|  |  |  |
| --- | --- | --- |
| KCAS/Standard and ‘I Can’ Statement | Content  Language  Content and language objectives | |
| Assessed  (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating) | Assessment | Needed Modifications/Assessment Accommodations\* |
| What assessment will you give? | How will the assessment be modified for English learners? |
| Critical Vocabulary | Critical Vocabulary | Vocabulary for ELs |
| Content | Content, process, other  Include a strategy for teaching the vocabulary to English learners. |
| Taught | Step by Step Lesson Plan | Needed Modifications/Instructional Accommodations\*\* |
| How will you teach the lesson? | Note here when you are using the following:   * Link to prior instruction * Use of visuals and organizers * Scaffolding of oral or written responses * Teach/model meta-cognitive strategies * Interaction opportunity |

**\*Assessment Accommodations**

|  |  |  |
| --- | --- | --- |
| Reader in English | Reader in Primary Language | Scribe Responses |
| Simplified Language | Oral Native Language Support | Bilingual or English Glossary |
| Bilingual or English Dictionary | Extended Time | Prompting/Cueing |
| Small Group/Single Test Form | Assistive Technology |  |

HIGHLIGHT all instructional and assessment accommodations used.

**\*\*Instructional Accommodations**

|  |  |  |
| --- | --- | --- |
| Read Text in English | Oral Native Language Support | Bilingual or English Glossary |
| Scribe Responses | Read Text in Primary Language | Simplified Language |
| Bilingual or English Dictionary | Extended Time | Assistive Technology |
| Prompting/Cueing | Small Group/Single Test Form | Adapt Pace of Instruction |
| Provide Visuals/Organizers | Provide Adapted Materials/Technol. | Use Computer/Software |
| Use Spellcheck | Link Instruction to Prior Leaning | Provide Language Objectives |
| Provide Content Objectives | Build Background Knowledge | Model Language/Task Completion |
| Engage in Academic Conversations | Scaffold Responses (Oral/Written) | Provide Interaction Opportunities |
| Teach and Model Meta-Cognitive |  |  |

**Instructional Accommodations for English Learners**

|  |  |  |
| --- | --- | --- |
| Provide Visuals/Organizers | Teach and Model Meta-Cognitive Strategies | Link Instruction to Prior Knowledge |
| * Concept Maps * Frayer Model * Pictures * Realia (Real Objects) | * Articulate Own Thinking * Inferring * Self-Assessment * Synthesizing * Retelling/Summarizing * Think Alouds | * Anticipation Guide * KWL Chart * Questioning about Previous Experience * Quick Writes/Quick Draws * Word Sort |
| Scaffold Responses (Oral/Written) | Provide Interaction Opportunities | Build Background |
| * Build On to Students’ Oral Responses * Rephrasing * Sentence and Paragraph Frames/Sentence Starters | * Inner and Outer Circles * Jigsaw * Numbered Heads Together * Roundtable * Think-Pair-Share * Three-Step Interview | * Vocabulary * List-Group-Label * Provide Context and/or Visual Aides * Read books, stories, and other resources about the topic * Share Common Experience |