

Review Key Vocabulary and Concepts

- **Review and summarize during lessons: "Up to this point we have learned..."**
Students in the early stages of English proficiency spend a great deal of time just trying to figure out what the teacher or text is saying at the basic level. It is difficult for them to determine what is important, what they should focus on. By highlighting key vocabulary and reviewing important concepts, teachers can ease the heavy load of input. Don't save reviewing only for the end of a lesson.
- **Use various kinds of reviewing: summaries, journals, listing on the board.**
Effective sheltered instructional decisions are based on student response. By using various types of review and assessment, you can make appropriate and timely adjustments to the lesson in order to improve student comprehension. Write key words and major points on the board and have students copy them for their own study and review. Summarizing in their own words and journaling offer students the opportunity to express how well they have internalized the lesson.
- **Use Outcome Sentences: "I wonder..." "I discovered..." "I still want to know..." "I learned..." "I still don't understand..."**
You can use these Outcome Sentences as starters for wrap-ups. Students can take turns selecting one and completing the sentence orally. They can also be used as prompts for journal writing. Remember to link the review to the content objectives and to clarify any misconceptions revealed during your wrap-up review.

Provide Feedback on Student Output

- **Ease fear of speaking: smile, nod, encourage.**
Periodic review of language, vocabulary, and context enable teachers to provide feedback to students. This gives you the opportunity to clarify any misconceptions and misunderstandings. Your feedback should be supportive and validating. Novice ELs may be experiencing culture stress along with their language challenges. A smile goes a long way in easing the tension that students feel in their new surroundings.
- **Paraphrase to correct grammar.**
Grammar mistakes should be corrected by restating the student's response, modeling the proper structure. "Yes, you are correct. The children *were confused by* the instructions." This type of restatement helps your English language learners hear native usage while avoiding embarrassment. You can also expand limited answers and validate student responses: "You're right. Volcanoes *erupt* with melted rock called *lava*." Class partners and small groups also model the language for lower level speakers.
- **Use multiple assessments: writings, audiotapes, parent interviews, videotapes, observations, art work, oral reports, group activities, in addition to formal tests and quizzes.**
Over the years, the words "evaluation" and "assessment" have been used almost interchangeably. Historically teachers served as a judge who passed judgment on a finished product such as a quiz, a report, or a test. We now define "assessment" as the gathering of information about student learning, while "evaluation" refers to grading student work. Assessments include observations, conversations, brainstorming, and other real-life tasks that are not assigned a grade, used to guide the teaching process.
- **Elicit group responses: thumbs up/thumbs down, number wheels, response boards, signals for "I don't understand."**
Group responses can quickly tell you how the class is progressing as a whole. Thumbs up/thumbs down or pencils up/pencils down elicit answers for yes/no, true/false, agree/disagree. "I don't know" can be indicated by wiggling the pencil. Individual multiple choice answers can be shown by using a number wheel marked with 0-4 or A-D. Dry erase boards are an excellent resource for practicing spelling words or demonstrating other knowledge. Students can show a yellow card for "Slow down, please," and a red card for "Can you go over that again, please?" The bottom line: "Show me!"

- **Track improvement via rubrics: development of proficiency and performance.**

The English Language Development Course of Study (ELDCS) of North Carolina offers a practical method of tracking proficiency levels, of explaining what can be expected of your EL students in relation to the state standards in language arts. This rubric has been structured by CMS into an individual checklist for each grade level. Assessments should also include a variety of methods, such as written work, drawing/labeling, and oral group response. Portfolios of dated work samples are particularly critical for tracking the progress of students who are on alternative assessments.