



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

Appendix L_b
 Rev. 06/09

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

(For Elective Courses Only – See Note below)

Teacher	Course			
School	School Year	Semester	<input type="checkbox"/> I	<input type="checkbox"/> II

Instructions. Please document the use of ESOL strategies in your delivery of instruction and assessment of English Language Learners in the course listed above. Indicate strategies used during the entire semester from all categories (A-F). <u>Be certain to have the strategies you check clearly reflected in your lesson/unit plans</u> (e.g., labeled “ESOL Strategies”; highlighted in a particular color for ESOL). –Thank you!	<input checked="" type="checkbox"/>	ESOL Instructional/Assessment Strategy <i>(Please check those used)</i>	<input checked="" type="checkbox"/>	ESOL Instructional/Assessment Strategy <i>(Please check those used)</i>
	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
LIST STUDENTS BELOW	<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

NOTE: This form may only be used for courses *other than* Language Arts, Reading, Mathematics, Science, Social Studies and Computer Literacy. Educators of those courses are directed to complete Appendix L_a.

Thank you.