Supports for English Learners in Lesson Planning

Content Standard(s)	Content Practice(s)	CELP Standard(s)

English Learners in the classroom • English Language Proficiency Levels • Strengths and Areas for Development in the modality appropriate to the lesson (trends or by individual student)	

Linguistic Supports	Description of supports that are particular to the English Learners in your classroom
Language objectives	
Vocabulary needed—include potential cognates	

Constructs/ text structure needed	
Sentence frames/ paragraph frames in writing and discourse	
Description of models of successful written responses to be given to students	
Background knowledge or cultural competence considerations	
Visual supports	
Student-to- Student discourse opportunities and supports (e.g. sentence frames, model responses, accountable talk, etc.)	

CSDE

Text supports, modifications, alternative texts, and/or native language texts	
Native Language support available (in text or in person--peer or teacher)	
Student-centered Lesson Delivery and Student Engagement supports (e.g., small group, hands-on activities, manipulatives, inquiry-based activities, etc.)	
Explicit grammar or vocabulary structures to teach (e.g., word parts (affixes, roots, etc.), word order, use of transitional words, use of pronouns, etc.)	