

MONTCLAIR STATE UNIVERSITY

Educating English Language Learners (CURR 312; READ 312; EDFD 312) Meeting the Need of English Language Learners (CURR 516; EDFD 516) (2/25/10)

Adapting an Instructional Plan for an English Language Learner (ELL): Task Guide

Task: To make the content of the curriculum comprehensible to ELLs, you will need to adapt your instructional plans in ways that build on the background experiences and past learning of these students while addressing their particular educational and linguistic needs. This performance task will give you an opportunity to demonstrate your ability to adapt/modify instruction for an ELL. To help you carry out the task, you will receive in class an instructional plan and a descriptive profile of an ELL. You are expected to adapt that instructional plan for the profiled ELL.

The expected product is a typewritten report that includes two parts: (1) a detailed explanation of how you would adapt the instructional plan provided to make the academic content comprehensible to the profiled ELL; and (2) a self-assessment of the instructional adaptations made. The report should follow the format outlined below.

1. Adapting an Instructional Plan for an English Language Learner:
 - a. Describe the strength(s) of the identified ELL relative to the planned lesson. (Refer to the instructional plan and profile of the ELL distributed in class.)
 - b. Explain what difficulties, if any, you anticipate the identified ELL will experience in the planned lesson? **For each anticipated difficulty, explain why you believe this is likely to be a problem for the student.**
 - c. *Instructional Adaptations:*
 - i. What adaptations, if any, would you make in the originally planned learning materials to render the curriculum content comprehensible to the identified ELL? **Make certain you provide a clear and detailed rationale for the adaptations made. If you believe that no adaptations are required, explain why.**
 - ii. What adaptations, if any, would you make in the originally planned learning activities to render the curriculum content comprehensible to the identified ELL? (If your adaptation of the learning activities involves the use of visuals, charts, timelines, graphic organizers, outlines, or similar strategies, include copies of these with the report.) **Make certain you provide a clear and detailed rationale for each adaptation made. If you believe that no adaptations are required, explain why.**

- iii. What adaptations, if any, would you make in the originally planned homework assignment (if applicable) to render the content comprehensible to the identified ELL? **Make certain you provide a clear and detailed rationale for the adaptations made. If you believe that no adaptations are required, explain why.**
 - iv. What adaptations, if any, would you make in the originally planned assessment to accurately determine what the identified ELL learned from the lesson? **Make certain you provide a clear and detailed rationale for the adaptations made. If you believe that no adaptations are required, explain why.**
 - v. Explain how the modified lesson will help the identified ELL be part of the classroom community.
2. Self-assessment: Use the rating form that accompanies this performance task to self-assess the adaptations you made in this instructional plan for the identified ELL. **Make sure you use the corresponding rubric to arrive at your ratings for items 1 through 6. For each of these items, write a comment that will help me understand the rating you are giving yourself.**