



Texas Conference of Seventh-day Adventists  
**Office of Education**  
 PO Box 800 | Alvarado, TX 76009  
**HOME LANGUAGE SURVEY**  
**REACH**



Student's Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parents' Name(s): \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

What is the language spoken most frequently in the home?
<hr/> <hr/> <hr/> <hr/>
What language does your student speak most frequently at home?
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How long has the student been fluent in English?
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Are there any concerns with the student's ability to understand information in their home language? In English?
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Has the student received all of their academic instruction (since Kinder or Pre-K) in English? If not, when did they start receiving their instruction in English?
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If the student reads or writes in another language, are the same academic difficulties observed across both languages?
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# CUESTIONARIO DE IDIOMA DEL HOGAR REACH

Nombre del estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_

Nombre de los padres: \_\_\_\_\_ Maestro: \_\_\_\_\_

Fecha: \_\_\_\_\_

<p>¿Cuál es el idioma que se habla con más frecuencia en el hogar?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>¿Qué idioma habla su estudiante con más frecuencia en su hogar?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>¿Cuánto tiempo lleva su estudiante hablando inglés con fluidez?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>¿Hay alguna preocupación con la capacidad del estudiante para entender la información en su lengua materna? ¿O alguna preocupación para entender la información en inglés?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>¿El estudiante ha recibido toda su instrucción académica (desde Kinder o Pre-Kinder) en inglés? Si no es así, ¿cuándo empezó a recibir su instrucción en inglés?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Si el estudiante lee o escribe en otro idioma, ¿se observan las mismas dificultades académicas en ambos idiomas?</p> <p>_____</p> <p>_____</p> <p>_____</p>

**ENGLISH AS A SECOND LANGUAGE:  
INSTRUCTIONAL STRATEGIES AND INTERVENTIONS**

# REACH

Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

	Date Implemented	Effective Y/N	REMARKS
Activate their prior knowledge and experiences			
Speak slowly, clearly, and use simplified language			
Increase wait time after questions are asked			
Use multiple modalities when teaching concepts; engage with materials in multiple ways using multisensory activities			
Provide a language-rich environment; give context for vocabulary			
Label images and real life items with words			
Pair ELL students with native speakers in cooperative learning environments			
Write all instructions on the board and pair with verbal instructions			
Model what to do: i.e. show them how to do things and how to work through processes and steps; show videos			
Build in more group work; students can practice language skills in a more relaxed, comfortable environment with peers			
Honor the "silent period": don't force new English speakers to speak, let them take their time			
Scaffold instruction and assignments; break down into smaller tasks that build on each other			
Clearly define and explain academic vocabulary and culturally-specific vocabulary			
Introduce new vocabulary before the lesson			
Use sentence frames to give students practice with academic language			
Pre-teach whenever possible and allow ESL students to preview materials for the next class period or lesson			
Have bilingual dictionaries available			
Have books with pictures available			