

## **PURPOSE**

The purpose of this document is to provide content teachers with a list of supports for English Learners (ELs) in their classrooms. The supports should be selected based on EL's language abilities and by considering that student's strengths and weaknesses. The document should be completed in collaboration between the EL Specialist and the content teacher(s).

The EL Support Checklist should be used in conjunction with the [EL Instructional Support Plan](#) and the [EL Accommodations Checklist](#). Many of the supports on this checklist are listed on the EL Instructional Support Plan. There are additional supports for distance learning.

## **HOW TO USE**

The EL Classroom Differentiation Plan should be updated annually at the start of a new school year. Record the most recent ELPT or if the student is newly enrolled, their ELPS scores. Record them by language domain.

### **Student's Strengths**

Use this area to list out the strengths that a student has beyond what is on the ELPT/ELPS student report, or to highlight these specifically. For example, a student who is proficient in Spanish can learn about cognates. A student who has a high proficiency in Listening might be able to use digital recording of texts or to be read to by a peer.

### **Challenges**

Use this area to list out unique challenges that a teacher might need to be aware of when supporting a student. For example, a student is very shy or a student is not comfortable with technology. These challenges should be things that might create additional obstacles when supporting a student with content and language acquisition.

### **Areas of Growth**

Identify specific areas where a student should be supported in order to grow academically. The EL specialist might call out a particular language domain where a student needs support.

### **Possible Opportunities**

Identify specific ways that a student can engage in their content while also building their language proficiency. For example, if the student is struggling with speaking, present more opportunities for the student to practice speaking in a safe and non-judgmental environment. Or, if that student is very close to scoring proficient in reading, point this out and explain how the student will need mor

These should be updated annually or as needed. The EL Instructional Support Plan acts as a roster for the EL Specialist to track student supports. This document gives the EL Specialist an opportunity to share that information with content teachers on an individual basis.

**Questions**

*Does the student have interrupted education?* If the student meets the criteria for being identified as a [SIFE](#) (Student with Interrupted Formal Education)

*Is the student a newcomer?* For students in Grades 1-12 who have been in U.S. school for less than a year.

**This is not a complete list. Teachers/Specialists are encouraged to include any other supports that might help ELs at different levels access the content.**

**CONTINUED SUPPORT**

Supports should be re-evaluated as needed. EL Specialists may want to conduct a mid-year check to see if adjustments should be made to this plan based on classroom teacher feedback, assessment scores, classwork and teacher recommendations.

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_ ELPT/ELPS Levels: \_\_\_ L \_\_\_ S \_\_\_ R \_\_\_ W

Content Teacher(s): \_\_\_\_\_ EL Specialist: \_\_\_\_\_

Student's Strengths	Challenges
Areas of Growth	Possible Opportunities

Does the student have interrupted education? \_\_\_ Y \_\_\_ N

Is the student a newcomer? \_\_\_ Y \_\_\_ N

Revision Log

Date	Scheduled Revisions	Notes
	Quarter Year Check	
	Mid Year Check	
	End of Year Check	

For all identified ELs, determine what language demands there are for each lesson and/or activity. Look at the student’s proficiency levels and use the following checklist to identify what kinds of supports would be most appropriate.

Emerging	Progressing	Nearly Proficient*
<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li>• Students are working on tasks related to <a href="#">LA Connectors for ELs</a> levels 1-2.</li> <li>• Students are just beginning to develop grade-level English language skills.</li> <li>• Students have minimal to limited comprehension of English without support.</li> <li>• Students may understand some words and simple sentences but production is limited.</li> <li>• Students may be in the “silent period” when they are minimally communicating but understand what is going on around them.</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li>• Students are working on tasks related to <a href="#">LA Connectors for ELs</a> levels 2-3 (maybe some 4s).</li> <li>• Students are developing grade-level English language skills.</li> <li>• Students have fair to good comprehension in English without support.</li> <li>• Students understand and produce accurate English but may make errors.</li> <li>• Students are working towards producing complex English structures in writing or speaking.</li> </ul>	<p><b>General Characteristics</b></p> <ul style="list-style-type: none"> <li>• Students are working on tasks related to <a href="#">LA Connectors for ELs</a> levels 3-4 (mostly 4s).</li> <li>• Students are nearing grade-level English language skills.</li> <li>• Students have strong comprehension in English without support.</li> <li>• Students understand and produce accurate English with few errors.</li> <li>• Students are mostly producing complex academic language skills.</li> </ul> <p><i>*Note: Students at this level are considered “progressing” on the ELPT. These characteristics and appropriate supports might be similar for students who are newly proficient.</i></p>

**Reading Supports-Emerging**

- Use visuals and/or gestures to explain topics, concepts, ideas, vocabulary words, etc.
- Have the student respond to questions nonverbally (pointing, drawing) or with short responses (one-two words).
- Provide sentence starters or sentence frames for student responses (orally and written).
  - Have the student demonstrate knowledge in a different way.
  - Provide additional teacher modeling, samples, examples, anchor charts, lists of important words, etc.

**Reading Supports-Progressing**

- Provide sentence starters or sentence frames for student responses (orally and written).
- Provide word bank or chart of important content features/structures (i.e. transition words, characteristics of nonfiction or fiction text, grammar structures, etc.).
- Provide multiple opportunities to read and interact with text.
- Provide opportunities to reflect and discuss before responding to text.
- Work with a partner to complete activity.

**Reading Supports-Nearly Proficient**

- Provide opportunities to reflect, discuss, and elaborate before responding to text (provide sentences frames if needed).
- Provide word bank or chart of content features and structures.

<b>Writing Supports-Emerging</b>	<b>Writing Supports-Progressing</b>	<b>Writing Supports-Nearly Proficient</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide anchor charts with important content-specific information (e.g. parts of speech, transition words, etc.). Charts may want to include multiple languages (if possible).</li> <li><input type="checkbox"/> Use sentence starters and sentence frames.</li> <li><input type="checkbox"/> Build background knowledge (use graphic organizer to brainstorm ideas).</li> <li><input type="checkbox"/> Have the student demonstrate knowledge in different ways. Examples:               <ul style="list-style-type: none"> <li><input type="checkbox"/> student illustrates response</li> <li><input type="checkbox"/> point to response</li> <li><input type="checkbox"/> order responses correctly</li> <li><input type="checkbox"/> Use color coding system to organize content specific information. Examples:                   <ul style="list-style-type: none"> <li><input type="checkbox"/> main idea/ details</li> <li><input type="checkbox"/> examples/non examples</li> <li><input type="checkbox"/> claim/evidence</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities to build background knowledge and discuss ideas before writing.</li> <li><input type="checkbox"/> Provide sentences starters/sentence frames and transitions words.</li> <li><input type="checkbox"/> Have the student practice skills before writing with sample texts or graphic organizers.</li> <li><input type="checkbox"/> Provide anchor charts/lists/word bank (with content specific vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Build background knowledge around the topic.</li> <li><input type="checkbox"/> Provide time to discuss and brainstorm ideas before writing.</li> <li><input type="checkbox"/> Provide anchor charts/lists/word bank (with content specific vocabulary).</li> </ul>

**Speaking/Listening Supports-Emerging**

- Provide anchor charts with important content-specific information (e.g. parts of speech, transition words, etc.).
- Use sentence starters and sentence frames.
- Build background knowledge (such as using graphic organizer to brainstorm ideas).
- Have the student demonstrate knowledge in different ways. Examples:
  - student illustrates response
  - point to response
  - order responses correctly
- Use a color coding system to organize content specific information. Examples:
  - main idea/details.
  - examples/non-examples
  - claim/evidence

**Speaking/Listening Supports-Progressing**

- Provide supports like sentence frames, connecting words, sentences starters, etc.
- Have the student respond in simple sentences.
- Utilize familiar topics and/or build background knowledge.
- Practice with a partner or teacher before responding.
- Repeat, rephrase, and model directions/instructions.

**Speaking/Listening Supports-Nearly Proficient**

- Provide resources to the student to complete assignments:
  - word bank
  - sentence stems/sentence frames
  - graphic organizer
- Build background language.
- Provide exemplars of expected outcome.
- Have the student practice before responding.

**Math Supports-Emerging**

- Support vocabulary development by providing word lists, charts, walls with pictures.
- Provide scaffolds such as manipulatives, visuals, calculators, and formulas.
- Provide opportunities to practice the language of math.
- Have the student demonstrate understanding with non-verbal cues.
- Provide extra time for assignments and guided practice.
- Modify assignments (reduce # of tasks).
- Use color coding to identify steps/words.
- Pair the student with a peer.
- Provide bilingual support if available.

**Math Supports-Progressing**

- Provide word lists and identify vocabulary with multiple meanings.
- Provide multiple opportunities to practice the language of math.
- Provide sentence frames and sentence starters.
- Pair the student with a peer.
- Provide additional models, manipulatives, examples, and skeleton notes.
- Use color coding to identify steps and/or words.
- Give the student a formula chart or help them use an interactive notebook.
- Provide additional time to practice before turning in an assignment.
- Modify assignment.

**Math Supports-Nearly Proficient**

- Help the student create vocabulary lists or provide word lists with important terms.
- Emphasize the use of key vocabulary in complex sentences to help the student answer questions.
- Provide sentence frames/sentence starters.
- Engage the student in academic conversations to develop problem-solving skills.
- Provide opportunities to talk about math thinking using cooperative learning structures.
- Use color coding to identify academic language.
- Provide scaffolds such as manipulatives, calculators, and graphic organizers.
- Partner the student with a peer.
- Build background knowledge.
- Provide more opportunities for the student to create his/her own problems and explain reasoning.
- Encourage the student to create visual models to represent what's happening in the problem.

**Distance Learning Supports-Emerging**

- Hold regular virtual meetings/check-ins.
- Provide visuals, videos or audio recordings (when accessible).
- Offer extra time to complete assignments.
- Chunk your lessons knowing that your pacing is going to take longer.
- Create a scheduled routine of learning (i.e. Monday preview vocabulary, Tuesday: Read a text, Wednesday: Discuss the text in-depth, Thursday-Friday: Write.)
- If you are creating a digital document, embed the linguistic supports within the assignment. For example:
  - Glossary
  - Word banks
  - Sample or model responses
  - Sentence starters
  - Clear and concise directions.

*Translation apps are not perfect but consider including translated directions.*

**Distance Learning Supports-Progressing**

- Hold routine meetings/check-ins.
- Provide visuals, videos or audio recordings (when accessible) and the text.
- Offer extra time to complete assignments.
- Give them annotated versions of the text with the traditional text or allow them to preview in their native language.
- Focus more on concrete ideas while introducing some abstract ideas.
- Frontload academic vocabulary and give them time to review.
- Allow for spoken responses and then have them write these out.
- Show the student how to connect new learning to previous learning.

**Distance Learning Supports-Nearly Proficient**

- Offer extra time to complete assignments.
- Show the student how to connect new learning to previous learning.
- Hold occasional check-ins to see if the student needs targeted support.