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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>
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| **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
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| **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*
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| **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
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| **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)
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