|  |  |
| --- | --- |
| KCAS/Standard and ‘I Can’ Statement | Content LanguageContent 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, otherInclude 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
 |