

## **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 that 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 Classroom Differentiation Plan should be used in conjunction with 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. The information here should be provided to content teachers at the beginning of each year/semester along with access to [ELPT Performance Level Descriptors](#) and [LA Connectors for ELs](#).

The EL Classroom Differentiation Plan contains both a roster and an individual student plan template.

## **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 have a peer read to them.

## **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 more challenging texts and activities and opportunities for independent work.

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 the [EL Language Check-up](#), classroom teacher feedback, assessment scores, classwork and teacher recommendations.

**Individual EL Support Plan Template**

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

**EL Classroom Support Roster**

Student Name	Grade	Domain Levels L S R W	Overall Proficiency Level	Student Characteristics	Classroom Supports

**Revision Log**

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

**Domain Performance Levels**

<b>Performance Level</b>	<b>Descriptor</b>	<b>Definitions (Includes degree of support needed)</b>
<b>Level 1</b>	Beginning	Displays few grade-level English skills and will benefit from EL program support.
<b>Level 2</b>	Early Intermediate	Presents evidence of developing grade-level English language skills and will benefit from EL program support
<b>Level 3</b>	Intermediate	Applies some grade-level English language skills and will benefit from EL program support
<b>Level 4</b>	Early Advanced	Demonstrates English language skills required for engagement with grade level academic content instruction at a level comparable to non-ELs.
<b>Level 5</b>	Advanced	Exhibits superior English language skills as measured by ELPT.

**Proficiency Levels**

<b>Proficiency Determination</b>	<b>Definition</b>	<b>Rules</b>
<b>Emerging</b>	Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. Students scoring Emerging are eligible for ongoing program support.	1s and 2s
<b>Progressing</b>	Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. Students scoring Progressing are eligible for ongoing program support.	2s, 3s, and maybe 4s (possibly even a 5)
<b>Proficient</b>	Students have attained a level of English language skills necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English.	4s and 5s*

Future Kindergarten ELPS uses a different scale to determine if a student is proficient. All 3s describe proficiency for Future K ELPS.

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>



<b>Reading Supports-Emerging</b>	<b>Reading Supports-Progressing</b>	<b>Reading Supports-Nearly Proficient</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use visuals and/or gestures to explain topics, concepts, ideas, vocabulary words, etc.</li> <li><input type="checkbox"/> Have the student respond to questions nonverbally (pointing, drawing) or with short responses (one-two words).</li> <li><input type="checkbox"/> Provide sentence starters or sentence frames for student responses (orally and written).               <ul style="list-style-type: none"> <li><input type="checkbox"/> Have the student demonstrate knowledge in a different way.</li> <li><input type="checkbox"/> Provide additional teacher modeling, samples, examples, anchor charts, lists of important words, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide sentence starters or sentence frames for student responses (orally and written).</li> <li><input type="checkbox"/> Provide word bank or chart of important content features/structures (i.e. transition words, characteristics of nonfiction or fiction text, grammar structures, etc.).</li> <li><input type="checkbox"/> Provide multiple opportunities to read and interact with text.</li> <li><input type="checkbox"/> Provide opportunities to reflect and discuss before responding to text.</li> <li><input type="checkbox"/> Work with a partner to complete activity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide opportunities to reflect, discuss, and elaborate before responding to text (provide sentences frames if needed).</li> <li><input type="checkbox"/> Provide word bank or chart of content features and structures.</li> </ul>

<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>

<b>Speaking/Listening Supports-Emerging</b>	<b>Speaking/Listening Supports-Progressing</b>	<b>Speaking/Listening 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.).</li> <li><input type="checkbox"/> Use sentence starters and sentence frames.</li> <li><input type="checkbox"/> Build background knowledge (such as using 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> </ul> </li> <li><input type="checkbox"/> Use a 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>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide supports like sentence frames, connecting words, sentences starters, etc.</li> <li><input type="checkbox"/> Have the student respond in simple sentences.</li> <li><input type="checkbox"/> Utilize familiar topics and/or build background knowledge.</li> <li><input type="checkbox"/> Practice with a partner or teacher before responding.</li> <li><input type="checkbox"/> Repeat, rephrase, and model directions/instructions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide resources to the student to complete assignments:               <ul style="list-style-type: none"> <li><input type="checkbox"/> word bank</li> <li><input type="checkbox"/> sentence stems/sentence frames</li> <li><input type="checkbox"/> graphic organizer</li> </ul> </li> <li><input type="checkbox"/> Build background language.</li> <li><input type="checkbox"/> Provide exemplars of expected outcome.</li> <li><input type="checkbox"/> Have the student practice before responding.</li> </ul>

**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.

<b>Distance Learning Supports-Emerging</b>	<b>Distance Learning Supports-Progressing</b>	<b>Distance Learning Supports-Nearly Proficient</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Hold regular virtual meetings/check-ins.</li> <li><input type="checkbox"/> Provide visuals, videos or audio recordings (when accessible).</li> <li><input type="checkbox"/> Offer extra time to complete assignments.</li> <li><input type="checkbox"/> Chunk your lessons knowing that your pacing is going to take longer.</li> <li><input type="checkbox"/> Create a scheduled routine of learning (i.e. Monday preview vocabulary, Tuesday: Read a text, Wednesday: Discuss the text in-depth, Thursday-Friday: Write.)</li> <li><input type="checkbox"/> If you are creating a digital document, embed the linguistic supports within the assignment. For example:             <ul style="list-style-type: none"> <li><input type="checkbox"/> Glossary</li> <li><input type="checkbox"/> Word banks</li> <li><input type="checkbox"/> Sample or model responses</li> <li><input type="checkbox"/> Sentence starters</li> <li><input type="checkbox"/> Clear and concise directions.</li> </ul> </li> </ul> <p><i>Translation apps are not perfect but consider including translated directions.</i></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hold routine meetings/check-ins.</li> <li><input type="checkbox"/> Provide visuals, videos or audio recordings (when accessible) and the text.</li> <li><input type="checkbox"/> Offer extra time to complete assignments.</li> <li><input type="checkbox"/> Give them annotated versions of the text with the traditional text or allow them to preview in their native language.</li> <li><input type="checkbox"/> Focus more on concrete ideas while introducing some abstract ideas.</li> <li><input type="checkbox"/> Frontload academic vocabulary and give them time to review.</li> <li><input type="checkbox"/> Allow for spoken responses and then have them write these out.</li> <li><input type="checkbox"/> Show the student how to connect new learning to previous learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Offer extra time to complete assignments.</li> <li><input type="checkbox"/> Show the student how to connect new learning to previous learning.</li> <li><input type="checkbox"/> Hold occasional check-ins to see if the student needs targeted support.</li> </ul>