



SJSD: Alternative Strategies for English Language Learners

Instruction: Modified instruction is essential for the success of English Language Learners (ELLs)(DESE, 2004). However, modifying instruction doesn't mean creating a second lesson plan or curriculum; these modifications may be used with your existing lesson plans.

Suggested Modifications:

1. Teach to varied learning styles: e.g. use graphic organizers or physical representations whenever possible.
2. Seat student near black/white boards, flip charts, and other visual aids.
3. Set realistic unit goals and measure student progress on key objectives.
4. **Reduce** homework assignments in number and length for ELLs to reflect **core** unit objectives and **essential** vocabulary.
5. Allow additional time to complete tasks and tests.
6. Copy overhead notes for lecture and hand them out to ELLs.
7. Allow beginning ELLs to use bilingual dictionaries.
8. Provide ELLs with highlighted texts.
9. Reduce spelling/vocabulary lists to essential words for the unit. Ignore spelling or grammatical errors except when explicitly taught.
10. Write directions/objectives/assignments clearly and legibly on the board (in print). Read them aloud.
11. Provide beginning students with a bilingual or English-speaking peer tutor when possible.
12. Modify tests – Give students objective tests: matching, multiple choice, etc. Reduce the number of questions, and provide students with a word bank when applicable. Allow ELLs to complete a pre-taught graphic organizer rather than writing an essay. Give students extra time to complete tests. Consider using alternative forms of assessment such as portfolios and/or journals in conjunction with paper and pencil tests.