

## Essential Tips for Teaching EL Students

Preparation	Instruction	Strategies
Write content objectives clearly for students.	<b>Building Background</b> Explicitly link concepts to students' backgrounds and experiences.	Provide ample opportunities for students to use strategies (e.g., problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring).
Write language objectives clearly for students.  <i>*see 9-12 grade Language Proficiency levels guide</i>	Explicitly link past learning and new concepts.	Use Scaffolding techniques consistently throughout the lesson (providing the right amount of support to move students from one level of understanding to a higher level).
Choose content concepts appropriate for age and educational background level of students.	Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight for students to see).	Use a variety of question types throughout the lesson, including those that promote higher-order thinking skills throughout the lesson (e.g., literal, analytical, and interpretive questions).
Identify supplementary materials to use (graphs, models, visuals).	<b>Comprehensible Input</b> Use speech appropriate for students' proficiency levels (e.g., slower rate, enunciation, and simple sentence structure for beginners – level 1's or 2's).  Explain academic tasks clearly.	
Adapt content (e.g., text, assignment).	Use a variety of techniques to make content concepts clear (e.g., modeling, VISUALS, hands-on activities, demonstrations, gestures, body language).	
Plan meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking.		

*Adapted from: Short, D. & Ecchevaris, J. (1999). The Sheltered Instructional Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development*