The classroom that I am in does not currently have any ELL students. However, there is a large population of students with IEPs. While every student is different, many students with IEPs also struggle with reading and their reading level does not reflect what is typical of someone in their grade. Therefore, a lot of ELL techniques could prove helpful for students in special education as well. One way the teachers in my classroom support students with reading and writing challenges is by providing fill in the blank notes. Students are able to fill in blanks easily without the struggle of having to write long sentences. Further, the words they are filling in are the key concepts that they are learning and this draws attention to their importance.

Three strategies from the article stood out to me as particularly helpful. The first is, "Generate a list of terms and phrases that ESL students will not know which need to be pretaught. Next preteach the terms and phrases before the lesson is taught in the content-area classrooms." I believe this is a good strategy because it allows students to have background knowledge for a topic before it is taught. This allows ELL students to truly engage in the content that is being taught, rather than focusing on learning new words during the lesson. Another strategy was, "Have students create ESL STEM dictionaries of the lesson terms. Have them draw or paste a picture of the meaning of the word, write the part of speech, create a list of synonyms, write the definition of the word, use the word in a general sentence, and then use the word in a STEM-focused sentence." I believe this is a great resource for students for a couple of reasons. The first is that the act of making the dictionary alone provides them with more practice for learning the words. Second, this is a resource that can then be taken with them for every class and also to their home. The final strategy I found particularly helpful was, "Create a content-area word wall and concept definition map to help ESL students use as vocabulary referencing tools." This is very similar to the previous example, however I think it is a good idea to have a resource like this in the classroom as well. This ensures students will always have access to definitions in the classroom, even if they forget their personal dictionaries. I would be most likely to implement a word wall in the classroom to help students remember math vocabulary.

Inquiry based learning can prove helpful to some students who struggle with STEM language. If presented well, it can allow students to explore and understand concepts before even needing to attach vocabulary to them. Once conceptual understanding is solid, then the teacher can present the relevant vocabulary to describe the concepts. Using a variety of techniques that change over time as needed will be the best way to help all students develop social and academic language. These strategies also need to be preemptive, rather than reactive, to student needs. This will lead to a higher chance that students are receiving the support they need before the class work becomes too challenging.