

Accommodations for English Language Learners General Classroom and Content Areas

MATH

- ELLs with low levels of proficiency (levels 1-2) should be shown examples of completed tasks to model the correct format.
- Assignments and directions should be written or printed and translated when possible for newcomer/intermediate ELLs (levels 1-2).
- Use of an electronic translator whenever possible when communicating or explaining new concepts to the student.
- Students should have access to manipulatives ie. counters, number lines, calculators which enable them to complete tasks at their level independently.
- Rewrite story problems in simpler English ie. short sentences, pictures, and illustrations to encourage understanding
- Key words in word problems should be highlighted
- Word problems can be translated
- Students can be given graphic organizer to assist in solving multi-step equations
- Provide students with a glossary for math words with visuals
- Encourage students to use the bilingual math glossary provide by the ELL teacher
- Refer to the WIDA “Can Do Descriptors” as provided by the ESL teacher to have an understanding of the language ability of the ELL.

LANGUAGE ARTS

READING

- ★ Please refer to students' Language proficiency scores (provided by ESL teacher) to determine students' level in each language domain. Please keep in mind there is a difference between listening/speaking and reading/writing. Some ELLs may be considered advanced in speaking and listening, but perform at a beginning level when it comes to reading with fluency and comprehension.

- ELL students at all language proficiency levels should have reading materials provided at their instructional level taught by the classroom teacher.
- Newcomers can be provided with text in their native language when available.
- ELLs should be taught vocabulary in context (not in isolation) and should be repeated and applied to their instruction on multiple occasions in various situations
- Limit the number of vocabulary words taught in each unit to only the key words. As comprehension increases, increase the number of words.
- Record pronunciation of vocabulary or sight words for students to listen to and practice.
- Record yourself reading their books with emphasis on fluency so they have a model of how it should sound.
- Let students act or draw out the story to demonstrate their understanding.
- Teach ELLs strategies that allow them to predict, connect questions and visualize a story.
- Students can practice their retells using sentence frames, or a story hand.
- Students can use puppets to retell a story.
- ELLs should be provided with a bilingual dictionary or picture dictionary
- Provide context clues when helping the child learn new words.
- Use Frayer models, memory games, matching activities, interactive online games (ie. Kahoot, Plickers, Vocabulary A-Z) to reinforce vocabulary
- Refer to the WIDA "Can Do Descriptors" as provided by the ESL teacher to have an understanding of the language ability of the ELL.

LANGUAGE ARTS

WRITING

- ★ Please refer to students' Language proficiency scores (provided by ESL teacher) to determine students' level in each language domain. Please keep in mind there is a difference between listening/speaking and reading/writing. Again, some ELLs may be considered advanced in speaking and listening, but at a beginning instructional level when it comes to writing.

- ELL students may not know what cursive writing is so it may have to be taught.
- ELLs should be provided a list of basic sentence patterns or words (with pictures) most frequently used in their classrooms for use when writing independently.
- Provide models of what the finished writing piece should look like.
- ELLs should be provided with a bilingual dictionary or picture dictionary.
- ELLs can use a daily or weekly journal as a means of practicing writing with teacher feedback.
- Use vocabulary words and sentence structures at the instructional level of the student.
- Use words that have meaning to the students and are relevant to them.
- Try to reinforce the vocabulary being taught to them and have them use it in their writing.
- Provide context clues when helping the child learn new words.
- Provide sentence frames and graphic organizers
- Provide checklists
- Have students draw and act out their stories and ideas before writing.
- Provide a word box with key words students should use in their writing piece.
- Write sentences, cut them up and have students rebuild them to teach and model sentence structure or vocabulary words in context.
- Allow ELLs to write about topics in which they have background knowledge about.

- Allow ELLs to work together when possible to brainstorm and to begin the writing process.
- Limit the number of spelling words assigned. Increase the number of words as comprehension increases.
- ELLs with strong oral language can record their stories first, then listen to them various times to write their ideas down.
- Use programs where students can add visuals and audio to their writing (ie. Storyboard, Flipgrid)
- Refer to the WIDA “Can Do Descriptors” as provided by the ESL teacher to have an understanding of the language ability of the ELL.

SCIENCE

- Homework should include labeling, completing graphs, drawing, writing in journals, match vocabulary, etc.
- Students should be shown videos to activate background knowledge.
- Students should complete Frayer models, visuals and videos for new vocabulary.
- New vocabulary should be provided in context with sentences.
- ELLs should work in groups whenever possible to solve problems or conduct experiments.
- Directions should be written on board and translated whenever possible.
- Provide an example/mode of a completed assignment or project prior to having them complete the task.
- Have students compile interactive notebooks.
- Have students prepare collections of science objects such as sticks, leaves, rocks, etc.
- Use “hands-on” experiential activities that do not rely on academic language for understanding.
- Prepare large charts that summarize the steps involved in experiments and translate the steps whenever possible.
- Provide students with a bilingual glossary or picture dictionary.
- Test only vocabulary or key concepts addressed.
- Model how to take notes. Simplify the language in their notes.
- Record yourself reading posted notes or presentations so they can view them at home and assist them with homework.
- Allow beginner ELLs to use their notes on assessments.
- Read assessments or text aloud to ELLs.
- Refer to the WIDA “Can Do Descriptors” as provided by the ESL teacher to have an understanding of the language ability of the ELL.

SOCIAL STUDIES

- Students should be shown videos to activate background knowledge.
- Use visual aids during the instruction process (ie. maps, graphic organizers, videos, etc.)
- Students should complete Frayer models, visuals and videos for new vocabulary.
- New vocabulary should be provided in context with sentences.
- ELLs should work in groups whenever possible.
- Provide students with a bilingual glossary or picture dictionary.
- Allow students to use drawings to demonstrate knowledge of concepts.
- Provide an example/mode of a completed assignment or project prior to having them complete the task.
- Teach the key concepts while limiting the vocabulary and details in the lesson.
- Test only vocabulary or key concepts addressed.
- Model how to take notes. Simplify the language in their notes.
- Record yourself reading posted notes or presentations so they can view them at home and assist them with homework.
- Allow beginner ELLs to use their notes on assessments.
- Read assessments or text aloud to ELLs.
- Refer to the WIDA “Can Do Descriptors” as provided by the ESL teacher to have an understanding of the language ability of the ELL.