

## ELL Strategies, Modifications, &amp; Recommendations

**LASLinks Level 3:** This score means that the student is developing the ability to communicate effectively in English across a wide range of grade level appropriate demands in the school context. Errors interfere with communication & comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new & familiar topics.

**Student Learning Characteristics:**

- Good comprehension
- Produces simple sentences; has pronunciation errors
- Frequently misunderstands jokes
- Understands more details in spoken English
- Responds with longer phrases/simple sentences & increasing grammatical accuracy
- Responds using newly acquired receptive vocabulary for messages in English
- Reads material independently following oral previews or experiences with print
- Responds to literature by explaining, describing, comparing & retelling
- Writes from models for a variety of purposes

**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 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**

- Provide abundant opportunities for active listening, utilizing props, visuals and real objects
- Have students describe personal experiences, objects, etc.
- Structure group discussion
- Structure research projects and guide use of reference material
- Focus on communication in meaningful contexts where students express themselves in speech and print for a wide range of purposes & audiences
- Provide opportunities to create oral and written narratives
- Ask open-ended questions; model, expand, restate, and enrich student language
- Use graphic organizers or storyboards for retelling or role-plays
- Provide content-area texts, trade books, and newspapers, magazines, etc. to promote conceptual development
- Respond genuinely to student writing and hold conferences that highlight student strengths and progress

**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.

**8<sup>th</sup> grade only:**

- ELL Sheltered Content Area classes & ELL Support in 9<sup>th</sup> 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: