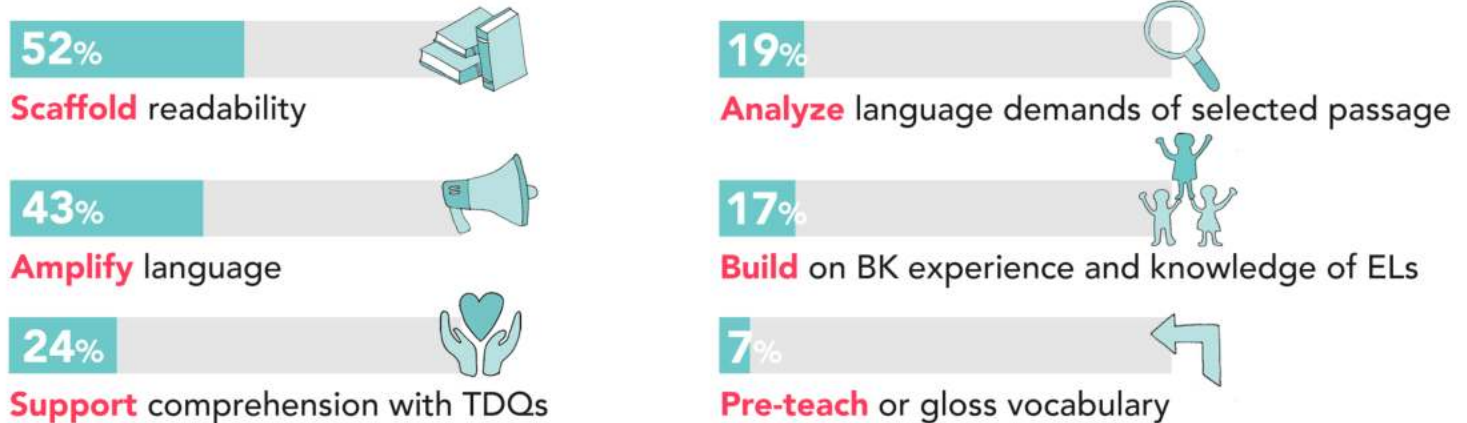


# Making Text Accessible to ELs

May 2019 Webinar Findings • #UnlockingELsPotential



## Top Considerations of Interest to Educators



## SupportEd's Tips in Response to Educators' Questions

How can I make text more accessible for beginning ELs in a co-taught class when a native language/translated version is not available?

- Try incorporating a few simple sentences** that summarize the main points of the text.
- Use the summary sentences** to work with beginning ELs on comprehension, cause-and-effect, or story sequencing.
- Support comprehension of the essential points** of the text in multiple ways (through repetition, student retelling in home language or English, and providing writing opportunities).

When we scaffold readability and support students in class, what strategies do you have for when students have to read independently?

- Teach reading skills and strategies explicitly** with complex text, providing additional scaffolds for ELs.
- When it's time for independent work**, ELs can apply those strategies to comprehending texts at their reading levels.

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