

## Planning Tool for ELs

<b>Subject Area:</b> <b>Text:</b> <b>Grade Level:</b>	<b>WIDA ELD Standard:</b> <b>Florida Standard(s):</b> <b>Comprehension Skill:</b>
<b>Domain:</b> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing	
<b><u>What CAN the student DO</u></b> according to his/her ESOL level? (Use Can Do Descriptors)	What <b><u>social and instructional language</u></b> does the EL need for this lesson?
What <b><u>academic language</u></b> does the EL need for this lesson?	What <b><u>question(s)</u></b> will promote the learning outcome(s)?
What <b><u>support</u></b> is needed for this lesson? <b><u>Sensory-Graphic -Interactive</u></b>	What is the <b><u>language focus</u></b> for this lesson?
What <b><u>ESOL strategy</u></b> applies to this lesson (refer to the ESOL matrix)?	What <b><u>background knowledge</u></b> is needed for this lesson?

### Language Supports

Sensory Supports		Graphic Supports	Interactive Supports
Real-life objects (realia) Manipulatives Pictures & photographs Illustrations, diagrams, & drawings Magazines & newspapers	Physical activities Videos & films Broadcasts Models & figures	Charts Graphic organizers Tables Graphs Timelines Number lines	In pairs or partners In triads or small groups In a whole group Using cooperative group structures With the Internet or software programs