

### **ELL Intervention Form: HOW TO**

#### Rationale:

ELL Intervention will help teachers be more cognizant of ELL students' particular needs as well as the strategies, accommodations, and what type of differentiation of instruction is needed to best help the student be successful.

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Teacher Signature:	Date											
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#### **Intervention Form Instructions:**

ELL Intervention folders will be distributed to all teachers by departments during the 4th week of every six weeks. Teachers will have one week to complete and submit the folders to their respective Department Chair or to room 245. LEP Rosters will only be provided the 1st six weeks. For every subsequent six weeks, teachers may print updated LEP Rosters using **DRS**. ELL Intervention Form is available on Google Drive.

- 1. Make sure each form has the student's name & ID either handwritten or on adhered printed label.
- 2. All core content area teachers will complete an intervention form for each ELL student they service:
  - a. If student is passing, the teacher only needs to 1) write in their progress report grade, 2) <u>plot</u> the grade on page 4 of the ELL Intervention Form and 3) sign & date the form.
  - b. If student is **failing** at the progress report, the teacher must *complete* the intervention form for that particular student.
- Beginning at the 2nd six weeks ELL Intervention, the teachers will <u>plot</u> the previous six weeks' final Report Card grade for each ELL Student (passing or failing).

District Office is working on making this form accessible online. Details are forthcoming.

# WESLACO EAST HIGH SCHOOL ELL Intervention Resource Guide



#### **ELPS Strategies / Differentiation of Instruction Strategies**

adapted from ELPS at a Glance © El Saber Enterprises, 2009

Li	S	te	n	iı	ις	ı

- L1: allow to work in pairs or small groups
- L2: focus on small number of skills
- L3: allow for wait time
- L4: use technology for background knowledge support
- L5: use visuals gestures and movements
- L6: use shorter, complex sentences
- L7: use visuals to increase understanding
- L8: check for understanding after concept has been taught
- L9: close lesson by summarizing key points

#### Speaking

- S1: allow wait time for processing ideas
- S2: provide bilingual dictionaries
- S3: use visuals, video, and technology for background support
- S4: emphasize key vocabulary
- S4: create opportunities to extend discussion
- S5: allow student to work in pairs or small groups
- S6: provide opportunities to practice language
- S7: provide academic language with past, present, future, and complex grammar vocabulary

#### Reading

- R1: use graphic organizers in lesson delivery
- R2: focus on specific skills
- R3: chunk text to allow time for processing
- R4: use visuals, and technology to fill in background knowledge and vocabulary lesson
- R5: focus on limited number of comprehension skills
- R6: scaffold text for extremely long passages
- R7: provide reading guide for difficult text
- R8: encourage discussions about concepts before reading
- R9: encourage summarizing after reading chunks of long text

#### Writing

- W1: focus on simple sentence structure
- W2: give students format but not formula
- W3: model and use brainstorming techniques
- W4: focus on the message versus the convention
- W5: provide time for journaling for warm-ups, vocabulary building, and concepts
- W6: allow time for peer editing and revising
- W7: conduct individual conferencing
- W8: focus on full responses to text with depth
- W9: use a variety of writing samples to show how a piece is developed

#### **Accommodations Based Upon TELPAS Composite Rating**

adapted from ELPS Flip Book Seidlitz Education, 2010

#### Beginner

- B1: Visuals for classroom vocabulary and academic concepts
- B2: Native language and adapted grade-level texts
- B3: Short, simple sentence stems
- B4: Pre-teaching social and academic vocabulary
- B5: Adapted writing tasks with drawing and scaffolding
- B6: Gestures (basic and academic concepts)
- B7: Extensive modeling
- B8: Graphic organizers
- **B9: Manipulatives**
- B10: Use of cognates
- B11: Pronunciation of social/academic language
- B12: Linguistic simplification text
- B13: Oral translation of words and phrases
- B14: Bilingual dictionary/glossary
- B15: Side by side materials

#### <u>Intermediate</u>

- I1: Visuals for academic vocabulary and concepts
- 12: Adapted grade-level texts
- 13: Sentence Stems
- 14: Pre-teaching academic vocabulary
- 15: Peer Interaction
- 16: Adapted writing tasks with scaffolding
- 17: Gestures for memorization of academic concepts
- 18: Modeling
- 19: Graphic Organizers
- 110: Manipulatives
- I11: Use of cognates
- 112: Pronunciation of academic terms
- 113: Linguistic simplification of unfamiliar text
- 114: Oral translation of unfamiliar words
- 115: Bilingual dictionary/glossary
- I16: Side by side materials

#### **Advanced/Advanced High**

- A1: Visuals for academic vocabulary and concepts
- A2: Grade-level texts
- A3: Complex sentence stems
- A4: Pre-teaching low-frequency academic vocabulary
- A5: Peer Interaction
- A6: Grade-level writing tasks
- A7: Gestures for memorization of academic concepts
- A8: Modeling
  - A9: Graphic organizers
  - A10: Manipulatives
  - A11: Use of cognates
  - A12: Pronunciation of academic terms
  - A13: Linguistic simplification of complex, unfamiliar
    - academic text

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Omar Quintero

# W ACO INDEPENDENT SCHOOL DISTRICT ELL Intervention Form

**STUDENT:** ID:



3	YEAR	TELPA	S PER	FORM.	ANCE H	ISTORY
Year	L	S	R	W	С	
_						B ≈ Reginner I = Intermediate
		-	-			A = Advanced
						H = Advanced
						High

1st Six Weeks Progress Report	Grade:	(plot grade on p. 4)	- Train

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ELPS Strategies and/or Accommodations:	Differentiation of Instruction for student:
Attendance: Class Period # of Days Tardy # days Absent	Were parents successfully contacted? Y or N GradesAttendanceBehavior/Attitude Good ReportOther CONTACT COMMENTS:
Additional Comments (in reference to student's a	academic performance and social well-being):
Teacher Signature:	Date:
2nd Six Weeks Progress Repo	ort Grade: (plot grade on p. 4)
ELPS Strategies and/or Accommodations:	Differentiation of Instruction for student:
# of Days Tardy	Were parents successfully contacted? Y or N GradesAttendanceBehavior/Attitude Good ReportOther CONTACT COMMENTS:
# days Absent  Additional Comments (in reference to student's	academic performance and social well-being):
Teacher Signature:	Date:

## WESLACO INDEPENDENT SCHOOL DISTOICT

## **ELL Intervention Form**

STUDENT: ID:



3rd Six Weeks Progress Report	Grade: (plot grade on p. 4)
ELPS Strategies and/or Accommodations:	Differentiation of Instruction for student:
Attendance: Class Period # of Days Tardy # days Absent	Were parents successfully contacted? Y or N  _GradesAttendanceBehavior/Attitude  _Good ReportOther CONTACT COMMENTS:
	Date: (plot grade on p. 4)
ELPS Strategies and/or Accommodations:	Differentiation of Instruction for student:
# of Days Tardy # days Absent  Additional Comments (in reference to student's ac	Were parents successfully contacted? Y or N GradesAttendanceBehavior/Attitude Good ReportOther CONTACT COMMENTS:  cademic performance and social well-being):
Teacher Signature:	

## W'TLACO INDEPENDENT SCHOOL DIST'CT

## **ELL Intervention Form**

STUDENT:



ID: 5th Six Weeks Progress Report Grade: \_\_\_\_\_ (plot grade on p. 4) **ELPS Strategies and/or Accommodations:** Differentiation of Instruction for student: Attendance: Class Period Were parents successfully contacted? Y or N \_\_Grades \_\_Attendance \_\_Behavior/Attitude # of Days Tardy \_\_\_\_\_ \_\_Good Report \_\_Other CONTACT COMMENTS: # days Absent \_\_\_\_\_ Additional Comments (in reference to student's academic performance and social well-being): Teacher Signature: \_\_\_\_\_\_ Date: \_\_\_\_\_ 6th Six Weeks Progress Report Grade: \_\_\_\_\_ (plot grade on p. 4) **ELPS Strategies and/or Accommodations:** Differentiation of Instruction for student: Attendance: Class Period \_\_\_\_\_ Were parents successfully contacted? Y or N \_\_Grades \_\_Attendance \_\_Behavior/Attitude # of Days Tardy \_\_\_\_\_ \_\_Good Report \_\_Other CONTACT COMMENTS: # days Absent \_\_\_\_\_ Additional Comments (in reference to student's academic performance and social well-being):

Teacher Signature: \_\_\_\_\_

# WE ACO INDEPENDENT SCHOOL DISTECT ELL Intervention Form

STUDENT: ID:



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