

EL Planning Tool

How are you making the lesson objectives and tasks clear to the student?

- Native language support (WIDA levels 1-3)
- Are objectives and directions visible?
- Are there visual supports (ie. Pictures)?
- Are they in student-friendly language?

How are you preparing the student for learning?

- [Build Background/Access prior knowledge](#)
 - Flipped classroom
 - Show videos, pictures or real life demonstrations.
 - Highlighted lesson/unit notes
- Student conference
 - Discuss the objective, ask student to translate and explore the topic at home through videos or websites.
 - Identify foci and explain foci (ie. Compare/contrast)
 - Set goals
- [Pre-Teach Vocabulary](#)
 - Focus on Tier II words
 - Limit to 5-7 through mastery
 - Translate to native language
 - Plan for frequent use of vocabulary, orally and in writing

How are you making the objectives [comprehensible](#)?

- Rate of speech
- Density of speech
- Allow plenty of wait time
- Use sensory, graphic and interactional supports
- Use a variety of strategies

Sensory Supports

Pictures	Magazines	Broadcasts
Photographs	Newspapers	Drawings
Diagrams	Manipulatives	Graphs
Illustrations	Physical Activities	
Videos	Realia (real life objects)	

Graphic Supports

Charts	Mind Maps	Graphs
Tables	Graphic Organizers	
Timelines	Number lines	

Interactional Supports

In Pairs/Partners	In the native language
In small groups	With Mentor Support
Cooperative Learning Structures	
With internet support	

Additional Tips

- Remember the [Affective Filter](#)
- Don't fall for the [Pobrecito Syndrome](#)
- Understand the WIDA proficiency levels
- Embrace the [native language and culture](#)
 - Bilingual books
 - Bilingual study guides
 - Bilingual videos

Strategies

- [Think-Pair-Share](#)
 - [Variations](#)
- [Cooperative Learning Structures](#)
- [Split Dictation](#)
- [Write on Tables](#)
- [Graphic Organizers](#)
- [Sentence Frames](#)
 - [More](#)
- [Music](#)
- [Sentence Starters](#)
- [Dialogue Journals](#)
- [Buddy Journals](#)
- [Dictogloss](#)
- [Barrier Games](#)
- [Readers Theater](#)
- [Anticipation Guides](#)
- [R.A.F.T](#)

How are you assessing students?

- [Formative](#)
 - Thumbs up/thumbs down
 - Handheld devices
 - Dialogue Journal
 - Student Conferencing
- [Summative](#)
 - Alternate assessment
 - Authentic Assessments
 - Oral presentations
 - Technology Based ([powtoons](#), [flipgrid](#))
 - Project-based
 - [Accommodations](#)
 - Read aloud
 - Extra Time
 - Translate
 - [Modifications](#)