

Indian River County School District

Teacher Name:	Grade/Subject:	Dates:
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ESOL Strategies for ELL students K-12

Classroom Practices

- C1- Plan cooperative activities to include students who can translate
- C2- Set clear expectations, procedures, and goals
- C3- Connect lessons with students' own culture or experiences
- C4- Check frequently for understanding
- C5- Avoid overly correcting errors of pronunciation, grammar, and vocabulary
- C6- Use preferential seating
- C7- Reinforce effort and provide recognition
- C8- Use cooperative learning strategies
- C9- Assign reasonable homework & practice (student should be able to work independently with little or no family support; be aware some ELLs do not have access to computers or internet)
- C10-Maintain content while reducing language demand
- C11-Refrain from using double sided copies when students are required to refer to more than one page to complete answers

Listening/Speaking

- LS1- Speak at a slightly slower pace
- LS2- Use repetition
- LS3- Clarify and rephrase instructions frequently
- LS4- Recap important ideas
- LS5- Ask students to summarize passages read aloud
- LS6- Control the vocabulary used
- LS7- Use simpler verb tenses such as present, simple past or simple future
- LS8- Accept words and phrases initially and build towards the use of longer sentences
- LS9- Use variety of technology, media, drama, gestures/pictures

Reading

- R1- Analyze text to anticipate comprehension problems
- R2- Activate prior knowledge students have about a topic
- R3- Provide opportunities for pre-reading activities such as brainstorming
- R4- Identify and teach essential vocabulary as needed
- R5- Limit vocabulary & spelling list as needed
- R6- Use visuals, demonstrations, manipulatives, and gestures to increase student comprehension
- R7- Encourage use of bilingual dictionaries and/or glossaries
- R8- Help students to determine word meanings by using context clues cognates, cognates, and knowledge from home language.
- R9- Model comprehension strategies with students
- R10- Divide reading passages into chunks for questions, predictions, and summaries

Writing

- W1- Teacher modeled writing/teacher modeled responses/Print-utilize board and overheads
- W2- Give students opportunities to use diagrams, charts, and graphic organizers
- W3- Allow students to print, not use cursive. Teachers model use of cursive then give opportunity to make a choice
- W4- Have students keep a personal vocabulary book or glossary that also includes home language translations
- W5- Incorporate use of word walls
- W6- Ask students to retell/restate orally and in writing, allowing response to reflect language level
- W7- Use variety: journals, process, guided, modeled, shared, language experience

Assessment

- A1-Establish consistent classroom routines during assessments
- A2- List steps for completing assignments
- A3- Simplify test directions and provide examples/model sample answer for test items
- A4- Allow extra time for completion
- A5- Provide alternate assessments such as oral test, use rubrics, portfolios, individual group projects
- A6- Maintain "rigor" while simplifying language demand
- A7- Reduce choices on multiple choice test from 4 to 2
- A8- For fill-in-the-blank sentences; limit the number of blanks per sentence to 1 or 2
- A9- Minimize the use of negatives in test questions
- A10-Avoid too many TRUE/FALSE statements
- A11-Limit items to be placed in chronological order
- A12-Give open-book test; allow use of notes or outlines
- A13-Provide necessary vocabulary in word lists or word banks
- A14-Limit extended response questions; allow response to reflect student's language level
- A15-Vary the form of questions asked to allow for different levels of proficiency and participation