



## Planning for Multilingual Learners

### Backwards Plan

- Identify the content that students should learn and be able to do
- Identify the language that students will need to be able to do what is required at the end of the lesson
  - What is the function of the language?
    - Elaborate and Description
    - Compare Contrast
    - Preposition and Support
    - Sequence
    - Summarize
    - [WIDA Key Uses](#)
  - What is the key vocabulary students will need to understand the concept?
- Create an essential question that is relevant and interesting

### CM Resources:

- [CM Function Tools - Elementary](#)
- [CM Function Tools - Secondary](#)

*When scripting instructions, keep in mind the linguistic complexity of the instructions: use fewer complex sentences and chunk steps into bite sizes*

### Choosing Resources

- Evaluate the readability of the resource
  - How much text are we expecting students to access?
  - Are there graphics, charts, or other images students need so that they can access?
  - Are there any terms that may be confusing for language learners?
    - Words with multiple meanings
    - Idioms or play on words
    - <https://www.youtube.com/watch?v=D6HUv2eFdLg>

### Build Background

- Link to student background knowledge
- Consider using high interest pictures with compelling questions for students who do not have access to internet
- Use video and other media to support connections students already have to the content
- Present vocabulary in interesting and understandable ways

- Identify cognates
- Present the Spanish term for the work

### **Comprehensible Input**

- Use graphic organizers to support access to resources
- Set specific purpose when reading
  - First read: Gist read
  - Second read: Identify words that contribute to the function Explain and Describe

*Consider using screencasting technology to model:*

- *Think alouds*
- *Specific reading/writing strategies*

### **Interaction**

- Finding opportunities for students to talk and orally practice language

*Use [Google Meet](#), [Google Docs](#) and [Audio in Google Docs](#) to facilitate production of language and opportunities for feedback*

### **Strategies**

- [Using Graphic Organizers with ELLs](#)
- [Visual Thinking Strategies for Improved Comprehension](#)
- [Five Things Teachers Can Do to Improve Learning for ELLs in the New Year](#)
- [Differentiated Instruction for English Language Learners](#)

<https://www.colorincolorado.org/ell-strategies-best-practices>

### **Practice and Application**

- Provide time for students to practice with peers
- Find ways to give feedback on content and language production

### **Resources to Support Planning**

- [How to Develop a Lesson Plan that Includes ELLs](#)
- [Language Objectives: The Key to Effective Content Area Instruction for English Learners](#)
- [ASCD Article: Lesson Planning to Support to Ensure Optimal Engagement for ELs](#)