ELLs teaching pillars
- Supporting students english development and second language acquisition
- Supporting students culturally in regards to transcultural differentiation and recognition. Be their support.
- Liaison for teachers to present and support differentiation in the mainstream classroom.

How will I support language acquisition
- Levels in mind
  - Level 1 and level 2
    - Guided, molded and shared writing activity, provides students with strong foundation to complete any writing activity and provide them a needed **confidence**
    - Reinforcement of mainstream curriculum, vocabulary words and word works activities to support learning in the mainstream classroom, their education in english language development should be connected to their mainstream curriculum
    - Shared reading to support and model the process of reading
    - Daily phonics and phonemic awareness instruction (Reading Specialist)

  Linguistics - Concepts that I have a thorough understanding.
  - Pronunciation
  - Sentence Structure
  - Phonological analysis
  - Reinforcing complex sentences
  - Tenses and pronouns
  - Article, prepositions, particles and modals
  - Vocabulary teaching
  - Conversational competence elements
    - Speech acts
    - Interactional talk
    - Goffman's communication theory system
      - Channeling
      - Back channeling
      - Self-corrections
      - Comprehension
    - Gracies maxims
      - Maximum Quality
      - Maximum Quantity
      - Maximum Relation
      - Maximum Manner
      - **Transcribing**

Assessment

Providing ELLs with effective instruction requires the appropriate use of assessment. Assessment involves systematic planning and collection of student data from a variety of sources throughout the school year. Periodic summative assessments can provide a summary of what students have learned, but ongoing formative assessments are essential to providing information that drives instruction appropriate to the students' strengths and needs. Norm-referenced tests may be inherently unfair to ELLs because their performance is compared mainly (or exclusively) with the performance of English-proficient students. Criterion-referenced tests may be fairer for ELLs, since these tests report the extent to which students learned the tested content. Both types of test, however, are problematic for ELLs because of unresolved issues about how to test ELLs in a valid and reliable manner. ELLs' lack of proficiency in English means that academic tests given in English cannot provide a fair and accurate measure of the students' true academic ability. ELP tests, while

Listening, speaking

Summary

The reviews of the scientific literature by CREDE, NLP, and the National Academies found that typically it takes several years for ELLs to attain English proficiency and that oral language proficiency is essential for reading comprehension; thus, there is a strong need for ongoing ESL instruction focused on oral language development, along with language objectives in content-area lessons. Strategic use of students' home languages can help students develop oral English. Oral language proficiency tests, however, mostly fail to capture the true abilities of ELLs, highlighting the need for ongoing authentic formative assessments. ELLs can learn word-level skills (spelling and decoding) without any comprehension of the words; thus, literacy instruction must include focus on text-level skills, such as comprehension, and must be combined with substantial oral language development instruction. Effective teachers respect the silent period, allow for wait time, adjust their speech to make it comprehensible, maximize opportunities for students to interact, and know when and how to correct student speech errors. The CCSS include standards for speaking and listening for all students. English language proficiency standards and progressions from WIDA, ELPA21, and individual states can be used as formative assessments and can help teachers plan appropriate language and content-area instruction for ELLs. All teachers can create opportunities for students to use their developing English oral language skills in the classroom through meaningful practice and authentic interactions by using vocabulary development strategies, TPR, listening centers, listening comprehension tasks, minimal pair practice, cooperative learning structures, oral presentations, songs and chants, interactive games, acting out stories, role playing, and class discussions facilitated with productive talk moves. Teachers can effectively assess their students' oral language skills simply by talking with them and listening to them talk, and by using rubrics such as the SOLOM-R that draw attention to different aspects of oral language performance.

Reading

Reading is the most important skill students develop in school, yet reading instruction is often the subject of heated political debate. The main source of reading difficulty for ELLs—their beginning levels of oral English—typically gets lost in the debate. Research reviews on literacy instruction for ELLs have identified problems associated with skills-based instructional approaches that lack emphasis on reading for meaning and have brought renewed attention to the need for oral language development and balanced literacy instruction in meaningful contexts.

ELLs in unbalanced literacy programs that focus on skills-based instruction typically are able to decode words successfully but struggle to comprehend the meaning of extended texts. ELLs need balanced literacy instruction that provides greater emphasis on actual reading of authentic texts. The Common Core standards for reading call for engaging students in meaningful literary and informational texts of increasing complexity. Extensive reading of such texts allows students to acquire knowledge and skills, such as new vocabulary and language skills, naturally with scaffolding from their teacher. ELLs' progress through reading levels is affected by age, home language literacy skills, and ELD level in reading, listening, speaking, and writing. ELD standards and progressions help teachers plan reading instruction that is appropriate for students at different levels of English language development. The reading *to, with,* and *by* framework helps teachers

Writing

Writing is a crucial skill for academic success in school and for effective communication in the sociocultural contexts in which students live. With new technologies, writing is becoming one of the primary means through which individuals in our society interact and communicate with each other. All teachers share in the responsibility for helping ELLs become proficient writers. Research has revealed a strong connection between oral language proficiency, reading proficiency, and writing ability. Thus, teachers can help students become better writers by helping them become better listeners, speakers, and readers, and by helping them use books and other texts as models for their own writing. Research has revealed also that students with home language literacy skills can transfer many of these skills to English writing, but that ELLs' ability to express themselves in written English is highly dependent on their level of oral English proficiency. Thus, teachers should build on the strength of students' writing skills in their home language (or develop them first in the home language, as in bilingual programs), providing extensive oral language development through ESL and sheltered content-area instruction. Bilingual and biliterate students can also draw on all of their linguistic resources to engage in translingual practices as they learn to write and author meaningful texts. The writing *to, with,* and *by* model is a way of framing effective writing instruction through modeling, scaffolding, and ample practice for students to write meaningful text for authentic purposes. Effective formative assessment enables teachers to monitor their students' writing development and plan appropriate instruction.

Sentence models:
Sentences that are clear examples of the target language of the lesson. Marker sentences help learners understand the structure, use, and meaning of a new language. This could be as simple as displaying "I took my dog to the _____." Then allowing them to finish the sentence. This is modeling that the students need. With this modeling should come an explanation of the meaning of this sentence and why this is a proper sentence.

Process Writing:
-Prewriting
-Drafting
-Revising
-Editing
-Publishing
This involves getting students through the writing process in stages, helping them to focus first on ideas of corrections related to grammar, spelling, and mechanics toward the end. It aligns with the writing process outlined in common core writing standard 5 and also addresses standard 10, which calls for a range of writing, including working on pieces of writing over an extended period.