

LARRY FERLAZZO • KATIE HULL SYPNIESKI

THE ELL Teacher's TOOLBOX 2.0

*Hundreds of Practical Ideas to
Support Your Students*



Praise for *The ELL Teacher's Toolbox 2.0*

“This collection of immediately usable strategies is a godsend for teachers of English language learners, which should be no surprise to fans of Ferlazzo and Sypnieski. This is a book you’ll want to put on the desk of all the ELL teachers you know.”

— *Dr. Shanna Peebles, National Teacher of the Year 2015*

“A grab-and-go book of strategies for teachers of English learners. With this book, all educators can be teachers of both content and language at the same time. *The ELL Teacher's Toolbox 2.0* turns principles into practices.”

— *Tan Huynh, teacher, consultant, blogger at EmpoweringELLs.com*

“This book combines clear strategies by teachers for teachers in real classrooms. It includes a research base, points out connections to standards, and has tips on what to watch out for. A genuine all-in-one approach that’s a winning formula for the classroom!”

— *Giselle Lundy-Ponce, American Federation of Teachers*

The ELL Teacher's Toolbox 2.0

The ELL Teacher's Toolbox 2.0

**Hundreds of Practical Ideas to Support
Your Students**

LARRY FERLAZZO AND KATIE HULL SYPNIESKI

Copyright © 2025 John Wiley & Sons, Inc. All rights, including for text and data mining, AI training, and similar technologies, are reserved.

Published by John Wiley & Sons, Inc., Hoboken, New Jersey.
Published simultaneously in Canada.

ISBNs: 9781394171675 (paperback), 9781394171682 (ePub), 9781394171699 (ePDF)

Except as expressly noted below, no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the Publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, (978) 750-8400, fax (978) 750-4470, or on the web at www.copyright.com. Requests to the Publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, (201) 748-6011, fax (201) 748-6008, or online at <http://www.wiley.com/go/permission>.

Certain pages from this book (except those for which reprint permission must be obtained from the primary sources) are designed for educational/training purposes and may be reproduced. These pages are designated by the appearance of copyright notices at the foot of the page. This free permission is restricted to limited customization of these materials for your organization and the paper reproduction of the materials for educational/training events. It does not allow for systematic or large-scale reproduction, distribution (more than 100 copies per page, per year), transmission, electronic reproduction or inclusion in any publications offered for sale or used for commercial purposes—none of which may be done without prior written permission of the Publisher.

The manufacturer's authorized representative according to the EU General Product Safety Regulation is Wiley-VCH GmbH, Boschstr. 12, 69469 Weinheim, Germany, e-mail: Product_Safety@wiley.com

Trademarks: Wiley and the Wiley logo are trademarks or registered trademarks of John Wiley & Sons, Inc. and/or its affiliates in the United States and other countries and may not be used without written permission. All other trademarks are the property of their respective owners. John Wiley & Sons, Inc. is not associated with any product or vendor mentioned in this book.

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Further, readers should be aware that websites listed in this work may have changed or disappeared between when this work was written and when it is read. Neither the publisher nor authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

For general information on our other products and services, please contact our Customer Care Department within the United States at (800) 762-2974, outside the United States at (317) 572- 3993. For product technical support, you can find answers to frequently asked questions or reach us via live chat at <https://support.wiley.com>.

If you believe you've found a mistake in this book, please bring it to our attention by emailing our reader support team at wileysupport@wiley.com with the subject line "Possible Book Errata Submission."

Wiley also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic formats. For more information about Wiley products, visit our web site at www.wiley.com.

Library of Congress Control Number is Available:

Cover Design: Wiley
Cover Art: © Thomas Vogel/iStockphoto

Contents

About the Authors	xxi
Acknowledgments.....	xxiii
Introduction.....	1
I Reading and Writing.....	3
1. Independent Reading.....	5
Application	6
<i>Selecting Books</i>	7
<i>Student-Teacher Check-Ins</i>	8
<i>Writing and Talking About Books</i>	8
<i>Publishing Student Successes</i>	8
<i>Working with Students Not Literate in Their Home Language</i>	9
Teaching Online	9
What Could Go Wrong?	10
Differentiation Recommendations for Independent Reading.....	10
Technology Connections	11
2. Text Engineering	15
Application	16
Teaching Online	17
What Could Go Wrong?	17
Technology Connections	17

3. Graphic Organizers.....	22
Application	23
<i>Reading</i>	23
<i>Writing</i>	24
Teaching Online	25
What Could Go Wrong?	26
Differentiation Recommendations	26
Technology Connections	26
 4. Vocabulary.....	 39
Application	40
<i>Four Words Sheet</i>	40
<i>Word Chart</i>	41
<i>Teaching New Words During Reading</i>	42
<i>Context Clues</i>	43
<i>Academic Vocabulary</i>	43
<i>Clines</i>	44
<i>Word Webs</i>	45
<i>Interactive Word Wall</i>	45
<i>Cognates</i>	47
<i>From Clues to Words</i>	47
Picture Dictionaries	48
Teaching Online	49
What Could Go Wrong?	49
Differentiation Recommendations for Vocabulary	50
Technology Connections	50
 5. Activating Prior Knowledge.....	 59
Application	60
<i>KWL Charts</i>	60
<i>Anticipation Guides</i>	61
<i>Multimedia</i>	61
<i>Quickwrites</i>	62
<i>Vocabulary</i>	62
<i>Preparatory Texts</i>	62
<i>Home Language Materials</i>	63
<i>Field Trips—Real or Virtual</i>	63
Teaching Online	63
What Could Go Wrong?	64
Differentiation Recommendations	64
Technology Connections	64

6. Sequencing	68
Application	69
<i>Strip Stories</i>	69
<i>Sentence Scrambles</i>	70
<i>Comic Strips</i>	71
Teaching Online	71
What Could Go Wrong?	72
Differentiating Recommendations for Sequencing Activities	72
Technology Connections	73
7. Clozes	80
Application	81
Teaching Online	82
What Could Go Wrong?	83
Differentiation Recommendations	83
Technology Connections	84
8. Language Experience Approach (LEA)	93
Application	94
<i>"Classical" Version</i>	94
<i>"Gamified" Version</i>	95
Teaching Online	96
What Could Go Wrong?	96
Differentiation Recommendations	97
Technology Connections	97
9. Jigsaw	99
Application	100
<i>Beginners and Low-Intermediates</i>	100
<i>High-Intermediates and Advanced</i>	102
Teaching Online	104
What Could Go Wrong?	104
Differentiation Recommendations	104
Technology Connections	105
10. Reading Comprehension	113
Application	115
<i>Reading Strategies</i>	116
<i>Read Alouds and Think Alouds</i>	117
<i>Whole-Class Readings</i>	118
<i>Close Reading</i>	122

Teaching Online	126
What Could Go Wrong?	126
Differentiation Recommendations	127
Technology Connections	127
11. Inductive Learning.....	133
Application	134
<i>Picture Word Inductive Model (PWIM)</i>	134
<i>Text, Phonics, and Picture Data Sets</i>	136
<i>Concept Attainment</i>	138
<i>Other Inductive Strategies</i>	139
Teaching Online	139
What Could Go Wrong?	140
Differentiation Recommendations	140
Technology Connections	141
12. Retrieval Practice	150
Application	151
<i>Quizzes and Tests</i>	151
<i>Retrieval Practice Notebooks</i>	152
Teaching Online	153
What Could Go Wrong?	153
Differentiation Recommendations	154
Technology Connections	154
13. Teaching Grammar.....	158
Application	159
Teaching Online	160
What Could Go Wrong?	160
Differentiation Recommendations	161
Technology Connections	161
14. Writing Frames and Writing Structures	165
Application	166
<i>Learning About the Importance of Writing in English Language Acquisition</i>	167
<i>Writing Frames</i>	168
<i>Writing Structures</i>	169
Teaching Online	170
What Could Go Wrong?	171
Differentiation Recommendations	172
Technology Connections	172

15. Quoting, Summarizing, and Paraphrasing.....	183
Application	184
<i>Quoting</i>	184
<i>Summarizing</i>	185
<i>Paraphrasing</i>	186
Teaching Online	188
What Could Go Wrong?	188
Differentiation Recommendations	188
Technology Connection	189
16. Choice Boards/Learning Menus.....	193
Application	194
Teaching Online	194
What Could Go Wrong?	194
Differentiation Recommendations	194
Technology Connection	194
17. Using Photos or Other Images in Reading and Writing	199
Application	200
<i>Slideshow Annotation</i>	200
<i>Close-Read Photos and Other Images</i>	200
<i>Using Images to Teach “Claim” and “Evidence”</i>	201
<i>Unveiling Parts of an Image</i>	202
<i>Writing Captions and Cloze Captions</i>	202
<i>Compare and Contrast</i>	202
<i>Picture Story</i>	203
<i>Sensory Details</i>	204
<i>Artificial Intelligence Unit</i>	204
Teaching Online	205
What Could Go Wrong?	205
Differentiation Recommendations	206
Technology Connections	206
18. QSSSA	214
Application	218
<i>Question</i>	219
<i>Signal</i>	219
<i>Stem</i>	220
<i>Share</i>	220
<i>Assess</i>	220
Teaching Online	221
What Could Go Wrong?	221
Differentiation Recommendations	222
Technology Connections	222

19. Error Correction Strategies	228
Application	229
<i>Concept Attainment and Concept Attainment Plus</i>	229
<i>Games</i>	230
<i>Encourage a Growth Mind-Set</i>	230
<i>Giving Individual Feedback</i>	230
<i>Self-Correction</i>	231
<i>Recasts</i>	232
Teaching Online	233
What Could Go Wrong?	233
Differentiation Recommendations	233
Technology Connections	234
20. Revision	237
Application	238
<i>Revising an Essay</i>	238
<i>Revising for Homework</i>	240
Teaching Online	241
What Could Go Wrong?	241
Differentiation Recommendations	241
Technology Connections	242
21. Problem-Posing	244
Application	245
Teaching Online	248
What Could Go Wrong?	248
Differentiation Recommendations	248
Technology Connections	249
22. Project-Based Learning and Problem-Based Learning	251
Application	252
<i>Examples of Project-Based Learning We've Done with ELLs</i>	252
<i>Examples of Problem-Based Learning We've Done with ELL Students</i>	253
<i>Project- and Problem-Based Project Process</i>	253
<i>Bonus Section: Object-Based Learning</i>	255
Teaching Online	256
What Could Go Wrong?	256
Differentiation Recommendations	256
Technology Connections	257

23. Learning Games for Reading and Writing	263
Application	264
<i>Nine Box Grid</i>	264
<i>Phonic Darts</i>	265
<i>Fill-in-the-Blank</i>	265
<i>Flyswatter Game (with or Without Flyswatters)</i>	265
<i>Name It</i>	266
<i>Round-and-Round She Goes</i>	266
<i>Writing Bingo</i>	267
<i>Sentence Scrambles</i>	267
<i>Academic Language Sentences</i>	268
<i>Pictionary</i>	269
<i>Team-Writing Sentences</i>	269
<i>Guess The Sentence (sometimes known as “Hangman”)</i>	269
<i>Categories</i>	269
<i>What Doesn’t Belong?</i>	270
<i>Connecting Four</i>	270
<i>Writing More</i>	271
<i>Summarize This!</i>	271
<i>ESL/ELL Wordle</i>	272
<i>Popular Board Game Adaptations</i>	273
Teaching Online	273
What Could Go Wrong?	273
Differentiation Recommendations	274
Technology Connections	274

II Speaking and Listening 277

24. Dictation	279
Application	280
<i>Paired Dictation</i>	280
<i>Dictogloss (and Variations)</i>	280
<i>Picture Dictation</i>	282
<i>Information Gap</i>	282
Teaching Online	283
What Could Go Wrong?	283
Differentiation Recommendations	284
Technology Connections	284

25. Conversation Practice	285
Application	286
<i>Dialogues</i>	286
1-2-3.....	288
<i>Ask-Answer-Add</i>	289
<i>Conversation Cheat Sheets</i>	290
<i>Pronunciation Feedback</i>	290
<i>Self-Assessment</i>	291
Teaching Online	291
What Could Go Wrong?	291
Differentiation Recommendations	291
Technology Connections	292
 26. Total Physical Response (TPR)	 296
Application	296
<i>TPR Extension Activities</i>	297
Teaching Online	299
What Could Go Wrong?	299
Differentiation Recommendations	299
Technology Connections	299
 27. Music	 302
Application	303
<i>Typical Sequence</i>	303
<i>Topical Projects</i>	305
<i>Personalized Song Lessons</i>	306
<i>Chants</i>	307
Teaching Online	307
What Could Go Wrong?	308
Differentiation Recommendations	308
Technology Connections	308
 28. Using Photos or Other Images in Speaking and Listening.....	 315
Application	316
<i>Photo Collages</i>	316
<i>Back and Forth</i>	316
<i>If Animals or Inanimate Objects Could Talk</i>	316
Teaching Online	317
What Could Go Wrong?	317
Differentiation Recommendations	317
Technology Connections	317

29. Video	320
Application	321
<i>Guidelines</i>	321
<i>Typical Sequence</i>	322
<i>Showing a Video Before or After Reading</i>	324
<i>Back to the Screen</i>	324
<i>Sequencing</i>	325
<i>True or False</i>	325
<i>Pause and Predict</i>	325
<i>Students Creating Videos</i>	326
Teaching Online	327
What Could Go Wrong?	328
Differentiation Recommendations	328
Technology Connections	328
30. Listening	333
Application	334
<i>The Why and the How: Listening Benefits and Metacognitive Listening</i>	334
<i>Listening Language Frames</i>	335
<i>More Listening Ideas</i>	336
<i>Listening for Details/Correcting the Mistakes</i>	338
Teaching Online	338
Differentiation Recommendations	338
What Could Go Wrong?	338
Technology Connections	339
31. Learning Games for Speaking and Listening.....	342
Application	343
<i>Nine Box Grid</i>	343
<i>Answer—Question</i>	343
<i>Letter Scavenger Hunt</i>	344
<i>Sound Effects</i>	344
<i>Guess the Word</i>	345
<i>Telephone</i>	345
<i>Running Dictation</i>	345
<i>Four Truths and a Lie</i>	345
<i>Video Game Walk-Throughs</i>	347
Teaching Online	347
What Could Go Wrong?	347
Differentiation Recommendations	347
Technology Connections	348

III Additional Key Strategies 351

32. Differentiation for ELLs in Content Classes with English-Proficient Students.....	353
Application	354
<i>Dos and Don'ts</i>	355
<i>Newcomer in Class</i>	358
Teaching Online	361
What Could Go Wrong?	361
Differentiation Recommendations	362
Technology Connections	362
 33. Supporting ELL Students with Interrupted Formal Education (SIFEs).....	365
Application	366
<i>Technology Support</i>	366
<i>Phonics Instruction</i>	367
<i>Home Language Instruction</i>	367
<i>Encouragement, Patience, and Support</i>	367
What Could Go Wrong?	369
Teaching Online	369
Technology Connections	369
 34. Working with Long-Term ELLs.....	371
Application	372
Teaching Online	373
What Could Go Wrong?	373
Technology Connections	374
 35. Multilevel Classes.....	375
Application	376
<i>Overall Strategies</i>	376
<i>Content</i>	376
<i>Process</i>	377
<i>Product</i>	377
<i>What Our Multilevel Summer School Class Looks Like</i>	378
Teaching Online	379
What Could Go Wrong?	379
Technology Connections	380

36. Culturally Responsive Teaching	383
Application	384
<i>How Well Do I Know My Students?</i>	384
<i>Do My Words Reflect a Culturally Responsive Mind-Set When I Am Talking to Students and About Students?</i>	385
<i>How Are My Instructional Practices Culturally Responsive?</i>	386
<i>How Is the Curriculum I Am Using Culturally Responsive?</i>	388
Teaching Online	389
What Could Go Wrong?	389
Technology Connections	390
37. Social Emotional Learning	391
Application	392
<i>Asset-Based Mindset</i>	392
<i>Sense of Belonging</i>	395
<i>Growth Mindset</i>	396
Teaching Online	397
What Could Go Wrong?	398
Technology Connections	398
38. Motivation	402
Application	403
<i>Actions to Support Autonomy</i>	404
<i>Goal-Setting</i>	404
<i>Actions to Support Competence</i>	405
<i>Visualization</i>	406
<i>Temporal Comparisons</i>	407
<i>Shout-Out Whiteboard</i>	407
<i>Actions to Support Relatedness</i>	408
<i>Actions to Support Relevance</i>	408
Teaching Online	409
What Could Go Wrong?	409
Technology Connections	409
39. Peer Teaching and Learning	417
Application	418
<i>Empathy Project</i>	418
<i>Peer Tutoring</i>	419
<i>Peer Mentoring</i>	421
<i>Sister Classes</i>	421
<i>Everyone Is a Teacher</i>	422

Teaching Online	423
What Could Go Wrong?	423
Differentiation Recommendations	423
Technology Connections	423
40. Co-Teaching	437
Application	438
<i>Co-Teaching Don'ts and Dos</i>	439
Teaching Online and Technology Connections	441
41. Working with Parents and Guardians	442
Application	444
<i>Communicating with Parents</i>	444
<i>Supporting Parents</i>	445
<i>Inviting Families to Participate in Classroom Learning</i>	446
What Could Go Wrong?	446
Technology Connections	446
42. Translanguaging	449
Application	450
Teaching Online	451
What Could Go Wrong?	452
Technology Connections	452
43. Beginning the School Year	453
Application	454
<i>Greeting Students</i>	454
<i>Student Names</i>	454
<i>Course Expectations Activity</i>	455
<i>Letter Exchange</i>	455
<i>Partner Introductions</i>	455
<i>Self-Portraits</i>	457
<i>Language Maps</i>	457
<i>My Summer Cloze Activity</i>	458
Teaching Online	458
What Could Go Wrong?	458
Differentiation Recommendations	459
Technology Connections	459

44. Ending the School Year	465
Application	466
<i>Activities for the Last Few Months of School.....</i>	<i>466</i>
<i>Activities for the Last Few Days of School.....</i>	<i>469</i>
<i>Encouraging Summer Practice.....</i>	<i>472</i>
What Could Go Wrong?	472
Differentiation Recommendations	472
Technology Connections	473
45. Beginning and Ending of Class	482
Application	483
<i>Do-Now Activities.....</i>	<i>483</i>
<i>Closure Activities.....</i>	<i>486</i>
Teaching Online	489
What Could Go Wrong?	489
Differentiation Recommendations	490
Technology Connections	490
46. Zero-Prep Activities.....	492
Application	493
<i>Games.....</i>	<i>493</i>
<i>Using Images.....</i>	<i>494</i>
<i>Reading and Writing.....</i>	<i>495</i>
<i>Dictation</i>	<i>495</i>
Teaching Online	496
What Could Go Wrong?	496
Differentiation Recommendations	496
Technology Connections	497
47. Using Technology.....	498
Application	499
<i>Teaching Others</i>	<i>500</i>
<i>Independent Study.....</i>	<i>500</i>
<i>Homework</i>	<i>502</i>
<i>Artificial Intelligence</i>	<i>502</i>
<i>Learning to Type and Use the Keyboard</i>	<i>503</i>
<i>Other Tech Equipment</i>	<i>503</i>
Teaching Online	504
What Could Go Wrong?	504
Differentiation Recommendations	505
Technology Connections	505

48. Interactive Word Walls	513
Application	515
Teaching Online	517
What Could Go Wrong?	517
Technology Connections	517
49. Assessment.....	526
Application	527
<i>Initial or Diagnostic Assessments</i>	527
<i>Formative Assessments</i>	528
Teaching Online	531
What Could Go Wrong?	532
Technology Connections	532
50. Accelerated Learning.....	538
Application	539
<i>Tutoring</i>	540
<i>Adding Instructional Time</i>	540
<i>Using Educational Technology</i>	540
<i>Scaffolds</i>	540
<i>Social Emotional Learning</i>	541
<i>Parent/Guardian Communication</i>	541
<i>Formative Assessments and Being Data-Informed</i>	541
<i>Student Engagement, Relevance, and Connection to Prior Knowledge</i>	542
<i>Simulations</i>	542
Teaching Online	542
What Could Go Wrong?	542
Technology Connections	543
Appendix: English Language Arts Standards—Anchor Standards	548
College and Career Readiness Anchor Standards for Reading.....	548
College and Career Readiness Anchor Standards for Writing.....	550
College and Career Readiness Anchor Standards for Speaking and Listening	551
College and Career Readiness Anchor Standards for Language	552
Index	553

A variety of bonus material is available at www.wiley.com/go/ellteacherstoolbox2

About the Authors

Larry Ferlazzo teaches English and social studies to English language learners and English-proficient students at Luther Burbank High School in Sacramento, California. He has written, co-authored, or edited 13 books on education.

He has won numerous awards, including the Leadership for a Changing World Award from the Ford Foundation, and was the grand prize winner of the International Reading Association Award for Technology and Reading.

He writes a popular education blog at <http://larryferlazzo.edublogs.org> and writes a weekly teacher advice column for *Education Week*. His articles on education policy have appeared regularly in the *Washington Post*. In addition, his work has appeared in publications such as the *New York Times*, ASCD's *Educational Leadership*, *Social Policy*, and *Language Magazine*.

Ferlazzo was a community organizer for 19 years prior to becoming a public school teacher. He is married and has three children and five grandchildren.

Katie Hull Sypnieski has taught English language learners of all proficiency levels and English-proficient students in the Sacramento City Unified School District. She has served as a teaching consultant with the Area 3 Writing Project housed at University of California – Davis for the past 24 years.

She has co-authored three books on teaching ELLs and has co-edited three books on education. She has published articles and instructional videos for *Education Week*. In addition, she has co-authored articles for Edutopia, the *New York Times* Learning Network, and ASCD's *Educational Leadership*.

Sypnieski currently teaches English to English language learners and English-proficient students at Arthur A. Benjamin Health Professions High School in Sacramento, California. She is married and has three children.

Larry and Katie have co-authored two other books on teaching English language learners, *The ESL ELL Teacher's Survival Guide* and *Navigating the Common Core with English Language Learners*, both from Jossey-Bass/Wiley.

Acknowledgments

Larry Ferlazzo: I'd like to thank my family—Stacia, Rich, Shea, Ava, Nik, Katie, Karli, Federico, and especially my wife, Jan—for their support. In addition, I need to express appreciation to my co-author, Katie Hull Sypnieski, who has also been a colleague and friend for more than 20 years. I would like to thank my many colleagues at Luther Burbank High School, including Principal Jim Peterson, for their assistance over the years. Probably most important, I'd like to thank the many English language learner students who have made me a better teacher—and a better person.

Katie Hull Sypnieski: I would like to thank all the students I've had over the years for their determination, for their creative energy, and for helping me to grow as an educator and as a person. In addition, I am grateful for all of the support I have received from my colleagues, especially Larry Ferlazzo, my co-author, co-teacher, and friend. Finally, to all of my family members, especially my husband, David, and children, Drew, Ryan, and Rachel, I want to thank you for supporting me in this process—you are the best!

Larry and Katie: We must offer a big thank-you to Amy Fandrei and Pete Gaughan at Jossey-Bass for their patience and guidance in preparing this book, and to Jennifer Borgioli Binis at Schoolmarm Advisors for her assistance in developing our manuscript submission.

And, of course, we have to thank the four contributors to this second edition who authored chapters (you can see their complete biographies elsewhere in this book):

Valentina Gonzalez

Carol Salva

Carlota Holder

Stephen Fleenor

Introduction

W

e are back!

Bigger!

And even better!

The first edition of *The ELL Teacher's Toolbox* contained 45 chapters highlighting hundreds of strategies we had used in the classroom during our then-combined 35 years of experience in the classroom.

Now, we have well over 40 years combined classroom experience. And with that added experience, we have added 16 new chapters and have revised all 45 previous ones—some in minor ways, and others from top to bottom.

Most chapters now have a new differentiation chart, recommending ways to make each strategy accessible to students of all English proficiency levels.

We also discuss artificial intelligence in most chapters; however, keep in mind it's evolving so quickly that some of our comments may not be relevant by the time you read them.

But even as our ed tech recommendations become outdated, links to Larry's constantly updated blog will keep you up-to-date.

We have so much new content that a substantial amount, including 11 chapters, can now be found online and is freely available to everyone—no registration is required. In addition, most exhibits and figures from the book are there for downloading. To make space for more chapters in the hard-copy version, we also put references for all the chapters online. You can find all these resources and more at www.wiley.com/go/ellteacherstoolbox2. You can also access the page via the accompanying QR code.



The Bonus Strategies that you'll find online are:

- Bonus Strategy 1: Literary Conversations
- Bonus Strategy 2: Concept Attainment - +!
- Bonus Strategy 3: Sentence Navigators and Sentence Builders
- Bonus Strategy 4: Cooperative Writing
- Bonus Strategy 5: Writer's Notebook
- Bonus Strategy 6: Micro-Progressions
- Bonus Strategy 7: Oral Presentations
- Bonus Strategy 8: Debate
- Bonus Strategy 9: Flashcards
- Bonus Strategy 10: Learning Stations
- Bonus Strategy 11: Textbooks

We also want to note that we are aware that the title of this book uses the term *English language learner*, which more and more is being recognized as a deficit-focused term, with replacement labels being ones like *emergent bilinguals* and *multilingual learners*.

There is no universal agreement yet on what term to use. We have decided to stick to the "ELL" description for this edition because it is still the most common term. However, as every strategy in this book tries to communicate, we certainly don't view our students through the lens of deficits.

As we said in the first edition, we want to make clear that we use the vast majority of these strategies with our English-proficient students, too. Good ELL teaching is better teaching for everybody!

We know you will apply these strategies in ways we haven't even thought of and, as always, look forward to hearing from you. Good luck to us all!

PART 1

Reading and Writing

