INSTRUCTIONAL STRATEGIES FOR ESL STUDENTS

ORGANIZATIONAL STRATEGIES

ROUTINES
- Follow a consistent class/daily routine
- Send assignments on a timely manner for ESL to modify, scaffold and support
- Post daily agenda in a consistent place and manner
- Write a daily schedule on board and leave up all day
- Require the use of an assignment notebook (agenda)
- Have students check off completed items
- Post assignments and due dates in a consistent place and manner
- Set clear time limits and expectations
- Teach how to use the textbook (*key vocabulary, glossary, bilingual definitions*)
- Have clearly identified folders or packets for each subject

STUDY
- Provide guidance in study skills
- Provide peer assistance with organizational skills
- Provide multi modal materials that will reinforce the concept being studied
- Provide explicit instruction in note-taking and study skills
- Provide a peer note-taker
- Provide study guides in a consistent place and manner
- Provide presentations used in class (Edline)
- Provide websites to practice concepts or skills

HOMEWORK
- Post assignments and due dates in a consistent place and manner
- Make sure homework/worksheets are not overcrowded or confusing
- Coordinate assignments with other teachers
- Require the use of an assignment notebook (*agenda*)
- Use **Homework Monitoring Sheet**
- Clarify goals of homework assignments
- Assign a volunteer homework buddy
- Allow students to have an extra set of books at home
- Developing a reward system for completing tasks

BEHAVIORS

- Model, encourage, and reinforce specific behavior
- Have posters with pictures of desired behavior in class
- Teach self-monitoring strategies
- Use behavior contracts
- Allow additional movement (*classroom errands, breaks for block periods*)
- Implement Time-Out procedures
- Allow short breaks between tasks
- Cue student to stay on task (*nonverbal signal*)
- Implement a classroom behavior management and reward system
- Encourage the use of behavior management system at home

ASSIGNMENTS

- Give assignments both orally and in writing
- After giving an assignment have the students paraphrase the directions
- Allow the student(s) to use his/her native language when clarifying meaning with an individual proficient in his/her language
- Simplify complex directions and modeling expectations
- Post assignments and due dates in a consistent place and manner
- Shorten assignments; breaking tasks into smaller segments
- Provide extra time to complete assignments
- Allow computer-printed assignments
- Allow use of computer in the classroom for completing assignments
- Allow student to record assignments/homework

ASSESSMENTS

- Send quizzes and test on a timely manner for ESL to modify, scaffold and support
- Use graphic organizers/ Thinking Maps consistently
- Make sure quizzes and tests are not overcrowded or confusing
- Make sure that tests and other materials are printed clearly (*not handwritten or poorly copied*)
- Provide written outlines after the lesson in a consistent place and manner
- Post test dates in a consistent place and manner
- Make sure assessment are clearly related to the objectives
- Allow student to answer questions orally

BEFORE THE LESSON
- Establish content and language objectives for each lesson
- Build in time for review of vocabulary and important concepts
- Use Bloom's Taxonomy to write learning objectives (*define, estimate, demonstrate, compare, summarize, conclude, etc*)
- Write on the board (*key points/vocabulary/content words and lesson objectives*)
- Provide written outlines BEFORE beginning the lesson
- Provide dictionaries (*spelling, picture, Words I Use When I Write, definitions and bilingual*)
- Compile different reading materials such as modified texts, abridged, translated and/or audio versions
- Use highly illustrated books of various levels of difficulty teaching your content
- Provide picture books whenever applicable
- Gather a variety of books on the same subject, making sure that the books reflect the range of reading levels in your class
- Prepare to include visual aids (*photos, pictures, drawings, realia*)
- Use symbolic representations (*pictographs, maps, graphs, diagrams*)
- Introduce realia, concrete objects and manipulatives
- Use multimedia (*computers, videos, document cameras, Mimios, etc*)
- Make sure worksheets are not overcrowded or confusing

DURING THE LESSON
- Pre-teach key vocabulary, content words and concepts
- Teach vocabulary in context
- Allow student to record lessons and assignments
- Review content objectives both verbally and in writing
- Emphasize content objectives, unit goals and learning outcomes
- Activate, use, and build upon prior knowledge
- Ask questions to be answered throughout the lesson (*active listening*)
- Model step-by-step procedure and think alouds
- Conduct demonstrations
- Provide opportunities for hand-on activities
- Use frequent comprehension checks
- Use extra-linguistic clues to emphasize or clarify meaning (*gestures, facial expressions, acting out*)
- Help students generate mental pictures
- Use graphic organizers/Thinking Maps consistently
- Break longer presentations into segments (*mini lessons*)
- Reduce the number of concepts introduced at any one time
- Use speech modification techniques (*limiting idiomatic language, repeating and paraphrasing key points*)
- Teach concrete concepts BEFORE abstract concepts

AFTER THE LESSON
- Review key vocabulary, content words and concepts
- Review if lesson objectives were met
- Provide extra time to complete assignments
- Summarize key points and check for understanding
- Use exit cards or exit tickets

READING STRATEGIES

- Check the reading levels of texts before using
- Adjust the reading/difficulty level
- Facilitate modified texts, abridged, and/or audio versions of novels/reading
- Allow students to use translated versions of novels/reading
- Use books at the students' reading level for independent use
- Introduce new vocabulary in context before a reading assignment
- Use text skimming strategies (*simplifying sentences, highlighting key words, etc.*)
- Teach text structure as a comprehension tool (*highlight main ideas and key elements in text*)
- Teach them how to make connections to their background knowledge
- Teach explicit reading strategies (*word attack, retelling, summarizing, visualize, make predictions, etc*)
- Ask questions while reading
- Establish the purpose for reading (*Give specific questions to guide reading*)
- If the students will be asked to answer questions, have the students read the questions prior to reading
- Check comprehension frequently
- Provide multiple reading materials for themes in other subjects (*Math, Science, Social Studies, History, etc*)
- Use recorded audio materials (*books on tape, music, recordings, MP3s*)
- Use recorded audio-visual materials and use subtitles (*videos, movies, films*)
- Use questioning techniques that promote higher order thinking skills
- Teach through multi-sensory modes (*or Multiple Intelligences*)
- Use Computer-Assisted and/or Internet resources
- Support native language literacy

WRITING

- Use word banks generated by the students or assigned by the teacher
- Provide dictionaries for independent writing and /or reference (*spelling, picture, Words I Use When I Write, definitions and bilingual*)
- Provide a list of **connectors** for: Sequencing (*first, next, then, etc) C*ause and Effect (*therefore, for this reason, etc*), Compare and Contrast (*likewise, however, in common, etc*) Conclusion (*finally, to sum up, for these reasons, etc*)
- Use sentence frames and paragraphs
- Use modeled writing, guided writing, shared writing, and partner work before assigning independent writing
- Provide structure for their writing piece: sentence starters, fill-in the blank exercises, sentence strips, etc
- Show a sample of what is expected
- Expose students to a wide variety of writing experiences (*letters, paragraphs, reports, essays, tales, stories*)
- Allow students to use pictures, drawings, diagrams as part of their written products
- Concentrate on the content, don't penalize students for errors in grammar, mechanics, or spelling
- Use Thinking Maps to scaffold their writing
- Focus on both the content and the grammatical structures
- Teach writing as a process
- Link reading and writing activities across subjects to facilitate comprehension and practice
- Provide explicit instruction and provide wall charts and other classroom reference materials to assist in pre-writing, writing, revising, editing and publishing.

MATH

- Allow speakers of the same language to work together and to discuss computation and mathematical concepts in their native language before they communicate them in English
- Explain that computations and use of decimal point and comma vary from culture to culture
- Teach Math words with multiple meanings (*by, table, expressions, mean, gross, etc*)
- Teach Math related prefixes and suffixes (*centi, hexa, tri, deca, etc*)
- Teach mathematical vocabulary and language structures daily (*The answer is __ degrees because it is a _____ triangle*)
- Teach key words with visuals and examples (*multiplication, adding in groups, product, times, by 3X4=12*)
- Encourage the use of diagrams and drawings as aids to identifying concepts and seeing relationships
- Keep a variety of number games to be played by pairs of students or small groups
- Show the same information through a variety of different charts and visuals
- Avoid word problems for beginners
- Write instructions and problems using shorter and less complex sentences
- Post math vocabulary cards around the classroom on completed problems (*number lines, rulers, fraction diagrams, multiplication charts, etc*)
- Model the problem solving process by talking aloud while solving problems on the board
- Give students a computation problem to solve and then have them explain the steps
- Use visuals whenever possible to reinforce auditory instruction (*charts, graphs, manipulatives, diagrams, models, real objects*)
- Provide explicit instructions and practice with reading, writing and solving word problems
- Teach students to identify key words to identify mathematical operations
- Use Thinking Maps to visually represent mathematical concepts and steps in solving a problem
- Simplify the language used by using known vocabulary and simple sentence constructions
- Integrate reading and writing about math through the use of journals, learning logs, and literature
- Give ESL students alternate ways to participate in whole-class discussions and respond to questions (*think/pair/share, flashcards to raise over head, hand and/or body movements, individual boards for solving computations*)
- Integrate educational technology tools (*online tools, interactive math websites, and interactive computer games*)
- Teach math note-taking skills
- Review mathematical vocabulary and concepts using math games (*Tic-Tac-Toe, bingo, concentration, etc*)

SCIENCE

- Allow speakers of the same language to work together and to discuss scientific concepts in their native language
- Introduce visually dynamic literature before you start a new unit
- Teach Science words with multiple meanings (*gravity, model, property, matter, etc*)
- Teach Math related prefixes and suffixes (*micro, thermo, astro, bio, etc*)
- Teach scientific vocabulary and language structures daily (*This experiment investigates_____,Based on _____ I predict that _____.*)
- Use the **module glossaries** from FOSSweb. These are available in Spanish.
- Facilitate the **equipment photo cards** from FOSSweb.
- Use visuals whenever possible to reinforce auditory instruction (*charts, graphs, manipulatives, diagrams, models, real objects*)
- Set the student up with pre-selected Internet sites that bring the concept alive and offer reference points
- Vary instructional delivery (*Use picture books, hands-on activities, demonstrations, and group discussions throughout the plant unit*)
- Exploit cognates, which are words that sound similar across languages because they have common origins. Much of the scientific vocabulary of English comes from words with Latin origins (*experiment, observe, precipitation*)

- Build vocabulary needed to read maps and legends as these are discussed
- Underline key words or phrases in directions, charts, etc
- Encourage students to underline key words or important facts in their written assignments
- Teach necessary vocabulary for sorting categories of social studies concepts into groups
- Teach Social Studies words with multiple meanings (*legend, land, fair)*
- Teach Social Studies related prefixes and suffixes (*demo, pre, post, dom, etc*)
- Teach Social Studies vocabulary and language structures daily (*In my opinion, the actions of _____ are_____because_____.)*
- Use student pairs for team learning (*cooperative learning*) especially for reports
- Teach the vocabulary helpful in evaluating material for logic of written expression and for categorizing as opinion or fact
- Show students how to use a timeline to arrange and sequence important facts
- Provide a number of pictures to illustrate new words
- Offer a variety of reference materials at the students' instructional level
- Use cartoons and leave the balloons above the speakers blank, to be filled in by the students
- Collect many of the available comic books that portray historic and cultural events in simplified language
- Provide biographies of significant men and women from different cultures at different reading levels and formats (*audio, video, etc*)
- Prepare difficult passages from textbooks on tape for listening activities
- Use outline maps for students to practice writing in the details and labels
- Present clear illustrations and concrete examples to assist the student in understanding complex concepts and skills
- Highlight written materials for readability by enlarging the size of print, by organizing chapters meaningfully, and by writing headings that show introductions for transition from one idea to another
- Use pictures, tables, maps, diagrams, globes, and other visual aids to assist in comparison and contrast for comprehension of concepts.

COLLABORATION STRATEGIES

- Sharing of resources being used in the mainstream (*novels, textbooks)*
- Sharing of ESL resources to be used in the mainstream (*leveled materials, translated versions, audio books, websites, etc*)
- Sharing of upcoming themes, lessons, big projects and/or tests
- Communicate with the ESL teachers about student concerns and/or progress
- Sharing information about student's interests and learning style