

What does Co-Teaching in an ELL Environment Look Like?

\*ELLs have very different needs than students with special needs. The chart below represents the ELL perspective explaining what each teacher could do as he/she engages in the various stages of a co-taught lesson.

When the Classroom Teacher is Doing This	The ESL Teacher is Doing This	Benefits of Collaboration
Taking attendance	Collecting or reviewing homework or introducing or reviewing a social or study skill.	Instruction time is increased. Skills-based instruction is integrated into lessons.
Distributing papers or other resources	Reviewing directions or rules or modeling the first problem in the assignment	Instruction time is increased. Examples promote student understanding.
Presenting information through lecture or media (PowerPoint, video, or audio clip)	Modeling note taking on the board or overhead or filling in a graphic organizer.	Content is accessible for all students. Strong connections are made between new and previously learned content.
Giving instructions orally	Writing down instructions on the board or overhead or repeating or clarifying any difficult concept.	Student understanding is facilitated. Content is accessible for all students.
Checking for understanding with large heterogeneous groups of students.	Checking for understanding with small, homogeneous groups	Re-teaching can occur without delay
Circulating; providing one-on-one support as needed	Providing direct instruction to ELLs one to one or in small groups	Learning is not merely incidental
Prepping half the class for one side of a debate	Prepping ELLs for the opposing side of the debate	Instruction time and student engagement are increased.
Facilitating independent, silent work	Circulating and checking for comprehension	Re-teaching can occur without delay.
Providing large-group instruction	Circulating, clarifying key concepts or cultural information	Culturally challenging information is made understandable.
Monitoring the large group as students work on practice material	Pre-teaching or re-teaching challenging concepts to a small group of ELLs	Student language learning is enhanced.
Facilitating sustained silent reading	Reading aloud quietly with a small group or previewing upcoming information	Students are exposed to or internalize language structures they will need to apply to independent reading.
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for language objectives, scaffolding activities, adapting instructional materials	Student needs are met through differentiated instruction. Lessons are created to meet the needs of student subgroups.
Facilitating stations or groups	Facilitating other stations or groups	Instructional materials can be tailored to the needs of ELLs
Explaining a new concept	Conducting a role play, modeling a concept, or asking clarifying questions	Students' interest and motivation are increased. ELLs are engaged in varied activities.
Considering enrichment opportunities	Considering reinforcement opportunities	Everyone works toward essential understanding and skills. More options are available to meet student needs.

## Interventions for ESOL Students

The following is a list of accommodations that ~~the~~ any English language learner may need over the course of the school year. Just like all scholars, some need more and some need a little less.

- Additional Wait time
  - Preferential Seating
  - Oral and written directions
  - Visuals
  - Computer assistance
  - Guided outline for note taking
  - Keep directions clear, short, and direct
  - Avoid verbose instruction
  - Teacher notes Xeroxed
  - Modified homework assignments
  - Extended time on tests
  - Extended time on major projects
  - No/limited penalty for spelling and grammar errors
  - Multiple choice spelling tests
  - Highlighted tests
  - Prepared study sheets
  - Modified test length (volume)
  - Modified test format
  - Usage of English/Native language Glossary
  - Separate location for tests/quizzes
  - Word pools for fill in the blank tests/quizzes
  - Backward Design for Lessons
  - Post the vocabulary words for the unit on poster paper and make note of the list as you instruct
- Thanks for your consideration!

Reading	Writing	Listening	Speaking	Vocabulary-Word study
<ul style="list-style-type: none"> <li>• Pre-reading</li> <li>• Paired reading</li> <li>• Choral reading</li> <li>• Buddy/partner read</li> <li>• Read to yourself</li> <li>• Read individually- create a question for your partner that requires text interpretation</li> <li>• Read aloud</li> <li>• Chunking</li> <li>• Paraphrasing</li> <li>• Modified text</li> <li>• Audio book</li> <li>• Cornell notes</li> <li>• Native language preview</li> <li>• Pictures to pre-teach</li> <li>• Text feature previews</li> <li>• Picture walk</li> <li>• Think aloud to bring up background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Free writing</li> <li>• Carousel walk</li> <li>• Cloze activity</li> <li>• Group story</li> <li>• Sentence frames</li> <li>• Paragraph frames</li> <li>• Graphic organizers</li> <li>• Turn the question around</li> <li>• Personalized word walls</li> <li>• Exemplars</li> <li>• Pictures/visuals to provide context</li> <li>• Scribe</li> <li>• Word splash</li> <li>• Wordle</li> <li>• Story boards</li> <li>• Dialogue Journal</li> <li>• Word Banks</li> <li>• Mind Dump</li> <li>• Rubrics</li> <li>• Chat rooms/Blogs</li> <li>• Pen pals</li> <li>• Mind mapping</li> </ul>	<ul style="list-style-type: none"> <li>• Restate/retell</li> <li>• Summarize</li> <li>• Comprehension questions</li> <li>• Exit tickets</li> <li>• Think pair share</li> <li>• Today I learned</li> <li>• Parrot talk</li> <li>• Slow things down</li> <li>• Pause, repeat, replay</li> <li>• Fist to Five</li> <li>• TPR</li> <li>• Role plays</li> <li>• Simon says</li> <li>• Call and response</li> </ul>	<ul style="list-style-type: none"> <li>• Think pair share</li> <li>• Retell with guided transition words</li> <li>• Reader's Theater</li> <li>• Socratic Seminar</li> <li>• I like, I wonder</li> <li>• Put on a drama</li> <li>• Jigsaw</li> <li>• Fish bowl</li> <li>• Gallery walk</li> <li>• Dyadic belt</li> <li>• Speaking rubric checklist</li> <li>• Multiple voices, same text</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit teaching of content</li> <li>• Explicit teaching of Bloom's actions words</li> <li>• Word of the Day</li> <li>• Word jars</li> <li>• Word Splash</li> <li>• Synonyms, antonyms, homonyms, homophones</li> <li>• Interactive notebook</li> <li>• Word walks</li> <li>• Personal dictionaries</li> <li>• KIM notes</li> <li>• Frayer model</li> <li>• Cognates</li> </ul>