

ELL Friendly Student Discourse

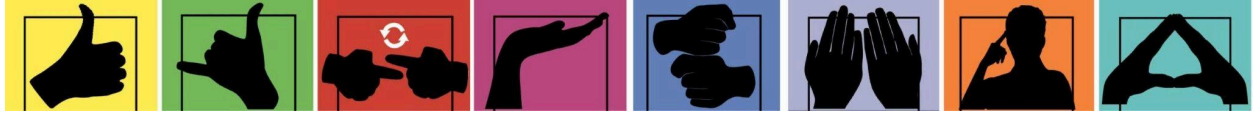
Before Student Discourse

- ☐ Questions to Consider:
 - ☐ What do the students **NEED** to know?
 - ☐ What **visuals** could I use as a **reference**?
 - ☐ What vocabulary might be **difficult** or **new**?
 - ☐ What **obstacles** will my student have **while** using the resource?
- ☐ Give wait time
- ☐ Provide tiered leveled questions
- ☐ Allow students to write responses in English/home language
- ☐ Monitor responses
- ☐ Pair/group students: 1 English speaker, 1 intermediate/bilingual student, and 1 newcomer
- ☐ Easy & Efficient Modifications
 - ☐ Bold, Underline, Italics
 - ☐ Use a routine!
 - ☐ Example: **Bold** = verbs, *Italicize* = vocab, Underline = important detail
 - ☐ Pictures
 - ☐ Add pictures under the bolded, italicized, and underlined modifications
 - ☐ Color Coding
 - ☐ Provide highlighters to students so they can organize and link info. easily
 - ☐ Edit it Out
 - ☐ Take out the *fluff*! Provide simple and clear material. Do not lessen the rigor by eliminating content



objectives, reducing assignments to complete easiest problems, or giving hints during testing

During Student Discourse



- ☐ Provide multiple options for responses to aid different proficiency leveled students
 - ☐ Newcomers can use a nonverbal talk move or say: “I agree” in English and continue in their native language
 - ☐ You can apply these talk moves to various strategies like Consensus Placemat
- ☐ Use the [Talk Moves](#) in the Arundel Drive > ESOL folder > Language Supports > [Student Discourse](#)
- ☐ Model an example of student discourse
 - ☐ Include an ice-breaker
 - ☐ Use non-verbal and verbal cues
- ☐ Allow any student to translate via partner or Google Translate
- ☐ Monitor responses and provide any clarification
 - ☐ Use [Hint Cards](#) for differentiation or scaffolding higher tiered questions

After Student Discourse

- ☐ Student or Teacher Reflection
 - ☐ 3-2-1 Exit Ticket