste, if possible, prior to being exposed to the lesson, for optimal comprehensible input.

G14. Reading with Specific Purpose

Setting a purpose/reason/goal for reading is a step that becomes automatic for skilled readers to establish what they expect to get out of the reading. Depending on the purpose, we adjust our reading to meet the chosen goal. Helping our ELL students to define the reason, purpose, or goal for the reading is a crucial initial step in helping them to successfully interact with the text and acquire essential information. (Are they reading for pleasure/entertainment? To gather information? To support a thesis? To answer an essential question?)

G15. Reread Text

Close Reading will require that students have multiple exposures to a text. Oftentimes, rich, complex texts will necessitate rereading for students to comprehend the meaning of the text and the specific intent of the author.

G16. Role Play

Role play is an interactive strategy that allows ELLs to practice language in real-life or imagined scenarios by acting out roles. This strategy encourages spontaneous language use, reinforces vocabulary and grammar, and builds communication skills in a supportive, creative environment. Role play helps ELLs apply what they've learned in meaningful contexts, making language learning both practical and engaging.

G17. Student Discourse

Student discourse is a strategy that promotes meaningful communication among ELLs through structured conversations, discussions, and collaborative dialogue. By engaging in purposeful talk, students practice using academic language, develop critical thinking, and build social interaction skills. This strategy fosters a supportive environment where ELLs can express ideas, ask questions, and learn from peers.

G18. Similarities & Differences

This strategy assists ELLs with the comprehension and association of new concepts to related experiences. When ELLs are asked to compare, they are required to find common traits (similarities) among items, objects, or concepts. When asked to contrast, they are required to find characteristics

that are not so common (differences).

Types of activities that can be incorporated into lessons:

- Comparing
- Classifying
- Creating Metaphors
- Creating Analogies

G19. Survey, Question, Read, Recite, Review (SQ3R)

SQ3R is a note-taking system that helps ELLs monitor their comprehension before, during, and after reading a text selection. This instructional strategy helps students understand key content and vocabulary, and it also helps students focus on their topic, develop questions about that topic, and answer those questions based on the reading.

Procedure:

1. S (Survey)- Preview the test (i.e., title, headings, captions, etc.)
2. Q (Question)- ‘Wh-’ words, such as why, who, what; turn the title/headings into questions.
3. 3R (Read, Recite, Review)- Look for answers to questions raised; read only a section at a time; recite after each section.

G20. Summarizing

Effective summary reading and writing are important study strategies. Summarizing is often quite difficult for students. It requires them to categorize details, eliminate insignificant information, generalize information, and use clear, concise language to communicate the essence of the information. With practice, students can use summarizing to support their reading and learning. The next two strategies can be used to help ELLs comprehend informational writing.

1. Textbook chapter summaries provide a “big picture” of the chapter; thus, it is useful for a student to read the chapter summary first. This establishes the mental framework to support effective learning of the details when the student reads. A strong reader can then read the chapter and “plug” the details into the “big picture.”

2. Summarizing while reading can also help students monitor their understanding of material. They can read a few paragraphs and put the information they have read into their own words. Students can write this summary down or share it orally with a partner. By putting information in their own words, learners can recognize what they do and do not know. Then they can reread the information that they did not recall. This puts the reader in charge of his/her own learning.

Suggestions:

- After students have used selective underlining on a selection, have them turn the sheet over or close the handout packet and create a summary paragraph of what they can remember of the key ideas in the piece. They should review their underlining when they encounter difficulty. They can go back and forth between writing the summary and checking their underlining several times until they have captured the important ideas in the article into one single paragraph.
- Have students write successively shorter summaries, constantly refining and reducing their written piece until only the most essential and relevant information remains. They can start off with half a page; then try to reduce the writing to two paragraphs; then one paragraph; then two or three sentences; and ultimately a single sentence. You may consider using one sentence summaries and/or sentence frames.

- Teach students to go with the newspaper mantra: Use the key words or phrases to identify only Who, What, When, Where, Why, and How?
- Take articles from the newspaper and cut off their headlines. Have students practice writing headlines for (or matching the severed headlines to) the “headless” stories.

G21. Text Features & Structural Analysis

Text structure refers to the ways that authors organize information in text. Teaching students to recognize the underlying structure of content area texts can help students focus attention on key concepts and relationships, anticipate what’s to come, and monitor their comprehension as they read.

As readers interact with the text to construct meaning, their comprehension is facilitated when they organize their thinking in a manner similar to that used by the author. Readers who struggle with text comprehension often do so because they fail to recognize the organizational structure of what they are reading, and they are not aware of cues that alert them to particular text structures (Cochran & Hain).

Obviously, all texts are different to a certain extent; however, depending upon the author's purpose, topic, and genre, reading selections tend to be organized according to a few predominant structural patterns.

G22. Identify Key Concepts

Identifying key concepts is a strategy that helps ELLs focus on the most important ideas or themes within a lesson or text. Teachers guide students to recognize and highlight these central points, which supports comprehension and retention. This strategy simplifies complex information and aids vocabulary development by emphasizing essential content.

G23. Modeling

Modeling is a strategy where teachers demonstrate language skills, behaviors, or tasks clearly and explicitly for ELLs. By showing how to complete a task, use vocabulary, or construct sentences, teachers provide a clear example for students to imitate. This approach helps ELLs understand expectations, acquire new language, and build confidence through guided practice.

G24. Total Physical Response (TPR)

TPR is a way of teaching language using physical movement. Teachers interact with students who demonstrate comprehension through a physical response. Students are not expected to respond orally until they feel ready. This strategy involves little or no pressure to speak.

G25. Visualization/ Illustrations

One of the most powerful tools that skilled readers develop is the ability to visualize what they are reading. While reading informational or literary text, a student may create a mental picture of the setting or imagine what the characters look like, immersing themselves in the visual world of the text. For informational text that is abstract in nature, the student may create visual symbols, concept webs, or mind maps that help keep track of and organize information.

G26. Visual Representation

Visual representation is a strategy that uses images, charts, diagrams, graphic organizers, and other visual tools to support ELLs in understanding and organizing information. Visuals help make abstract or complex ideas more concrete and accessible. By connecting language to visuals, students can better grasp vocabulary, concepts, and relationships within content.

H. MULTIMODAL & MULTIMEDIA

H1. Digital Simulations

Digital simulations are computerized software that provide visual representations of processes, which assist ELLs with scaffolding comprehension of specific content and vocabulary to better understand information that has been presented. Digital simulations are powerful instructional tools for improving student learning.

H2. eBooks

eBooks are digital books that provide ELLs with interactive and accessible reading materials. Many eBooks include features such as audio narration, clickable vocabulary, animations, and visuals that support comprehension and engagement. Using eBooks allows ELLs to practice reading at their own pace while benefiting from multimodal supports.

H3. Interactive Board

Interactive boards are digital tools that allow teachers and ELLs to engage with lessons through touch, writing, and multimedia activities. These boards support dynamic instruction by integrating visuals, audio, and interactive exercises that enhance language learning. Using interactive whiteboards encourages student participation, collaboration, and hands-on practice.

H4. Language Master

Provide auditory practice using Language Master cards or Radius Bundle cards to provide repetitive tasks, which increase vocabulary and pronunciation skills.

H5. Projection Devices

Projection devices, such as projectors or document cameras, are tools used to display texts, images, and multimedia on a large screen for the whole class. For ELLs, these devices make it easier to access visual and written content collectively, supporting comprehension and engagement. Projection devices allow teachers to highlight key information, model tasks, and use multimedia resources to enhance language learning.

H6. Software- District Approved

District-approved software refers to educational technology tools officially selected and supported by Broward County Public Schools to assist ELLs in developing language and academic skills. These programs often include interactive lessons, vocabulary practice, reading support, and language development activities tailored to ELL needs. Using approved software ensures alignment with curriculum standards and provides reliable, research-based resources for effective language instruction.

H7. Tablet/Interactive Devices

Tablets and interactive devices are handheld digital tools that provide ELLs with access to educational apps, multimedia resources, and interactive language activities. These devices support personalized learning, allowing students to practice vocabulary, reading, listening, and speaking skills at their own pace. Using tablets encourages engagement, fosters independence, and offers multimodal support for diverse learning styles.

H8. Translation Devices

Translation devices are electronic tools or apps that help ELLs understand and communicate by

converting words or phrases between their native language and English. These devices support vocabulary comprehension, clarify instructions, and aid in real-time communication. When used thoughtfully, translation devices can bridge language gaps while encouraging gradual English language development.

H9. Video

Using video as a strategy involves incorporating visual and auditory media to support ELLs in developing language and content knowledge. Videos can include stories, instructional lessons, real-life scenarios, and animations that provide context and model language use. Videos engage multiple senses, making language more accessible and enhancing comprehension.

I. ADVANCED ORGANIZERS

I1. Anticipation Guide

Anticipation Guides consist of statements that students can agree or disagree with. They can focus on the prior knowledge that the reader brings to the text or the "big ideas" or essential questions posed (implicitly or explicitly) by the writer. The statements serve as a way for the reader to clarify his/her opinions before reading the text and then compare them to the writer's message as he/she reads.

How can I use an Anticipation Guide?

- Use one as preparation for a preliminary discussion on one or more of the ideas to introduce the text (dialogue, debate, Socratic seminar, jigsaw discussion).
- Develop one or more of them as writing prompts (journal, essay, persuasive piece).
- Have students choose one (or more) and "track them" throughout the piece of literature.
- Return to it at the end of the play, novel, essay, etc. for clarification and closure.
- Differentiate this activity to make it more inductive (and challenging) by simply giving students a list of themes and have them generate a list of statements to create their own anticipation guide.

I2. Charts (Flowcharts, T-Charts, etc.)

Charts like flowcharts and T-charts are visual organizers that help ELLs organize information clearly and logically. Flowcharts illustrate sequences or processes, while T-charts compare and contrast two ideas or concepts. These tools support comprehension by breaking down complex information into manageable parts. Using charts encourages critical thinking and helps ELLs structure their thoughts for writing, speaking, and understanding academic content.

I3. Cornell Notes/ Notice & Note

Cornell Notes is a note-taking strategy that organizes information while allowing the note taker to question and predict key concepts given. Cornell Notes help to keep ideas clearly organized and, if done correctly, make effective tools for test study or written assignments.

I4. Foldables

Foldables are a great way to actively engage students by encouraging them to pay close attention to details as they organize content, vocabulary, and concepts in a creative way. Students can utilize the foldables as a study guide in preparation for weekly and unit assessments and to complete assignments. Foldables can be used in all content areas.

I5. Frayer Model

The Frayer Model is a graphic organizer used to help ELLs deepen their understanding of vocabulary words. It divides a word into four sections: definition, characteristics, examples, and non-examples. This structured approach promotes critical thinking and clarifies word meanings in context. By using the Frayer Model, ELLs build stronger vocabulary knowledge and improve their ability to use new words accurately.

I6. Graphs/Diagrams

Graphs and diagrams are visual tools that help ELLs understand and organize information by presenting data, relationships, or processes clearly. These visuals such as bar graphs, pie charts, flowcharts, and diagrams support comprehension of complex concepts and academic content. By

connecting language to visual representations, graphs and diagrams make information more accessible and easier to interpret.

I7. K-W-L (Knows/Wants to Know/Learned)

An introductory or pre-activity strategy that provides a defined structure for recalling and stating: What the student knows regarding a concept or a topic; what the student wants to know and finally lists what has been learned and/or what is yet to be learned. To use this strategy, the student lists all the information he/she knows or thinks he/she knows under the heading “What We Know”. Then the learner makes an inventory of “What We Want to Know”, categorizing the information about the topic the student expects to use. After reading, the students add the information learned about the topic. This column can also be used for further learning and/or research.

I8. Thinking Maps

Thinking Maps are visual tools that help ELLs organize and represent their thoughts, ideas, and information. These graphic organizers such as circles, flowcharts, and webs support various cognitive processes like comparing, sequencing, and classifying. By making thinking visible, Thinking Maps aid comprehension, vocabulary development, and critical thinking skills.

I9. Timeline

Timelines are graphic organizers, which allow learners to organize sequential events chronologically. They also provide meaningful practice for using the past and present tenses.

I10. Venn Diagrams

Venn diagrams can be used to create a visual analysis of information that represents similarities and differences among concepts, people, and things. This graphic organizer is constructed by using two or more overlapping geometrical figures (i.e.: circles, squares, rectangles) that share an area in common. Students list common elements in the interior, over-lapping, shared area, and they record unique characteristics of each concept or object being compared in the exterior area that is not shared.

J. ADDITIONAL RESOURCES

J1. Art Integration

Art integration includes the connection of art with math, science, geography, history, language arts, literature, music and social studies.

J2. Community Resources

The integration of community resources includes people, information, locations, and anything that allow students to make meaningful real-life connections to content.

J3. Celebrations

Celebrations serve to encourage student achievement and promote student engagement.

J4. Field Trips

Real-life experiences and exposure often spark new interests in students and provide real-life relevance to topics addressed in class.

J5. Guest Speakers

When students can listen to models from their community and others, they are exposed to experiences that reach far beyond the classroom borders.

J6. Holiday Programs

Holiday programs often serve to validate students' cultural backgrounds and are a great opportunity for sharing cross-cultural experiences. It is important for teachers to realize that holiday celebrations should be about more than just one perspective and that pluralism is crucial for a culturally competent curriculum.

J7. Multicultural Resources

Teachers must regularly expose students to texts and other resources that have global relevance and that validate the cultural contributions of multiple groups. Connect with community resources and local organizations, and clubs, such as Hispanic Unity, Haitian American, German American, Italian American Clubs, etc. Organize cultural sharing through ESOL Parent Advisory Council, international fairs, and use parents, cultural representatives, business liaisons, multicultural guest speakers, ethnic folk music presentations, and multicultural students as resources for academic classes.

J8. Music/Songs/ Chants

Language teachers frequently use music and chants in their classes. These activities are motivating for students and assist in reinforcing and revisiting content area concepts while they are acquiring English pronunciation and intonation patterns.