**ESOL Modification Planning Worksheet**

My ESOL Students:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Grade | Language | Level | English reading level |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

My content:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit | Topic | Standards | Students will be able to… | Vocabulary |
|  |  |  |  |  |

***Modified Objectives:***

My ESOL student(s) will be able to:

|  |  |
| --- | --- |
| Language Objectives: Top Ten Vocabulary words essential for understanding this unit’s content | Content Objectives (Tops ten concepts or skills to take away from this chapter/unit) |
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Vocabulary activities:

**Lower reading level materials** I can use to support these content objectives:

**Graphic organizers** I can use to support my students’ learning (free list available for download here: <http://www.eduplace.com/graphicorganizer/> )

Other ways I can support my ESOL students’ learning in this unit:

|  |  |
| --- | --- |
| Hands-on |  |
| Realia (real life objects) |  |
| Visuals |  |
| Technology |  |
| Demonstrations |  |
| Related literature (picture books, fiction, etc.) |  |
| Study guides |  |
| Same language study buddy |  |
| English-only study buddy |  |

Ways I can scaffold their use of the text book:

|  |  |
| --- | --- |
| Outlines |  |
| Study guides |  |
| Adapted texts |  |
| Native language texts |  |
| Teach the text backwards |  |

Modified assignments that I can grade to assess their learning and hold them accountable:

Ways I can modify the summative assessment: