

ELL Strategies, Modifications, & Recommendations

LASLinks Level 2: This score means that the student is developing the ability to communicate in English within the school context. Errors impede basic communication & comprehension. Lexical, syntactic, phonological, and discourse features are emerging

Student Learning Characteristics:

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| <ul style="list-style-type: none"> • Limited listening comprehension • Understands “chunks” or gist of language, and the gist of group reading by relying on picture clues, titles & summaries. • Repeats and recites memorable language; uses routine expressions independently | <ul style="list-style-type: none"> • Responds with phrases, fragments, and simple subject/verb-based structures • Responds to literature with structured support • Reads familiar, patterned text; reads language experience texts • Writes patterned text, short captions; completes simple cloze sentences |
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Modifications for this student are indicated below:

- Pair student with buddy with same home language, if possible
- ___ Utilize word banks, highlight key vocabulary, use visuals & flashcards.
 - ___ Use of word-to-word or picture dictionary
 - ___ Preferential seating
 - ___ Small group emergent literacy program
 - ___ Utilize ELL websites- use earphones for independent learning on a computer
 - ___ Short clear phrases for directions
 - ___ Emphasize and demonstrate vocabulary (*Total Physical Response- by acting out & singing, and through cooperative group work activities*)
 - ___ Always recheck for comprehension
 - ___ Homework should be at student’s English proficiency level

Assessments (This applies to district math assessments, writing prompts, and regular classroom assessments- quizzes & tests)

- ___ Read test examples/directions aloud
- ___ Extended time
- ___ Use word-to-word dictionary if student is able to read/write in first language (L1)
- ___ Modified tests to reflect English proficiency level.

GRADING:

- ___ Use a narrative to explain the student’s progress.
- ___ Use an asterisk when grading.
- ___ Grade student on performance with expectations of his/her English proficiency taken into account.

Suggested Teaching Strategies

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| <ul style="list-style-type: none"> • Provide abundant opportunities for active listening, utilizing props, visuals and real objects • AVOID forcing students to speak before they are ready • MODEL correct English grammar instead of direct correction of student’s speech • PAIR or group student with more proficient learners • ACTIVATE prior knowledge, build background, & use visuals before reading activities | <ul style="list-style-type: none"> • ASK yes/no, either/or & Who? What? Where? Questions - have students complete sentences with 1 or 2 word responses • Expose student to a variety of understandable texts • Have student label/manipulate pictures and real objects • Provide writing frames and models • Repetition & consistency for maximum retention • Use graphic organizers as a study tool before, during & after any book is read |
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Recommendations:

- Student is eligible to continue in the ELL program for language support.
- CMT proficiency levels confirmed. Transition services are recommended, pending parent permission.
- CMT proficiency levels confirmed. Student is exited from program.
- Student receives other support services for academics. Direct ELL services are not recommended.
- Although eligible for ELL support, parent has denied services.

8th grade only:

- ELL Sheltered Content Area classes & ELL Support in 9th grade.
- Placement in ELL Support only
- Circle: ELL Sheltered Content Area classes for ENGLISH, MATH, SCIENCE, SOCIAL STUDIES
- Academic/learning concerns for this student – followed by SRBI team.
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ELL Teacher/Signature

Date: