ELL Template
For Addressing SAS Lesson Plans for Literacy

Collaborate with the ESL teacher (Domain 4d) to understand the student’s levels of English Language Proficiency (ELP) in each of the 4 domains (listening, speaking, reading and writing).

Preparation
1. List ELL student(s) and their ACCESS for ELLs instructional composite level (Domain 1b)
2. Educational and cultural background of students (Domain 1b)
3. Collaborate with the ESL teacher (and special educator, if applicable) (Domain 4d)

Standard(s) to be addressed
4. Add English Language Proficiency (ELP) Standard(s) to be addressed in lesson (Domain 1a)
5. Plan performance indicator(s) for students at ELP level(s) listed above (use MPI model) (Domain 1d)

Lesson Objectives
6. After writing the content objective(s), with assistance of ESL teacher, following the district written ESL planned instruction, select a language function for oral development during lesson (Domain 1e)
7. Using ELL Overlay and/or Can-Do descriptors, plan performance indicator(s) for students at ELP level(s) listed above (Domain 1d)

Format: Language function + content stem + support (Domain 4e)

<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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</tbody>
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Materials
8. Select materials and examples that connect to the culture/prior experience of all student groups
9. Where ELP level is low, choose shorter reading passages or representative information to lessen the reading load

Procedures
10. Develop personal connection between material to be learned and students
11. Focus on meaning. When your ELL students share answers and present ideas, focus on the meaning they’re conveying.
12. 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**

13. The same accommodations and scaffolding provided for instruction need to be implemented in assessment tools as a check for understanding used with ELLs.