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| **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](https://wida.wisc.edu/teach/can-do/descriptors)   + 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](https://drive.google.com/file/d/1nYIangMMOSx7BX4V3eE_ZCv26IvO1vyt/view?usp=sharing) * [CM Function Tools - Secondary](https://drive.google.com/file/d/1wAA8SViMwI1BzHh2tGjy9b0pDhh70_W6/view?usp=sharing)   *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 meetings     - 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*](https://www.youtube.com/watch?v=J_ywOjB1c4Q)*, Google Docs and* [*Audio in Google Docs*](https://www.youtube.com/watch?v=iXVOWgomUM0) *to facilitate production of language and opportunities for feedback* |
| **Strategies**   * [**Using Graphic Organizers with ELLs**](https://www.colorincolorado.org/article/using-graphic-organizers-ells) * [**Visual Thinking Strategies for Improved Comprehension**](https://www.colorincolorado.org/article/visual-thinking-strategies-improved-comprehension) * [**Five Things Teachers Can Do to Improve Learning for ELLs in the New Year**](https://www.colorincolorado.org/article/five-things-teachers-can-do-improve-learning-ells-new-year) * [**Differentiated Instruction for English Language Learners**](https://www.colorincolorado.org/article/differentiated-instruction-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](https://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ells) * [Language Objectives: The Key to Effective Content Area Instruction for English Learners](https://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners) * [ASCD Article: Lesson Planning to Support to Ensure Optimal Engagement for ELs](http://www.ascd.org/publications/books/109032/chapters/Lesson-Planning-to-Ensure-Optimal-Engagement-of-ELLs.aspx) |