## Supporting English Language Learners in Social Studies

<table>
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<tr>
<th>Class Structure</th>
<th>Possible challenges for ELLs</th>
<th>Suggested differentiation strategies to support ELLs</th>
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| Whole class instruction | TOO MUCH TEACHER TALK  
UNKNOWN OR MISUNDERSTOOD VOCABULARY  
LACK OF SUPPORT AND FEEDBACK  
SPECIALIZED TECHNICAL VOCABULARY  
LACK OF BACKGROUND       | ▪ Provide multiple opportunities for turn and talk or active engagement  
▪ Use realia, gestures, pictures and/or graphics to make language comprehensible  
▪ Make your speaking simple and clear  
▪ Establish routines that help ELLs focus on content and language  
▪ Be explicit in your instruction  
▪ Preteach key vocabulary to scaffold understanding  
▪ Support frequently with one on one conferring or small group instruction  
▪ Design questions that meet the students’ proficiency levels  
▪ Practice wait time and provide a sentence starter when needed  
▪ Provide descriptive and timely feedback while building a relationship  
▪ Implement daily warm-ups such as pictures or anticipation guides                                                                                  |
| Small group instruction | LIMITED TALK TIME  
ABILITY TO EXPRESS THINKING                                                                 | ▪ Provide visuals and make learning visible for students  
▪ Demonstrate and model using think-alouds  
▪ Support using anchor charts and sentence frames  
▪ Support using structured conversations such as Talking Heads and Q Triple S A  
▪ Groups should be fluid and homogenous (by students’ needs)                                                                                       |
| Independent work        | STRUCTURE OF TIME  
TEXT HEAVY  
SPECIALIZED TECHNICAL VOCABULARY                                                                 | ▪ Establish simple routines and procedures and teach them explicitly  
▪ Support ELLs with sentence frames aligned to their language level  
▪ Provide students with related visuals and graphics  
▪ Pair beginner ELLs with a buddy who can help them acclimate to the classroom routines during the initial phase  
▪ Allow newcomer ELLs to respond in their native language  
▪ Allow newcomer ELLs to copy teacher or echo responses if needed  
▪ Allow beginning and intermediate ELLs to draw and label  
▪ Meet frequently with beginning and intermediate ELLs  
▪ Check for understanding  
▪ Meet frequently with beginning and intermediate ELLs  
▪ Chunk reading into a structure such as Talk, Read, Talk, Write                                                                                   |
| Anchor charts & Wall space | PREMADE  
TOO MANY WORDS                                                                 | ▪ Display class-made anchor charts that show processes  
▪ Label with plenty of graphics and pictures  
▪ Keep icons consistently throughout the building (ex: a book is the same in your room and the library)  
▪ Color chunk wording on chart and visuals  
▪ Write in a step-by-step format  
▪ Keep charts up and available and refer to them frequently  
▪ Provide smaller copies to ELLs (artifact)  
▪ Create in front of students  
▪ Use interactive word walls created with students                                                                                                  |