

ELL-QRG Debrief Worksheet

To accompany the Quick Reference Guide:

Himmele, P. & Himmele, W. (2019) Planning Effective Instruction for ELLs. (Quick Reference Guide). Alexandria, VA: ASCD

In a sentence for each...

<p>Page 1 of the QRG contains basic background for understanding ELLs. In a sentence for each of the sections on page 1, record your biggest takeaways.</p>	
<p>What is an English language learner?</p>	<p>Conversational vs. Academic Language.</p>
<p>ELLs in U.S. Schools</p>	<p>CHATS</p>
<p>What you will and/or won't need:</p>	
<p>Comprehension</p>	
<p>Page 2 of the QRG addresses the importance of ensuring comprehension. In a sentence for each of the sections on page 2, respond to the corresponding prompt.</p>	
<p>Essentially, I should ask myself...</p>	<p>If language is learned by encountering it in contexts that the students understand, how should that impact my approach to academic language in my classroom?</p>
<p>The role of vocabulary- My one sentence summary:</p>	
<p>If language is learned by encountering it in contexts that the students understand, why might these strategies reflect best practices with ELLs?</p>	
<p>Higher-Order Thinking</p>	
<p>Page 3 of the QRG addresses the importance of ensuring opportunities for higher-order thinking. In a sentence for each of the sections on page 3, respond to the corresponding prompts.</p>	
<p>Essentially, I should ask myself...</p>	
<p>Access to Higher-Order Thinking - My one sentence summary:</p>	
<p>With regard to developing higher-order thinking, why do the Himmeles believe that "calling on someone should be the last thing you do"?</p>	
<p>As you compare lower and higher-order thinking, notice the often confused components of "Apply" and "Create." Why are they often confused and how are they different?</p>	

Assessment		
Page 4 of the QRG addresses the importance of assessment and checking for understanding. In a sentence for each of the sections on page 4, respond to the corresponding prompts.		
Essentially, I should ask myself...		
How can understanding ELL linguistic and academic histories support me in planning?		
How might my planning support students who are newly arrived with adequate schooling?	How might my planning support students who are newly arrived with limited or interrupted schooling?	How might my planning support students who might be considered longer-term English learners?
Total Participation Techniques		
Page 5 of the QRG addresses the importance of ensuring that all students are engaged. In a sentence for each of the sections on page 5, respond to the corresponding prompts.		
Essentially, I should ask myself...		
Why do the Himmeles believe that using Total Participation Techniques is an <u>essential</u> component to a classroom that supports ELLs' academic and linguistic growth?		
Of the TPTs presented, which would you most likely use? Why?		
Scaffolding		
Page 6 of the QRG addresses the importance of embedding nonverbal scaffolds that support comprehension. In a sentence for each of the sections on page 6, respond to the corresponding prompts.		
Essentially, I should ask myself...		
Biggest takeaway for "4 Nonverbal Scaffolding Strategies."		
Read the section, "Don't Forget," and record your biggest takeaway.		
Using the ELL QRG in Your Classroom		
What is your biggest "Aha" regarding the content of this QRG?		
The Himmeles suggest that teachers plan their lessons as they normally would, and then come back to the "Questions to Ask Yourself" sections to refine/improve their lessons based on ideas that are generated as a result of these questions. What are your thoughts? What might be the best way for you to actually remember and use the principles in this QRG to improve instruction for ELLs and for all students? Feel free to connect @persidahimmele		