

# HISTORY SUPPORTS FOR ELS

## Analyzing History Skills for Language

**Background Knowledge** –EL student’s prior education will greatly impact the background knowledge they have about history, particularly US/Mississippi history, but also viewpoints on world events. All students have some historical knowledge, and tapping into that background knowledge to draw connections will help historical content “stick.”

**Academic Vocabulary** – All levels of ELs and students in general will need to learn some vocabulary for history standards. Beginner and Intermediate ELs will need extra support with this vocabulary and with vocabulary other students may already be familiar with.

**Reading & Writing Strategies** – LTELs typically need support with reading historical texts, including word recognition strategies. All students will need instruction to write historical texts, but EL students especially will greatly benefit from sentence frames to begin learning how to write like a historian.

## Translated Resources for Newcomers and SLIFE Students

[Bilingual Glossaries](http://bit.ly/biligloss) (bit.ly/biligloss)– allowable on state tests and can help make vocabulary connections

**The following websites provide history instruction in multiple languages:**

- [Khan Academy](https://www.khanacademy.com/)
- [Crash Course](https://www.crashcourse.com/) (YouTube subtitles created by native speakers)
- [go.hrw.com/gopages/ss-gy.html](http://go.hrw.com/gopages/ss-gy.html) (Chapter Summaries)

## Modifications & Scaffolds

### Newcomers

A balance of translated and simplified English materials, visuals, modeling, sentence frames & graphic organizers

### Intermediate

Often need vocabulary support and review of historical concepts learned in previous grades

### Long Term English Learners (LTELs)

Typically need support with reading & writing. Providing videos to support text and reading text aloud often help.

## Assessment and Feedback

**“Show What You Know”** – The goal of accommodations on assessments for ELs is to lower the demands of producing or understanding English and identify gaps in content knowledge. Thus, the same modifications used to teach ELs are often useful in assessing.

**Accommodations** such as allowing ELs to point, draw, or speak to show understanding,, providing visuals to scaffold language, using translation tools, creating sentence stems or word banks, and more can be used on classroom tests.

**Differentiated Feedback** – just as different students have different needs for instruction and assessment, the way you give feedback might differ. For LTELs, verbal feedback may be best. Newcomers may prefer written feedback so they can translate it. Intermediate ELs may prefer to have a discussion about misconceptions to see where they made a mistake.