**ELL Individual Language Plan**

**ESL Department**

**Willard R-II School District**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade \_\_\_\_\_\_ School Year \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Classroom and Teaching Modifications – For All ELLs**

* Prioritize and explain objectives of assignments and classwork
* Build background knowledge
* Define and explain vocabulary before a topic is discussed or read
* Provide pictures and other graphic representations to go along with content
* Use gestures, drama, and video support
* Provide and use manipulatives and realia
* Use graphic organizers, frameworks, and sentence starters for writing
* Employ a variety of learning styles and multiple intelligences in teaching and student work
* Utilize cooperative learning with mixed grouping
* Give students opportunities to practice language with content in a group before being expected to give an individual response
* Simplify oral language and/or rephrase when giving explanations or directions
* Provide longer pauses between phrases and more wait time for student answers
* Use the same phrasing on quizzes and tests as used in class and on homework
* Avoid using idioms and slang, or provide an explanation when necessary

**Individual Accommodations – For This Particular Student**

\_\_\_Standardized testing in an individual or small group setting

\_\_\_ Extended time to complete tests

\_\_\_ Read questions aloud on standardized tests (excludes Communication Arts)

\_\_\_ Reduce number of questions to be answered/marked on homework and tests

\_\_\_ Reduce choices on multiple-choice tests

\_\_\_ Give open-book and/or open-note tests

\_\_\_ Give tests over several days or in sections

\_\_\_Provide word lists for vocabulary matching/fill-in-the-blank exercises

\_\_\_ Reduce the number of matching options

\_\_\_ Indicate page or paragraph numbers where answers can be found next to questions

\_\_\_ Allot more time for reading assignments and/or shorten amount of material to be covered

\_\_\_ Provide reading materials on student’s level

\_\_\_ Allow student to respond orally to questions and/or provide scribe for writing tasks

\_\_\_ Provide translations of key vocabulary and concepts in native language

\_\_\_ Read directions and questions aloud on homework and tests

\_\_\_ Allow spelling/grammar errors on written assignments

\_\_\_ Reduce number of spelling words or simplify word lists

\_\_\_ Adjust grading so student is not penalized for limited language

ESOL Teacher’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Classroom Teacher(s)’ Signature(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_