

Carry It Through

Topic(s): English Language Learners, Features of Effective Instruction

Key Ideas

English Language Learners

ELLs are a heterogeneous group with individual learning needs.

Features of Effective Instruction

- Explicit instruction is key. Modeling clarifies for students exactly how to complete the task.
- I can't take anything for granted; I have to ensure that students know exactly what I want them to do.
- I need to model what I am thinking—make visible my thought process. Then students will not need to guess and will learn more easily.

My Questions

English Language Learners

How do I find out about previous literacy development and their literacy skills in their native language?

Features of Effective Instruction

How much should I model? Do all students need the same amount of modeling? Can students model for their peers?

What I Need and Who Can Help

English Language Learners

Parents can help; the counselor may have some information. I need to work with a team.

Features of Effective Instruction

I need to include more explicit modeling for all students and especially for students who are having trouble learning a new concept.

Actions I'll Take

English Language Learners

Talk to parents to find out more about my ELLs

Features of Effective Instruction

- Work with my team to decide how much to model
- Ask a colleague to watch me model and give me feedback
- Intentionally and deliberately model my thinking aloud when I tackle an authentic problem in class, such as inferring what a message from the principal means to me.

Topic(s): _____

How can I enhance my instruction to address the needs of each student?

1. Consider the features of effective instruction:
- Explicit instruction with modeling
 - Systematic instruction with scaffolding
 - Multiple opportunities to practice and respond
 - Immediate and corrective feedback

2. Identify areas for differentiating instruction:

<p>Struggling Readers and Writers</p> <p>Following directions: Model following the directions; let the students see the end result.</p> <p>Difficulty following story plot: Stop during the story and summarize what has happened. Use a routine consistently (e.g., What happened first? What happened next?).</p>	<p>Other Strategies</p>
<p>English Language Learners</p> <p>Struggle with producing the sounds of /sh/ and /ch/: Be explicit when teaching the sounds. Provide practice for students to identify and match the sounds to the letters.</p>	
<p>Other</p> <p>Teach students to give feedback when working with their partners.</p> <p>Increase the use of choral responses, such as thumbs up/thumbs down and writing on whiteboards.</p>	