

ELL Strategies, Modifications, & 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:

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| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 |
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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 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 • 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 | <ul style="list-style-type: none"> • 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 |
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Recommendations:

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| <ul style="list-style-type: none"> <input type="checkbox"/> Student is eligible to continue in the ELL program for language support. <input type="checkbox"/> ELL Sheltered Content Area classes & ELL Support recommended. <input type="checkbox"/> Placement in ELL Support only <input type="checkbox"/> <i>Circle:</i> ELL Sheltered Content Area classes for ENGLISH, MATH, SCIENCE, SOCIAL STUDIES <input type="checkbox"/> Academic/learning concerns for this student – followed by SRBI team. | <ul style="list-style-type: none"> <input type="checkbox"/> Student receives other support services for academics. Direct ELL services are not recommended. <input type="checkbox"/> Although eligible for ELL support, parent has denied services. <input type="checkbox"/> CAPT proficiency levels confirmed. Student is exited from program. <input type="checkbox"/> Student has met ELL or District Math performance standard. <input type="checkbox"/> Student has met ELL or District Writing performance standard. <input type="checkbox"/> _____ _____ |
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ELL Teacher/Signature

Date: