**Planning Tool for Modifying for ELLs**

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| **Lesson Objective:** | | |
|  | **Supports for ELL Students** | **Assignment/ Lesson Modifications** |
| **Sensory** | Teacher explicitly models expected task by using a finished product, rubric, template, model, and/or one-step oral directions |  |
| During instruction, teacher provides realia (real life objects), visual cues, physical movement, non-verbal cues and gestures |  |
| For student practice, teacher provides and explains manipulatives, written/ oral/ illustrated sentence frames, and/or environmental print |  |
| Teacher provides and models use of dictionaries (bilingual, picture, English-only, etc.) |  |
| **Graphic** | Teacher provides and explains the following *illustrated* materials: word cards, picture books, word walls, word banks, graphic organizers, storyboards, adapted texts |  |
| Teacher provides the following visual supports: photos, maps, graphs, charts, demos, timelines, models |  |
| **Interactive** | Teacher incorporates varied grouping, including partners, triads, and small groups. |  |
| Teacher utilizes centers and intervention groups with teacher guidance |  |
| Student may use L1 (native language) dictionaries, receive L1 support from a peer or paraprofessional, and make use of L1 or L2 word banks |  |