



## Using ELL Checklists

The following checklists can be used to support ELLs in reading and writing. They should be used as appropriate to the age and grade level, and level of English language proficiency of the students.

### Focus on Reading

1. Label items in the room.
2. Ask students to try to read a variety of print resources often.
3. Utilize other school resources for reading.
4. Record major concepts, themes, links, ideas, and points of interest on chart paper and post them clearly in the room.
5. Create reading areas in the room.
6. Involve the family in reading.
7. Create reading buddies in the school.
8. Engage the students in reading journals.
9. Create word lists for easy reference when reading.
10. Select or encourage theme-based reading resources.
11. Begin with high-interest, low-vocabulary reading resources.
12. Encourage shared reading.
13. Engage the students in pre-reading, during-reading, and post-reading activities.
14. Provide oral tasks that support reading and promote word or concept associations.
15. Email students.
16. Ask students to read messages on the class website.
17. Gather the students' first language reading material and ask them to re-tell the stories in English as they read silently in their first language.
18. Introduce new words gradually.

### Focus on Writing

1. Decorate the room with a wide variety of print material.
2. Provide words and descriptions of pictures.
3. Begin writing portfolios.
4. Make lists of key ideas and post them on chart paper before writing.
5. Show students how to edit their own work.
6. Ask students to write about familiar topics.



7. Correct one area of written work at a time.
8. Introduce one type of writing at a time.
9. Encourage peer-writing time.
10. Engage the students in pre-writing, during-writing, and post-writing activities.
11. Provide oral tasks that support writing and promote word or concept associations.
12. Email students and ask them to email back.
13. Use the student's first language reading material as a springboard for writing tasks.
14. Use editing logs to assist in fine tuning student writing.
15. Provide starter, idea, or development sentences for students to use in their own work.
16. Encourage the creation of authentic stories.

### Assignment:

Consider Cummins' framework and the need to provide challenging tasks when teaching literacy to English Language Learners.

1. Describe the grade and ability levels of the learners you want to support.
2. Select at least five items from each checklist that are age- and ability-appropriate for the learners you have identified.
3. Describe how these activities address either the Basic Interpersonal Communicative Skills (BICS) or the Cognitive Academic Learning Proficiency (CALP) of the identified students.
4. Describe how you would incorporate them with one of the strategies for building comprehension skills for ELLs provided in this lesson:
  - a. Drawing on students' existing knowledge
  - b. Building students' background knowledge
  - c. Taking students on a tour of the text
  - d. Using a "picture-walk"
  - e. Using outlines to scaffold comprehension
5. Explain whether you would engage in purposeful grouping within the classroom when using the strategy and checklist items. Why or why not?