

ELL Strategies in *McGraw-Hill Math*

Surprisingly, content instruction is one of the most effective methods of acquiring fluency in a second language. When content is the learner’s focus, the language used to perform the skill is not consciously considered. The learner is thinking about the situation, or how to solve the problem, not about the grammatical structure of his or her thoughts. Attempting skills in the target language forces the language into the subconscious mind, where useable language is stored. The more senses involved, the greater the investment in the situation’s outcome to dramatically increase language integration. Given this, a few strategies to employ during instruction for the English Language Learner (ELL) are listed below:

- Activate prior knowledge
- Acknowledge cultural perspective
- Use manipulatives, realia, and hands-on activities
- Identify cognates
- Build a Math Word Wall
- Modeled talk
- Choral responses, echo reading
- Collaborative activities in pairs and small groups
- Tiered sentence frames and questions
- Create classroom anchor charts
- Utilize translation tools (i.e., Glossary, eGlossary, online/handheld translation tools)
- Anticipate common language problems

The *McGraw-Hill Math* Program is built upon best practices and inherently supports ELLs to communicate the language of Mathematics in the four language domains: listening, speaking, reading, and writing. As suggested in the K-8 Publishers’ Criteria for the Common Core State Standards for Mathematics, our “modifications to language do not sacrifice the mathematics.” The suggested strategies and activities strengthen the quality of mathematics instruction, and provide additional language and concept support to accelerate English learners’ acquisition of English.

The *McGraw-Hill Math* Program has adopted three levels of language proficiency: Emerging, Expanding and Bridging used by the World-Class Instructional Design and Assessments Consortium (WIDA). Our English Language Learner Instructional Strategy (ELLIS) and Differentiated English Language Learner Support (DELLS) features ensure language development can be integrated with content instruction. Teachers can easily

utilize the ELLIS and DELLS to differentiate their instruction according to each student's current level of English language proficiency.

The following table outlines proficiency level descriptors for Emerging, Expanding and Bridging level English language learners.

Proficiency Level Descriptors

	Interpretive (Input)		Productive (Output)	
Emerging Level ELLs	Listening	Reading	Writing	Speaking



References

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