

OVERTON HIGH SCHOOL ESL

QUARTER 3 DOCUMENTATION FOR FAILING STUDENTS DUE APRIL 23RD.

ESL District Office will be looking for 3 work samples highlighting how accommodations and scaffolds were used to support students. Some simple accommodations you can use are:

Odds/Evens, Depending on their **WIDA Level** make them write that many paragraphs(**Level 1- 1 paragraph, Level 2- 2 paragraphs** ect.), **extended time**.

You will upload the 3 documents into folders located in teams labeled with that child's name. Each student is located inside their **Case Person's Folder**. Below you will find that **link** which will take you to the Special Population Folders in Teams. There you will click **ELL Evidence Folder** then you will see all the ESL teachers name, you will need to know whose case load that child is on. If you **do not know** please click on the **caseload spreadsheet**. Look for the student and it will tell you his case load person.

FOLDERS TO UPLOAD DOCUMENTATION

Here is the updated EL case load report:

https://scsk12.sharepoint.com/:x:/s/OHSSStaff/ERsX-Y-1fl5GmubXIMweposBnn_DDnkUpgyY-HPjps2pig?e=j6uM4q

ELLEVATION PROGRESS MONITORING SIGHT



Ellevation Education | English La...

ellevationeducation.com

The only web-based software platform specifically designed for EL educators and the English Learners they serve.

MONITORING FORMS DUE 2/4, 3/10, 4/9, 5/12

Every 4.2 weeks core content teachers will need to be on the look out for an email from elevation to fill out a Monitoring form for their ESL kids. The form will look like the one in the picture.

This form is to be completed every 4.5 weeks in compliance with state policy regarding the English learner's Individual Learning Plan.

Recommendation Required
As a classroom teacher for this student, I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that (check option below):

☐ Initial ILP - This is the initial ILP for this student.

☐ Current Interventions are working - The student is showing progress on current goals and interventions.

☐ Additional Intervention Needed - This student is not progressing toward their goals and should be reevaluated.

Comments

Please note that your answers cannot be changed after submitting
Make sure to review your answers for Jefferson Acevedo-Velasquez before proceeding

[Submit Form for Jefferson Acevedo-Velasquez](#)

I LEARN AMERICA

ESL students are working with Jean-Michel director of the documentary I Learn America to create writings that describe their life story. May 5th we will have a culminating activity where students will share their stories with the community.





How to help ELLs in the classroom

Turn and TALK and

- Speak more clearly/slowly
- Keep sentences short
- Pictures, photographs, graphs, maps, charts, drawings, and objects to accompany your discussion
- Use gestures, chants, songs, etc.
- Provide a model process (As you discuss the process of water taking on the form of ice - show or draw a model of the process, as you describe it)
- Have growth mindset
- Build background knowledge and make it relevant to their lives (Don't make assumptions!)
- Provide opportunities for language practice (small group cooperative learning, think-pair-share, numbered heads)

**HOW TO HELP
ELL'S IN
CLASSROOM**

How do I modify and accommodate for ELLs??

- provide word bank
- limit questions/ reduce answer choices
- small group testing
- Read alouds
- Extended time
- prewriting/scaffolding
- Reduce # of objectives & key concepts.
- Focus on 2 - 3 key ideas
- Provide visuals such as graphic organizers: diagrams, timelines, story maps
- Provide hands-on exercises, demonstrations
- Reduce amount of required reading and writing according to ELLs' needs.
- Provide a study guide or notes before beginning the unit.
- Have non- or very limited English ELLs compile a picture dictionary of content and high frequency words from the unit.
- Make connections to students' background
- Reducing homework

Differentiation

**HOW DO I
MODIFY FOR
ELL KIDS**

What Teachers "CAN DO": Linguistic Accommodations for Scaffolding Instruction

Source: National Center for Education Statistics, U.S. Department of Education, 2010

	Level 1	Level 2	Level 3	Level 4	Level 5
RECEIVING	1. Use gestures and facial expressions to convey meaning.	2. Use simple words and phrases to convey meaning.	3. Use simple words and phrases to convey meaning.	4. Use simple words and phrases to convey meaning.	5. Use simple words and phrases to convey meaning.
UNDERSTANDING	1. Use simple words and phrases to convey meaning.	2. Use simple words and phrases to convey meaning.	3. Use simple words and phrases to convey meaning.	4. Use simple words and phrases to convey meaning.	5. Use simple words and phrases to convey meaning.
APPLYING	1. Use simple words and phrases to convey meaning.	2. Use simple words and phrases to convey meaning.	3. Use simple words and phrases to convey meaning.	4. Use simple words and phrases to convey meaning.	5. Use simple words and phrases to convey meaning.
EVALUATING	1. Use simple words and phrases to convey meaning.	2. Use simple words and phrases to convey meaning.	3. Use simple words and phrases to convey meaning.	4. Use simple words and phrases to convey meaning.	5. Use simple words and phrases to convey meaning.

**TEACHER CAN
DO
STATEMENTS**

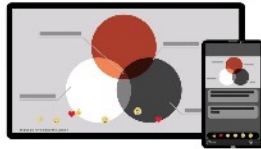
RESOURCES

The link below will take you to more ESL resources that will help you better server your ELL students.



Sign in to your account

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PRESENTATIONS

sway.office.com

Providing a personalized presentation experience to each audience member

CAN DO CHART

This Chart lets you know what an ESL student can do at any given WIDA LEVEL

WIDA
Can Do Chart for Listening and Speaking skills, Levels 1-5

This chart provides a detailed breakdown of student performance expectations for listening and speaking across five levels. It includes specific descriptors for each level and a summary of skills at the bottom.

WIDA
Can Do Chart for Reading and Writing skills, Levels 1-5

This chart provides a detailed breakdown of student performance expectations for reading and writing across five levels. It includes specific descriptors for each level and a summary of skills at the bottom.

WIDA
Can Do Chart for Listening and Speaking skills, Levels 1-5

This chart provides a detailed breakdown of student performance expectations for listening and speaking across five levels. It includes specific descriptors for each level and a summary of skills at the bottom.

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