English as an Additional Language (EAL) Handbook

A Framework for Welcoming EAL Learners to Sun West
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Introduction

English as Additional Language (EAL) students come from a range of personal experiences, diverse backgrounds and fluency of learning English. When EAL students register into a new school for the first time, they often feel nervous and apprehensive. We need to acknowledge that these learners are already competent speakers of at least one native language.

It is important to remember that schools need to integrate these students into age-appropriate classes to help them feel welcome and less anxious. In the process of learning an additional language, comprehension precedes production. Initially, English Additional Language students may be silent for a period, as they listen and become more comfortable and confident in their new environment. EAL students learn more effectively when there is meaningful and purposeful content for communication and a holistic approach to instruction is used.

The learning of an additional language in a new school can be divided into three phases:

- **Phase 1** focuses on the initial intake of students by informally interviewing the student and their family to welcome them to the school and to determine their classroom placement. Whenever possible an age-appropriate class is recommended.

- **Phase 2** focuses on the student’s language acquisition which allows the student and teachers to begin implementing programming and teaching strategies to support their English language learning.

- **Phase 3** allows the student to become an independent learner and able to meet curricular outcomes.

**PHASE 1 – Focus on Well-being – Intake Procedure and Welcome to School**

*(Approximately 3 weeks)*

**Administrator**

- Provide map of the community or nearby community with necessary available services.
- Complete Personal Profile - student interest questionnaire (with the help of a translator if necessary)
- Complete the school division registration form.
- Translation services:
  - Ministry translation services, sibling, community member, google translate, technology apps (i.e.: Word Lens), Open Door Society (Saskatoon - 1-306-653-4464, 100-129 3rd Ave. N.)
- Students can either go directly to class or the administration may ask the student(s) to start the following day. Grade placement may not be established until initial assessment is complete.
- Contact Student Support Services Consultant to set up meeting for initial Canadian Framework Reference (CFR) assessment in approximately 3 weeks.
- Call a team/staff meeting:
  - Refer to the poster/handout “Newcomer Students: Support Snapshot”
  - Refer to “Layers of Language (and Content) Acquisition” document
  - Refer to “Strategies for Adapting Instruction for Second Language Learners in the Classroom”
Discuss how to provide at minimum ½ hour/day of English language instruction pull-out for the students

Provide “Communication with Parents and Families” poster

Refer to “General Features of Instruction (Appendix C)” in “Walk the Talk” handbook – page 127

Resources provided:

- “Walk the Talk” handbook (available on the above wiki)
- Rosetta Stone – choose a school manager and send in Helpdesk Ticket with their name to enable him to set up student accounts.
- EAL Kit – available through Student Support Consultant, refer to “Using the EAL Kit” webinar through BrainShark that is posted on the EAL wiki.
- Tech Tools (located on EAL Wiki for Sun West)
- Math Assessment: Basic Concepts of Math Grades 1-12 (Greater Saskatoon Catholic Schools) [https://www.edonline.sk.ca/webapps/portal/frameset.jsp](https://www.edonline.sk.ca/webapps/portal/frameset.jsp)

Classroom Teacher

- Learn to say the student’s name properly
- Connect with a buddy to assist with social integration. In addition, appoint a mentor teacher. This teacher can also communicate regularly with the parents, family.
- Name tags
- Label classroom
- Begin to create a personalized vocabulary picture dictionary of everyday phrases, people, places, routines (digital or binder)
- Tech tools
- Provide visual of school routines/procedures (timetable, class/school expectations, etc.)
- Use visual to assist students to communicate personal needs (hunger, thirst, washroom, sick, etc.)

Student Support Services Consultant

- Student Support Services Consultant completes CFR and Math assessments (Assessment Binder adapted from Blackboard) and contacts Learning Coach.
- Assessment results need to be shared with the school secretary.

School Secretary

- The CFR assessment results MUST be submitted to the Division Office as soon as the assessment has been completed.
- The secretary must indicate if this is the student’s first enrolment in a Canadian school.
- Make all attempts to get the Cumulative folder from the previous country and school.
PHASE 2 – Focus on Language Acquisition (length of phase is dependent upon learner)

Student Support Services Consultant/Learning Coach

- The Student Support Services Consultant and Learning Coach will discuss the best resources and strategies needed to support the student and determine who will meet with the school team.
- Student Support Services Consultant or Learning Coach will meet with relevant school personnel involved with EAL student to discuss resources and supports. During this time, designated personnel will contact the parents to share the assessment results and school plan.

School Team (Administrator(s), Student Support Teacher, Classroom Teacher(s), Educational Assistant(s))

- Grade 10, 11 and 12 students – Locally developed EAL credits
  - Determine placement of other credits based on language ability.
- Meets regularly to discuss the progress of all EAL students and possible intervention strategies.

Classroom Teacher

- Suggested Guidelines:
  - Initially the focus on language learning is the priority, not the completion of curricular outcomes.
  - In addition to the academic outcome, consider what the specific language focus for each lesson would be.
  - Focus on formatively diagnostically assessing language learning and connecting to curriculum activities.
  - Refer to “Newcomer Students: Support Snapshot”
  - “Strategies for Adapting Instruction for Second Language Learners in the Classroom”
  - Consider thematic teaching that would be pertinent to the EAL students’ lives.
  - A letter to communicate language learning is appropriate in place of or in addition to a report card, when no or not all outcomes are being met.
  - Continue to communicate with parents to discuss progress, programming and future steps.
  - If the student is not approaching the level of Phase 3 during an appropriate time period, arrange to meet with the Student Support Teacher.

Student Support Teacher

- An assessment by an SLP could to be made at any time during this process if an articulation/fluency problem is suspected.
- Please note: Language assessments for the purpose of diagnosing a delay in language requires at least 2 years of formal language instruction in the new language.
PHASE 3 – Transition to Independent English Language Use

Classroom Teacher

- As the EAL student becomes an Independent User (CFR Rubric), curricular outcomes should become the primary focus supported by academic language and skills
- Provide one-on-one/small group instruction (as necessary) for further development of academic/social skills for future success.
- Course load will be determined by the school team and parents (i.e.: 6 credits vs. 10 credits per year, extension of time to complete courses).

Student Data System Entry

Canadian Framework Reference (CFR) Levels Reporting

- Enter student EAL levels in PowerSchool (A1.1, A1.2, A2.1, A2.2, B1.1, B1.2). This information can be entered after August 1st of each school year, must be re-entered for each student by September 17th and final numbers must be confirmed by September 30th.
  - This applies to grade 1-12 students who speak a language other than English and have been assessed at Level B1.2 or lower.
  - Do not enter CFR information on the SDS for a student if:
    - The student’s primary language is English
    - The student’s EAL level is beyond B1.2
    - The student is in prekindergarten or Kindergarten
    - The student does not have an active enrollment on the SDS
    - The student is home-schooled
    - The student is paying tuition or is an exchange student.
- A list of student CFR levels will be emailed to each school by the Administrative Assistant with responsibility for EAL reporting through PowerSchool to the Ministry’s Student Data System (SDS) as a reminder for schools to update the levels by June 15th annually
- Update the student levels information as necessary throughout the school year keeping in mind that students who score above B1.2 do not need to be entered. New students to the school division must be assessed upon arrival. Current CFR levels must be recorded in PowerSchool.
Communicating With Parents

Creating a Welcoming School

As with any student, communication with and involvement of the family in their child’s education is critical to the success of an EAL student. Keep in mind these tips when communicating with families.

- **Make early contact with the family.** Meet with the family as soon as possible in order to learn more about them and to help them feel welcome in the school. If an interpreter is needed, there are several options:
  - Technology- IPAD translators
  - Person from the community who speaks the same language
  - Over the phone interpretation [www.education.gov.sk.ca/EAL](http://www.education.gov.sk.ca/EAL)

- **Provide parents families with school procedures:** (visuals may need to be provided with this information)
  - Timetable of the student’s classes- with school hours
  - School rules
  - Supplies needed-where/how to get these
  - School calendar – marking the special events/holidays
  - Routines that we take for granted such as lunch, extra-curricular activities, special events that parents are invited to,

- **Encourage the family to continue to speak their first language at home.** Parents often worry that speaking another language at home will hinder their child’s development of English. In fact, a strong first language will allow students to make good connections when learning additional languages.
Personal Profile

Name:_____________________________ Age:_____________________
Grade:_________
Country of Origin: _________________________
Date of arrival in Canada:___________________
Family Information:
  • Brothers: how many?____ how old?_____  
  • Sisters: how many?_____ how old?______
Residence: ______________________________ ( in town, on a farm, with other family)
Years of English Language Learning:__________
Spoken English: ______              Written English: ______
Academic Strengths:________________________________________________
Hobbies:
  • Sports  
  • Music  
  • Reading  
  • Video games  
  • Acting  
  • Other
Do you have a translating device?_______
Do you have a tutor or enrolled in EAL classes?______
Assigned student mentor: ________________________
Locker Number and Lock Information:______________

School Orientation and Tour completed: YES or NO
Newcomer Students: Support Snapshot

You have a new student who speaks little or no English in your class – What do you do?

1. **Focus on the affective:** Put yourself in their shoes and provide supports that will make them feel welcome and appreciated!

2. **Remember that culture shock can manifest itself in a variety of way at various points in the acculturation process:** Consider the family or personal reasons for the culture shock and expect a whole range of behaviors that can manifest themselves at any time!

3. **Remember that language learning is a process:** Language learning takes a long time. Provide time and supports to assist the newcomer in the acquisition of English.

4. **Resources:** There are many resources available to help you! Just ask!

5. **Contact your Student Support Consultant and/or the Learning Coach:** For additional information, with questions, and to request resources.
Layers of Language Acquisition

S. Hudelson  (Surrey SD Handbook)

Adapted by: Sylvia Helmen  UBC 2012
Layer One ~ From emerging to developing

Student uses language to describe what the learner can see, hear, touch directly, etc. as in the classroom situation.

<table>
<thead>
<tr>
<th>Acquisition Stage</th>
<th>Characteristics (sequential, for this stage only)</th>
<th>Student is able to...</th>
<th>Comprehensible comprehension Prompts</th>
<th>Activities to support learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emerging To</td>
<td>• Silent period</td>
<td>Act out</td>
<td>Circle the...</td>
<td>• Constructions: dioramas, in wood, metal, etc.</td>
</tr>
<tr>
<td>Beginning To</td>
<td>• Minimal comprehension</td>
<td>Choose Circle</td>
<td>Do you have the...?</td>
<td>• Cook</td>
</tr>
<tr>
<td></td>
<td>• &quot;parrot stage&quot;</td>
<td>Draw</td>
<td>Find the...</td>
<td>• Experiments in science, math, art</td>
</tr>
<tr>
<td></td>
<td>• One or two word responses</td>
<td>Listen</td>
<td>Is this a ...?</td>
<td>• Field trips</td>
</tr>
<tr>
<td></td>
<td>• Simple sentences</td>
<td>Match</td>
<td>Point to the...</td>
<td>• Jazz chants and other repetitious language</td>
</tr>
<tr>
<td></td>
<td>• Comprehend if information is highly contextualized</td>
<td>Move</td>
<td>Put the...beside the...</td>
<td>• Oral language activities (listening opportunities)</td>
</tr>
<tr>
<td></td>
<td>• Communicates simple ideas</td>
<td>Point underline</td>
<td>Show me the...</td>
<td>• Paint, make jewelry, build clay pots</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>What is...?</td>
<td>• PE games and sports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Where is...?</td>
<td>• Role play common tasks: shopping, using the phone</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Who has the...?</td>
<td>• Show and tell</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Who wants a ...?</td>
<td>• Talk through a task</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Computer or device work</td>
</tr>
</tbody>
</table>

KEY: Students are capable of cognitive work appropriate for their age but cannot yet communicate this level of thought in spoken or written English. Therefore, lots of exposure to the language is key.
Layer Two ~ Developing to Expanding

Language centres on what the learner knows from their own experiences in daily life, what they have heard and seen directly but cannot see or hear at the moment. This is the language of the home and the community. Build and expand vocabulary through a combination of classroom talk and hands-on experiences.

<table>
<thead>
<tr>
<th>Acquisition Stage</th>
<th>Characteristics</th>
<th>Student is able to…</th>
<th>Comprehensible Comprehension Prompts</th>
<th>Activities to support learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
<td>Good comprehension of information in context</td>
<td>Name List Group</td>
<td>• Ask for only one or two key words responses</td>
<td>Compare daily life in two different countries</td>
</tr>
<tr>
<td></td>
<td>Communicates well orally with some use of approximation</td>
<td>Tell or say Answer in simple ways</td>
<td>• Choose which one is…</td>
<td>Compare/ contrast schools in Canada with home country</td>
</tr>
<tr>
<td></td>
<td>Can interact with native speakers with some confidence</td>
<td>Comprehend the “gist”</td>
<td>• Either/or responses</td>
<td>Describe a movie, a meal, etc</td>
</tr>
<tr>
<td></td>
<td>Important: reading and writing may vary widely from emergent to expanding</td>
<td>Label Sort into categories</td>
<td>• Label the pictures</td>
<td>Develop study skills: make predictions, inferences</td>
</tr>
<tr>
<td>Expanding</td>
<td></td>
<td></td>
<td>• Make a list</td>
<td>Label and illustrate a family tree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Match the…with…</td>
<td>Recall a recipe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Yes/no responses</td>
<td>Recall events from experiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Teach a game or sport</td>
</tr>
</tbody>
</table>

**KEY:** Ongoing and expanding vocabulary work should continue and more emphasis can now be placed on how and why questions. Particular emphasis is on reading and writing skills development at this stage.
The learner is now able to describe **what she has not yet experienced directly but can imagine**, usually with help of pictures, dramatizations, charts, and so on.

<table>
<thead>
<tr>
<th>Acquisition Stage</th>
<th>Characteristics</th>
<th>Student is able to...</th>
<th>Comprehensible Comprehension prompts</th>
<th>Activities to support learning</th>
</tr>
</thead>
</table>
| **Expanding**     | Good comprehension of information particularly when given both orally and in writing | Recall, Summarize, Describe, Retell, Role-play, Define, Explain, Compare, Contrast, Rephrase | Compare/contrast, Define, Describe, Explain, How?, Recall, Restate, Retell, Summarize, Tell me...?, Why? | • Compare statistics/data for different countries  
• Compare/contrast a polar bear to a brown pair  
• Describe ancient Greek dress, the prairies, photosynthesis, etc  
• Explain simple machines: how a volcano erupts; the circulatory system, etc  
• Guide use of reference materials  
• Read a variety of genres  
• Read about a topic and summarize main ideas  
• Watch a play or video and summarize plot  
• Write paragraphs and narratives |
| **To**            | Fairly proficient communication orally and in writing  
                   | Adequate level of vocabulary to achieve academically  
                   | Can summarize, draw comparisons, justify views, etc |                             |                               |
| **Consolidating** | Good comprehension of information particularly when given both orally and in writing | Recall, Summarize, Describe, Retell, Role-play, Define, Explain, Compare, Contrast, Rephrase | Compare/contrast, Define, Describe, Explain, How?, Recall, Restate, Retell, Summarize, Tell me...?, Why? |                               |

**KEY:** Reading and Writing proficiency may still range from late emergent to nearly fluent. At this stage, generally, explicit grammar instruction, in context, is helpful.
Layer Four ~ Consolidating to Exit

The learner is able to discuss what is brought to mind through the spoken, written, or printed work, with minimal help from visuals. At this stage of development students are pretty well ready to make the transition to unassisted grade level work.

<table>
<thead>
<tr>
<th>Acquisition Stage</th>
<th>Characteristics</th>
<th>Student is able to…</th>
<th>Comprehensible Comprehension prompts</th>
<th>Activities to support learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidating</td>
<td>Very good</td>
<td>Analyze Evaluate</td>
<td>Analyze Debate</td>
<td>• Conduct an experiment from a written description</td>
</tr>
<tr>
<td>To Exit</td>
<td>comprehension of information and instructions</td>
<td>Justify Support</td>
<td>Decide whether</td>
<td>• Do independent library research</td>
</tr>
<tr>
<td>Exit</td>
<td>Heightened</td>
<td>Examine Debate</td>
<td>Defend Discuss</td>
<td>• Cook from printed directions</td>
</tr>
<tr>
<td></td>
<td>proficiency to communicate well</td>
<td>Defend Complete</td>
<td>Evaluate Explain</td>
<td>• Lead group discussions</td>
</tr>
<tr>
<td></td>
<td>Expanded</td>
<td>Describe create</td>
<td>Justify/ support</td>
<td>• Listen to a story without pictures</td>
</tr>
<tr>
<td></td>
<td>vocabulary to</td>
<td></td>
<td>Synthesize</td>
<td>• Make presentations</td>
</tr>
<tr>
<td></td>
<td>achieve</td>
<td></td>
<td>What would happen if…?</td>
<td>• Read/outline a text chapter</td>
</tr>
<tr>
<td></td>
<td>academically</td>
<td></td>
<td>Why do you think…?</td>
<td>• Read a story and describe the hero</td>
</tr>
<tr>
<td></td>
<td>Near native</td>
<td></td>
<td></td>
<td>• Recite a poem</td>
</tr>
<tr>
<td></td>
<td>speech fluency</td>
<td></td>
<td></td>
<td>• Study notes</td>
</tr>
<tr>
<td></td>
<td>Can initiate</td>
<td></td>
<td></td>
<td>• Synthesize, analyze information</td>
</tr>
<tr>
<td></td>
<td>discussion in</td>
<td></td>
<td></td>
<td>• Write a letter, report</td>
</tr>
<tr>
<td></td>
<td>both social</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and academic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>settings</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

KEY: Since reading and writing proficiency may still be highly variable, consistent and explicit teaching of reading and writing should be emphasized
Assessing EAL Students: CFR Levels

These levels allow teachers to quickly assess student’s level of English to report to the Ministry of Education.

<table>
<thead>
<tr>
<th>Basic User</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td><strong>A1.1</strong></td>
</tr>
<tr>
<td></td>
<td>• Understands and uses familiar words and very basic phrases to satisfy personal needs</td>
</tr>
<tr>
<td></td>
<td>• Can make simple introductions, answer questions about personal details (name, age, location, family members, or personal items)</td>
</tr>
<tr>
<td></td>
<td>• Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help</td>
</tr>
<tr>
<td></td>
<td>• Shows limited ability to use simple grammatical structures, e.g. punctuation, capitalization, sentence patterns</td>
</tr>
<tr>
<td><strong>A1.2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understands sentences and basic information relevant to personal needs and family activities</td>
</tr>
<tr>
<td></td>
<td>• Can communicate about simple, routine tasks requiring a direct exchange of information on familiar or daily matters</td>
</tr>
<tr>
<td></td>
<td>• Can describe in simple language his/her background, immediate environment, interests or activities</td>
</tr>
<tr>
<td></td>
<td>• Uses some simple structures accurately, but continues to systematically exhibits basic errors, e.g. Verb tenses, use of prepositions, articles</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Independent User</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
<td><strong>B1.1</strong></td>
</tr>
<tr>
<td></td>
<td>• Understands the main points of clear standard speech about familiar topics.</td>
</tr>
<tr>
<td></td>
<td>• Can deal with most situations likely to arise in school or after school hours</td>
</tr>
<tr>
<td></td>
<td>• Produces simple connected text on topics which are familiar or of personal interest</td>
</tr>
<tr>
<td></td>
<td>• Can describe experiences or events and can briefly give reasons and explanations for opinions and plans.</td>
</tr>
<tr>
<td></td>
<td>• Uses reasonably accurate structures and patterns within routine or predictable situations.</td>
</tr>
</tbody>
</table>
Strategies for Adapting Instruction for EAL Learners

Adapted from Katie Parrish TESOL, 2006
<table>
<thead>
<tr>
<th>TASKS</th>
<th>EXAMPLES</th>
<th>DOING IT</th>
</tr>
</thead>
</table>
| **Use prior knowledge of students and provide background knowledge** | Use semantic webs, data retrieval charts, KWL, graphic organizers that illustrate ways of knowing  
  Use real objects to excite interest and provide concrete reference  
  Show illustrations, maps, photos, etc  
  Hold class discussions using “scaffolds” to support understanding to activate prior knowledge |          |
| **Control/ adjust teacher talk**          | Provide ample “wait time” so students can formulate a response before they speak  
  Talk slightly more slowly but distinctly and clearly  
  Rephrase and repeat information  
  Use shorter sentences and control vocabulary (avoid idioms)  
  Clearly write directions and important information in addition to giving it orally  
  Be consistent in use of vocabulary  
  Alert students when giving important directions |          |
| **Check for Understanding**               | Summarize throughout the lesson using visual reviews such as charts, lists, and idea frames  
  Ask students to paraphrase  
  Use Wh--- questions  
  Use “proof” questions. (How do you know?)  
  Use confirmation checks (Do you mean…?)  
  Ask factual questions first, then proceed with inferential questions |          |
| **Build Vocabulary**                      | Use gestures, body language, visuals, pictures, and actual objects to introduce new vocabulary  
  Practice labeling drawing with the group first  
  Help students create meaningful sentences as a whole class and/or in groups  
  Have students demonstrate or role play vocabulary  
  Practice reading and using works in context  
  Play concentration, bingo, etc. to review vocabulary  
  Brainstorm a list of words related to the subject |          |
| **Present information in a variety of ways** | Use manipulatives and multimedia  
  Use demonstrations and real objects  
  Use film, pictures, and other visuals  
  Use kinesthetic activities  
  Use role play and problem-solving activities  
  Use cooperative learning and peer tutoring |          |
<table>
<thead>
<tr>
<th>TASKS</th>
<th>EXAMPLES</th>
<th>DOING IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks and reading materials</td>
<td>• Have a variety of reading materials at different levels&lt;br&gt;• Choose textbooks that are visually appealing and not culturally biased&lt;br&gt;• Show material in drawings, pictures, charts as well as words&lt;br&gt;• Modify existing textbooks by reducing sentence and paragraph length, using active voice, simplifying sentence structure&lt;br&gt;• Teach students helpful reading and comprehensive strategies such as SQ3R (survey, question, read, recite, review)</td>
<td></td>
</tr>
<tr>
<td>Use organizational structures for taking notes and enhancing comprehension</td>
<td>• Use graphic organizers, such as semantic webs, Venn diagrams, T-lists, timelines, cause and effect charts&lt;br&gt;• Have students highlight important vocabulary or information in the text.&lt;br&gt;• Give students an outline, chart, web to fill in during presentations&lt;br&gt;• Summarize the key points of the lesson; have students copy them or give students a copy&lt;br&gt;• Use coloured pens to highlight important points</td>
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<td>Error Correction</td>
<td>• Recognize that language errors are a necessary part of additional language acquisition&lt;br&gt;• Concentrate on the message, not the form&lt;br&gt;• Correct student oral grammatical errors by restating correctly, not pointing out errors directly. Direct error correction can embarrass students and cause them to shut down&lt;br&gt;• Keep written standards high but realize that spelling and grammatical errors are part of the additional language learning process</td>
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<td>Classroom Routine</td>
<td>• Model everything&lt;br&gt;• Read aloud and think aloud&lt;br&gt;• Use the same format for assignments and worksheet until students recognize it&lt;br&gt;• Provide examples and exemplars&lt;br&gt;• Establish a daily routine&lt;br&gt;• Give students time to copy and ask questions&lt;br&gt;• Have students use planner/ online recorder for assignments and projects&lt;br&gt;• Allow student to work with peers, partners, groups</td>
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<td>Assessment</td>
<td>• Maintain high expectations for students’ content acquisition&lt;br&gt;• Teach students test-taking questions&lt;br&gt;• Allow students more time to complete assessments&lt;br&gt;• Simplify directions&lt;br&gt;• Allow students to ask for questions to clarify&lt;br&gt;• Use alternative assessments: skits, webs, maps, graphs, charts, timelines, projects, etc.</td>
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