



DISTRICT SCHOOL BOARD OF PASCO COUNTY
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Appendix La
 Rev. 08/09

ESOL INSTRUCTIONAL STRATEGIES: A GUIDE FOR TEACHERS OF ENGLISH LANGUAGE LEARNERS (ELL)

Student	School	Grade	Teacher
ID #	School Year	Semester <input type="checkbox"/> I <input type="checkbox"/> II	Course

Instructions. Please document ESOL strategies used in your delivery of instruction and assessment for the student above. Indicate a sampling of strategies used across each month of the semester. Insert representative date(s) when the strategy was used. Record strategies from all categories (A-F). Be certain to have the strategies clearly reflected in your lesson/unit plans (e.g., labeled “ESOL Strategies”; highlighted in a particular color for ESOL). *Complete and submit one ESOL Instructional Strategies sheet per ELL each semester.*

<input checked="" type="checkbox"/>	ESOL Instructional/Assessment Strategy <i>(Please check those used)</i>	Representative Lesson Date	<input checked="" type="checkbox"/>	ESOL Instructional/Assessment Strategy <i>(Please check those used)</i>	Representative Lesson Date
	A. Developing Critical Thinking Skills			D. Graphic Organizers for Cognitive Development	
<input type="checkbox"/>	Categorizing		<input type="checkbox"/>	Cause → Effect	
<input type="checkbox"/>	Classifying		<input type="checkbox"/>	Chart / graph / table	
<input type="checkbox"/>	Predicting		<input type="checkbox"/>	Compare and contrast	
<input type="checkbox"/>	Sequencing		<input type="checkbox"/>	Decision tree / flow chart	
<input type="checkbox"/>	Summarizing		<input type="checkbox"/>	K-W-L / idea organizer	
	B. Modifying for Comprehensible Instruction		<input type="checkbox"/>	Map / visual representation	
<input type="checkbox"/>	Adapt to English proficiency level / paraphrase		<input type="checkbox"/>	Process / sequence / time-line	
<input type="checkbox"/>	Advance organizer / text-to-graphics		<input type="checkbox"/>	Word web / concept definition map	
<input type="checkbox"/>	Concrete concepts presented then abstract			E. Checking for Student Comprehension	
<input type="checkbox"/>	Heritage language support (e.g., dictionary)		<input type="checkbox"/>	Cloze activities	
<input type="checkbox"/>	Highlighting / underlining essential details		<input type="checkbox"/>	Drawings and illustrations with captions	
<input type="checkbox"/>	Leveled reader / other leveled resource		<input type="checkbox"/>	Journals / learning logs / reading logs	
<input type="checkbox"/>	Manipulatives / hands-on resources		<input type="checkbox"/>	Key Learnings handout / student unit map	
<input type="checkbox"/>	Media resources (e.g., video, podcasts)		<input type="checkbox"/>	Note-taking (e.g., Cornell, two-column)	
<input type="checkbox"/>	Pictures /realia / visual representations		<input type="checkbox"/>	Outlines – guided with support framework	
<input type="checkbox"/>	Pre-reading / writing / viewing activities		<input type="checkbox"/>	Role-plays / dramatization / enact learning	
<input type="checkbox"/>	Read aloud / guided reading		<input type="checkbox"/>	Sentence starters – speaking/writing	
<input type="checkbox"/>	Simplify grammar and vocabulary		<input type="checkbox"/>	Summary – guided with support framework	
<input type="checkbox"/>	Supplemental ESOL instructional materials			F. Modification / Accommodation of Assessments	
<input type="checkbox"/>	Vocabulary instruction (e.g., Frayer Model)		<input type="checkbox"/>	Adapt to English proficiency level of ELL	
<input type="checkbox"/>	Word choice and sentence structure/order		<input type="checkbox"/>	Demonstration	
	C. Instructional Setting Modification		<input type="checkbox"/>	Drawing / labeling of illustrations	
<input type="checkbox"/>	Cooperative grouping – ELL role		<input type="checkbox"/>	Fill-in / word bank	
<input type="checkbox"/>	Individualized instructional focus		<input type="checkbox"/>	Heritage language support (e.g., dictionary)	
<input type="checkbox"/>	Learning centers		<input type="checkbox"/>	Open book / open note assessment	
<input type="checkbox"/>	Small group instruction		<input type="checkbox"/>	Oral report or presentation	