**BACKGROUND**

Problem:
- ELLs have their own challenges with learning to read/write
- ELLs with learning disabilities magnifies difficulty of acquiring language
- Currently difficult for educators to differentiate the two

Purpose:
- Better accommodate, assist, and encourage our diverse students

**METHOD + ANALYSIS**

- Secondary Analysis
- Examining Theoretical Studies
- Extended Literature Review

**FINDINGS**

**DISCOURAGED**

~"ELLs had dropout rates up to four times that of their native English-speaking peers"~ – NEA

Studies show steady improvements within low scoring ELL (with suspected LD) when consistent progress evaluations were incorporated

5 Things Your ELL Student Needs but Won’t Tell You:

- Please give me more time to answer questions. I am processing between TWO languages and sometimes THREE. Patience is important.
- If we have to take notes, can I have guided notes? That way, I can focus on learning the content versus trying to listen, process, AND take notes.
- I don’t understand many of the words I’m hearing. Pictures, translations, and concrete items help reinforce new vocabulary.
- Please focus on my content rather than my spelling/grammar errors. I’m learning content and language at the same time.
- Tests are really hard for me. Can you simplify the words and phrasing so I can understand? Ex: car instead of automobile.

**CONCLUSIONS**

- Engage with whom primarily test lower than average
- Have educators assess methods of initial evaluation
- Consistent progress times with those who are perceived to be an ELL with a LD