

SUGGESTED ACCOMMODATIONS FOR Bilingual/ESL STUDENTS

1. Allow extended time
2. Work toward longer passages as skills in English increase
3. Introduce key vocabulary before lesson
4. Provide a copy of overhead notes for students
5. Use visuals
6. Write key words on board
7. Provide highlighted text and/or key concepts
8. Grade only what the student has completed, do not mark unanswered questions wrong
9. Word process/type all handouts, tests
10. Divide and assign novels into chapters; two students teach the class
11. Teacher reads aloud daily
12. Provide peer tutoring
13. Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
14. Check for comprehension often —10 minute intervals
15. Draw ESL students gradually into class discussions
16. If identical exams are given to ESL students and traditional students, circle the key concept questions to answer. Do not penalize ESL students for incomplete exams.
17. Work up to more difficult methods of testing following this pattern:
 - True/false (keep it simple)
 - Matching in groups of less than ten
 - Multiple choice limited to two choices
 - Fill-ins with a word bank with the same number of answers as choices
 - Fill-ins
 - Complete sentences
 - Questions and answers
 - Short paragraphs
 - Essays
18. Preview/Plan material ahead of time
19. Have fluent/expressive reader put the text on tape
20. Grade for content; overlook minor language usage mistakes especially if the meaning is there

21. Allow students time to work together
22. Focus on oral language as a basis for learning content
23. Use other people as resources
24. Make content area texts available in simplified language
25. Have bilingual dictionaries available
26. Rewrite portions of texts to make them more comprehensible
27. Divide information into smaller chunks
28. Provide summaries or outlines of texts for ESL students
29. Use the Language Experience Approach
30. Use graphic organizers, Thinking Maps
31. Use “hands-on” and manipulatives
32. Encourage easy to read books
33. Use flash cards

RECOMMENDED APPLICATION FOR ESL STUDENTS

ESL for Non-English Speakers, Level 1

Time spent on ESL should be approximately one hour throughout the day. ESL instruction will target survival skills, family and self, school environment, holidays, and begin to introduce English vocabulary in the content areas.

ORAL LANGUAGE

Listening Comprehension

- Following directions, understanding and responding to questions
- Understanding basic structures/expressions/vocabulary
- Understanding and responding to spoken narratives
- Matching spoken words, sentences, and descriptions to pictures
- Matching spoken words, sentences, and descriptions to written sentences

Oral Communication

- Greeting and identifying people
- Asking for and giving information/directions
- Describing/expressing/identifying
- Following conversational sequence, role-playings fixed and free dialogues
- Making oral reports
- Oral reading with expression, choral reading of poems

Pronunciation

- Using correct stress patterns and sentence intonation

EARLY LITERACY

Reading and Writing

- Visual discrimination
- Conventions of print and learning letter names
- Identifying rhyming words
- Developing fine motor skills
- Tracing and writing letters/numerals/own name

READING AND WRITING

Reading Skills

- Participating in shared reading, creating, and reading language experience stories
- Matching written language to pictures
- Developing comprehension skills, basic sight vocabulary
- Using a combination of skills to decode words, reading sentences
- Reading paragraphs

Writing Skills

- Writing mechanics
- Shared writing
- Dictating and writing labels for illustrations, language experience stories
- Using charts, graphs, maps, and calendars to record information
- Writing journal entries
- Writing sentences, dialogues, stories (process writing)

STUDY SKILLS

- Interpreting graphs, charts, maps, and tables
- Shared/guided reading for information
- Taking notes

CRITICAL THINKING

- Comparing/contrasting/classifying/sequencing
- Predicting outcomes/making hypothesis, inferring causes and effect
- Making generalizations
- Drawing conclusions
- Solving problems logically
- Distinguishing real from imaginary

LEARNING THROUGH LITERATURE

- Reciting fingerplays, rhymes, and story refrains
- Learning language through songs and poems
- Dramatizing and role playing
- Making own books
- Illustrating stories, songs, poems
- Using poems and stories as models for own poems and stories
- Discussing stories, non-fiction selections, and poems; retelling stories in own words
- Developing an appreciation for various forms of literature

ESL for Limited English Speakers, Level 2

Time spent on ESL should increase to two to three hours daily. ESL instruction will continue to target survival skills, oral language skills in the content areas, English vocabulary in the content areas, English reading and writing, and English storytelling.

ORAL LANGUAGE

Listening Comprehension

- Following directions, understanding and responding to questions
- Understanding basic structures/expressions/vocabulary
- Understanding and responding to spoken narratives
- Matching spoken words, sentences, and descriptions to pictures
- Matching spoken words, sentences, and descriptions to written sentences

Oral Communication

- Greeting and identifying people
- Asking for and giving information/directions
- Describing/expressing/identifying
- Following conversational sequence, role-plays, fixed and free dialogues
- Making oral reports
- Oral reading with expression, choral reading of poems

Pronunciation

- Using correct stress patterns and sentence intonation
- Practicing pronunciation through rhymes/games/songs

EARLY LITERACY

Reading and Writing Readiness

- Visual discrimination
- Conventions of print and learning letter names
- Identifying rhyming words
- Developing fine motor skills
- Tracing and writing letters/numerals/own name

READING AND WRITING

Reading Skills

- Participating in shared reading, creating and reading language experience stories
- Matching written language to pictures
- Developing comprehension skills, basic sight vocabulary
- Developing reading vocabulary (general content areas)
- Using a combination of skills to decode words, reading sentences
- Reading paragraphs
- Reading dialogues, stories aloud and silently

Writing Skills

- Writing mechanics
- Shared writing
- Creating rhymes, chants, song verses, and poems
- Dictating and writing labels for illustrations, language experience stories
- Using charts, graphs, maps, and calendars to record information
- Writing journal entries
- Writing sentences, dialogues, stories (process writing)

STUDY SKILLS

- Doing research
- Interpreting graphs, charts, maps, and tables
- Shared/guided reading for information
- Taking notes
- Using dictionary for word meaning

CRITICAL THINKING

- Comparing/contrasting/classifying/sequencing
- Predicting outcomes/making hypothesis, inferring cause and effect
- Making generalizations
- Drawing conclusions
- Solving problems logically
- Distinguishing real from imaginary

LEARNING THROUGH LITERATURE

- Reciting fingerplays, rhymes, and story refrains
- Learning language through songs and poems
- Predicting/supplying words for stories and poems
- Dramatizing and role-playing
- Making own books
- Illustrating stories, songs, poems
- Using poems and stories as models for own poems and stories
- Discussing stories, non-fiction selections, and poems; retelling stories in own word