ESOL Adaptations for Beginning English Language Learners

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- **Graphic Organizer / Info Graphic** (sample on OCSD ESOL Website) – Build awareness of content area terms or phrases. Empowers the student to <u>see</u> terms they will be listening for in whole group / small group instruction. Supports students to begin recognizing terms in texts and assessments.

- **Illustrate / Realia** – Find or create images to connect key terms. Use real-life objects when appropriate. Beginning speakers need constant reinforcement and opportunities to **see**, **hear, write, and read** acquired academic language.

- **Content Area Flash Cards** – Create with Quizlet, Quia, Cram.com, etc. or allow your whole class to help create hard copies with index cards. If you use items created by others, PROOFREAD CAREFULLY for content and context!

- **Reduce Linguistic Complexity** – Highlight key words / Use Rewordify.com

- **Guided Notes** – Reduce the writing complexity by providing fill-in-the blank outlines.

- **Provide Word Banks** for fill-in- the blank or short answer responses. Limit word banks to 4 or 5 options.

- Allow **_Point-To_** Answering in the beginning stages of language acquisition.

- **File-Folder Word Wall** – Use a laminated file folder and marker to create unit or lesson word walls. These are easy to label and file for ongoing use!

- **Reduce Answer Choices on Multiple Choice** – _Example_ – Reduce four possible answers to two possible answers.

- **Provide _Meaningful_ Extended Time** – For the beginning level speaker, extended time may not mean an additional 30 minutes. Extended time may mean breaking an assessment into several sessions or re-assessing when necessary after a period of time. (Incomplete = in progress! ☺)

- **Virtual Field Trips** – Build interest or activate prior knowledge with virtual field trips through Discovery Education, Scholastic, Smithsonian, etc.

   - **Vary Your Small Group Structure** – Do not automatically pair beginning English Language Learners with struggling readers. ELLs benefit from a variety of peers during academic discussions.

- **Group Speak** – ELLs will engage and benefit from practicing new terms when responding with a small group.

- **Model the Use of Translation Tools** – iPad, computer, glossary, dictionary, Google Translate, Microsoft Translator, embedded translation options with Khan Academy, TexEx, etc. Online tools will never be 100% reliable.

- **Think-Pair-DRAW-Share!** – A great way to check for understanding <u>and</u> build visual connections for ELLs!

- **Mentor Sentences and Sentence Frames –** Great scaffolding for building writing fluency.

- **ENCOURAGE _ALL_ PROGRESS!!** ☺ - Never underestimate the power of a teacher's praise!