ESL Interventions by Content Area

English Language Arts - Reading
- Pictures to sequence the story
- Vocabulary word cards
- Repeat and paraphrase important terms
- Rephrasing questions
- Graphic Organizer
- Read alouds - audio books - readers theater
- Oral retelling Sentence Frames Supports
- Use Cloze exercises
- Chunking Text
- Have students present information with illustrations, comic strips, or other visual representations
- Utilize books with simple words and structures
- Provide guided reading, independent, and paired reading experiences.

English Language Arts - Spelling - Word Study
- Share letter patterns
- Teach students to look for familiar words within words.
- Teach word families
- Create a collection of difficult spelling words
- Use phonics learning to teach spelling
- Provide spell checkers or dictionaries for all written work.

English Language Arts - Writing
- Use sentence starters
- Sentence Frames
- Graphic Organizers - oral planning
- Pre-Writing/ Sketch events  Beginning/Middle/End
- Grade level sight words/ adjectives/ word banks
- create an outline
- Use completion exercises, formulation exercises and sentence combining exercises
- Use a variety of writing materials/genres, i.e., writing workshops, journals
- Model many examples of good writing.
- Use of dialogue/interactive journals, response journals, story-related writing
Mathematics

- Vocabulary Banks
- Model steps for problem solving
- Sentence frames/starter for discussion
- Modify the linguistic complexity of language and rephrase math problems
- Translate symbols into words, and write the sentence out
- Flashcards
- Think-alouds
- Fact Fluency times drills
- Graphic organizers
- Use manipulatives.
- Use graph paper to align numbers when adding, subtracting, multiplying, and dividing.
- Use calculators when appropriate.
- Provide modeling and multiple examples of problem solving.
- Provide written scripts of steps to use to problem solve, i.e., long division, solving two-step word problems
- Provide number lines, multiplication charts, measurement information
- Teach common comparison words, i.e., more, less, most, least, larger, greater than, equal, half as much, twice as many, etc.
- Teach common words for telling time.
- Teach the English currency system including counting and using money.
- Teach students problem solving strategies, i.e.,
  - Guess & Check
  - Make a Table/Chart
  - Work Backwards
  - Draw a Picture
  - Logical Reasoning
  - Look for a Pattern
  - Make it Simpler
  - Make an Organized List
- Give only a few problems of each new concept to the ELL student. Check for the student’s understanding of assignment directions; ask him/her to restate in their own words.
- Check reading comprehension and problem understanding. Consider asking the student to read the problems aloud to you. Question the student regarding the facts given and procedures for the solution.
- Consider tape-recording problems. Ask the student to listen to the problem while he/she reads it.

Science/Social Studies

- Explicit vocabulary instruction, TPR and frontload to introduce vocabulary
- Graphic organizers
- Sentence stems/frames
- Manipulatives, realia
- Mnemonics
General Modifications for Instructional Activities
By Student Proficiency Level

The following is a list of suggested modifications, which can be implemented to suit the needs of an ELL student in the mainstream class. After consultation with the BIL/ESL teacher and identification of the student’s proficiency level, the classroom/content teacher can choose the appropriate strategies.

Teachers should:

**Beginning Level Students:**
- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionary
- Speak slowly
- Use gestures, facial expressions and visuals
- Ask yes/no questions
- Model-use concrete demonstration of abstract concepts
- Use manipulatives and props as much as possible
- Assign a native language partner/peer tutor
- Use study guides
- Monitor use of notebooks

**Beginning and Intermediate Level Students:**
- Simplify language
- Use graphic organizers
- Avoid idioms
- Use cooperative learning groups
- Set up peer tutoring pairs
- Use videos to reinforce content
- Use software programs
- Highlight key words
- Allow for repetition of material in various modes (oral, written visual and song)
- Allow verbal response vs written
- Encourage verbal expression
- Divide into small group work to encourage class participation
- Build background knowledge prior to lesson, students may not be aware of culturally specific events or objects
- Tape lessons & text reading
- Use student as a resource whenever possible

**Advanced Level Students:**
- Score writing holistically (content of ideas rather than grammatically)
- Use cooperative learning groups
- Set up peer tutoring pairs
- Highlight key words
- Encourage class participation; make class safe for student to make mistakes
- Define & use in context all new vocabulary
- Use graphic organizers
- Modify and support all writing assignments
- Build background knowledge through class discussions especially if material is culturally specific to U.S.
- Use student as a resource whenever possible

**ELL General Modifications for Assessment**

**Beginning Level:**
- Allow students to take translation of tests (if possible)
- Allow students to use bilingual dictionary
- Ask true/false or yes/no questions
- Allow student to answer orally
- Assess using “sentence completion” tasks with vocabulary word banks
- Holistic scoring based on content rather than grammar, syntax, etc.
- Allow extra time to complete tests
- Modification of number and length of assignments

**Intermediate Level:**
- Assess using “matching” and “sentence completion” tasks with vocabulary word banks
- Use cloze procedure to determine comprehension of material
- Oral presentations
- Projects instead of reports based on learning style of student
- Short essay answers scored holistically
- Allow extra time to complete tests
- Modification of number and length of assignments
- Allow students to use bilingual dictionary
**Advanced Level:**

- Short and long essay answers scored holistically
- Allow students to use bilingual dictionary
- Allow extra time to complete tests
- Students at the advanced level should be expected to do all required assignments, with some modifications