

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 setting
- ☐ 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 many ELLs do not have access to computers)
- ☐ C10-Maintain content
- ☐ C11-Refrain from using 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
- ☐ R5- Limit vocabulary & spelling list to 12 word or less and build up
- ☐ R6- Use visuals, demonstrations, manipulative, and gestures to increase student comprehension
- ☐ R7- Encourage use of bilingual dictionaries
- ☐ R8- Help students to guess word meanings for clarification by using context clues 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 places 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 comprehension and participation