

Checklist
***Some Language Acquisition Strategies to look for in the
ELL Classroom***

The teacher provides a comfortable classroom environment by:

- Teacher is focusing on what the student says, not on how the student says it. Teacher accepts mistakes as part of the learning process. The teacher models a correct response.
- Teacher builds on the students strengths.
- Teacher has high expectations for all ELLs in their classroom.

The teacher has developed lessons that:

- Teacher provides background knowledge for the lesson.
- ELL classroom has standard based instructional materials available to the ELLs.
- Classroom library has relevant and books of interest in both English and the languages of the ELLs wherever possible.
- Teacher makes connections to prior knowledge.
- Teacher models language, think aloud and writing.
- Teacher teaches vocabulary in context.
- Teacher teaches ELLs by presenting in smaller chunks.
- Teacher supports active participation by ELLs through collaborative learning experiences.

- Teacher provides ample opportunities for linguistic interaction among the ELLs. The teacher does think-pair-share, reporting out and retelling with the students in the classroom.
- Teacher explains slang expressions and or idioms.

Teacher demonstrates they modify delivery of instruction to facilitate comprehension for ELLs by:

- Teacher gives precise and explicit directions. Evident by directions written on chart paper, points to the page, has students repeat the directions, etc.
- Teacher speaks in a natural and clear voice.
- Teacher pauses frequently to allow students to process information and to check for understanding.
- Teacher allows for extra time for students to respond.
- Teacher utilizes visual clues, such as a chart, an outline or pictures to clarify questions or responses.
- Teacher encourages participation and interaction.