**K – 12 ESOL Strategies Checklist Student Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School Year\_\_\_\_2021-2022\_\_\_\_**   **Grade\_\_\_\_\_\_\_**

* Each 9 weeks, check the strategies you use with your ELL student based on his/her English language level.
* Keep this checklist and the ELL Plan in your lesson plan book for audit purposes.
* Sign, date, and give a copy of this strategy checklist to your ESOL Resource Teacher at the end of the school year.

**Classroom Practices**

**1 2 3 4 (Grading Periods)**

**¨ ¨ ¨ ¨ C1** – Plan cooperative activities to include students who can translate/interpret.

**¨ ¨ ¨ ¨ C2** – Set clear expectations, procedures, and goals.

**¨ ¨ ¨ ¨ C3** – Connect lessons with students’ own culture or experiences.

**¨ ¨ ¨ ¨ C4** – Check frequently for understanding.

**¨ ¨ ¨ ¨ C5** – Avoid over-correction in errors of pronunciation, grammar, and vocabulary.

**¨ ¨ ¨ ¨ C6** – Use preferential seating.

**¨ ¨ ¨ ¨ C7** – Reinforce effort and provide recognition.

**¨ ¨ ¨ ¨ C8** – Model and demonstrate procedures.

**¨ ¨ ¨ ¨ C9** – **Use peer buddy.**

**¨ ¨ ¨ ¨ C10** – **Use visual instruction techniques and manipulative materials.**

**¨ ¨ ¨ ¨ C11** – Assign reasonable homework and practice. Student should be able to work independently with little or no family support according to English level.

**Assignment and Assessment Modifications**

**1 2 3 4 (Grading Periods)**

**¨ ¨ ¨ ¨ A1** – Adjust or shorten assignments.

**¨ ¨ ¨ ¨ A2** – Provide extra time for task completion.

**¨ ¨ ¨ ¨ A3** – Reduce choices on multiple choice exercises; provide choices for essay questions.

**¨ ¨ ¨ ¨ A4** – Simplify test directions and provide examples and sample test items.

**¨ ¨ ¨ ¨ A5** – Minimize the use of negatives in questions and test items.

**¨ ¨ ¨ ¨ A6** – Give open-note and open-book quizzes and tests.

**¨ ¨ ¨ ¨ A7** – Provide word lists/banks for support; use images and clip art in activities, quizzes, and tests.

**¨ ¨ ¨ ¨ A8** – Allow use of bilingual word to word dictionary or glossary.

**¨ ¨ ¨ ¨ A9** – Provide alternate assessments such as oral tests, rubrics, portfolios, interviews, projects.

**¨ ¨ ¨ ¨ A10** – Maintain academic and intellectual challenge while simplifying language levels.

**¨ ¨ ¨ ¨ A11** – Focus on content over form; allow developmental spelling and grammar.

**Listening and Speaking Strategies**

**1 2 3 4 (Grading Periods)**

**¨ ¨ ¨ ¨ LS1** – Speak at a slightly slower pace.

**¨ ¨ ¨ ¨ LS2** – Repeat, rephrase and paraphrase key points and instructions.

**¨ ¨ ¨ ¨ LS3** – Avoid use of idioms and slang.

**¨ ¨ ¨ ¨ LS4** – Ask students to summarize passages read aloud.

**¨ ¨ ¨ ¨ LS5** – Control and simplify the vocabulary you use.

**¨ ¨ ¨ ¨ LS6** – Use gestures and visuals.

**¨ ¨ ¨ ¨ LS7** – Accept words and phrases initially and build towards the use of longer sentences.

**¨ ¨ ¨ ¨ LS8** – Use a variety of technology, media, books on CD, video, DVDs with subtitles, drawings, photos, pictures, streamed audio, chants, and music to support spoken instruction.

**¨ ¨ ¨ ¨ LS9** – Use cooperative groups and peer support, such as group projects, four corners, centers, jigsaw,

think-pair-share, numbered heads, peer tutoring, reciprocal teaching, field experiences.

**¨ ¨ ¨ ¨ LS10** – Use creative drama and total physical response techniques, such as finger plays, pantomime,

puppetry, reader's theatre, role play, storytelling, dance and movement.

**(See reverse side for more strategies.)**

**Reading Strategies for all Content Areas**

**1 2 3 4 (Grading Periods)**

**¨ ¨ ¨ ¨ R1** – Analyze text in order to anticipate comprehension problems.

¨ ¨ ¨ ¨ **R2** – Activate the prior knowledge students have about a topic.

¨ ¨ ¨ ¨ **R3** – Provide opportunities for pre-reading activities such as brainstorming and vocabulary preview activities.

¨ ¨ ¨ ¨ **R4** – Identify and teach essential vocabulary. Teach vocabulary in semantic groupings and word families.

¨ ¨ ¨ ¨ **R5** – Limit vocabulary and spelling lists to 5 words or less and build up.

¨ ¨ ¨ ¨ **R6** – Use visuals, maps, pictures, props, demonstrations, manipulatives, and gestures.

¨ ¨ ¨ ¨ **R7** – Encourage the use of bilingual dictionaries, glossaries, and native language materials.

¨ ¨ ¨ ¨ **R8** – Use context clues, cognates, and knowledge transferred from the home language.

¨ ¨ ¨ ¨ **R9** – Model comprehension strategies with students.

¨ ¨ ¨ ¨ **R10** – Divide reading passages into chunks for questions, predictions, and summaries.

¨ ¨ ¨ ¨ **R11** – Reduce required reading material. Eliminate non-essential text.

**Writing Strategies for all Content Areas**

**1 2 3 4 (Grading Periods)**

¨ ¨ ¨ ¨ **W1** – Use teacher-modeled writing and teacher-modeled responses.

¨ ¨ ¨ ¨ **W2** – Give students opportunities to use diagrams, charts, and graphic organizers, such as: concept mapping, flow charts, I-charts, KWL, language ladders, venn diagrams, word webbing.

¨ ¨ ¨ ¨ **W3** – Have students keep a personal vocabulary book or glossary that also includes home language

translations or pictures.

¨ ¨ ¨ ¨ **W4** – Incorporate the use of word walls.

¨ ¨ ¨ ¨ **W5** – Ask students to retell or restate orally as well as in writing allowing responses to reflect language level.

¨ ¨ ¨ ¨ **W6** – Use variety: journals (dialogue, response, daily, anticipatory), outlining, process writing, guided writing,

modeled, shared, poetry, narrative, expository, comic strips, language experience.

¨ ¨ ¨ ¨ **W7** – Use computer-assisted instruction, such as grammar and spelling support in word processing.

¨ ¨ ¨ ¨ **W8** – Encourage use of word to word bilingual dictionaries and glossaries.

¨ ¨ ¨ ¨ **W9** – Allow students to print instead of using cursive.

**Classroom teachers should keep this checklist and the ELL Plan in their plan book for future audit purposes.**

Classroom Teacher Name/Print: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classroom Teacher Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Subject: \_\_\_\_\_\_\_\_\_\_\_\_