ELL Template
For Addressing VMC Mathematics Lessons

**Preparation:**
1. Collaborate with the ESL teacher to understand the students' levels of English Language Proficiency (ELP) in each of the 4 domains (listening, speaking, reading and writing).

2. Clarify the country of origin and source of other mathematics education. If the student has received all education in the US, what follows may not be relevant to the ELL. However, it may impact the way family members support math assignments at home.
   - Note the differences found in specific cultures regarding mathematics: linguistic, conceptual, procedural. It is essential that you take into account the ELLs’ unique experiences, prior learning, and individual strengths to develop appropriate instructional strategies.

<table>
<thead>
<tr>
<th>Mathematical concepts that may differ or be difficult for newcomers or ELLs educated in their home countries. . .</th>
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</thead>
<tbody>
<tr>
<td><strong>Measurement</strong></td>
</tr>
<tr>
<td><strong>Fractions</strong></td>
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<tr>
<td><strong>Geometry</strong></td>
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<tr>
<td><strong>Algorithms</strong></td>
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</tbody>
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**Standard(s) to be addressed**
3. Add English Language Proficiency (ELP) Standard(s) to be addressed in lesson.

**Vocabulary**

4. ELLs will need many opportunities to use these terms orally.
5. Be alert to terms that have multiple meanings (polysemous).
6. Allow first language support.
7. Provide visual cues, (e.g., manipulatives, graphic representations, etc.)
8. Identify key phrases or new vocabulary to pre-teach.

**Lesson Objectives**
- With assistance of ESL teacher, following the district ESL planned instruction, select a language function for oral development during lesson.
- Using ELL Overlay and/or Can-Do descriptors, plan performance indicator(s) for students at ELP level(s) listed above.
Model Performance Indicators (MPI):
Language function + content stem + support

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entering</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
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**Materials**
- Select materials and examples that connect to the culture/prior experience of all student groups.
- Where ELP level is low, choose shorter reading passages or representative information to lessen the reading load.

**Procedures**
- Make connections between these activities and students’ real lives. How will they use this skill?
- Focus on meaning. When your ELL students share answers and present ideas, focus on the meaning they’re conveying.
- Be flexible with students’ use of native language. You may want to have your ELLs record answers or solution steps in their native language. You can have their work translated, if desired. This will help ELL students focus on the concepts and reasoning involved, without being slowed or hindered by their developing language skills.

**Formative Assessment**
- The same accommodations and scaffolding provided for instruction need to be implemented in assessment tools used with ELLs.