

ELL Classroom “Look Fors”

Preparation	Building Background	Comprehensible Input	Strategies
<ul style="list-style-type: none"> Clearly defined <i>Content Objectives</i> Clearly defined <i>Language Objectives</i> Strategically planned learning experiences specific to grade level content and language standards Inclusion of culturally relevant topics and/or materials Supplementary materials Attention to and planning for <i>all</i> levels of student proficiency (e.g., text, assignment) Meaningful activities that integrate opportunities for listening, speaking, reading, writing 	<ul style="list-style-type: none"> Concepts explicitly linked to students’ background experiences Links made between past learning and new concepts Pre-teach or frontload and practice of key vocabulary 	<ul style="list-style-type: none"> Speech is appropriate for students’ proficiency level (e.g., slower rate, enunciation, and simple sentences for beginners) Clear explanation of academic tasks Written, not just oral directions Use of a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on-activities, gestures, body language) Use of word-to-word content glossary and/or word-to-word dictionary Use of simplified language and scaffolding to increase conceptual understanding, while keeping lesson content at a challenging and stimulating level 	<ul style="list-style-type: none"> Ample opportunity to use strategies Scaffolding techniques consistently used assisting and supporting student Understanding (e.g., think-alouds) Questioning that promotes higher- order thinking skills (e.g., literal, analytical, interpretive) Use of strategies included but not limited to those referenced in the Bilingual/ESOL Department’s <i>ESOL Instructional Strategies Matrix</i>
Interaction	Practice Application	Lesson Delivery	Review/Assessment
<ul style="list-style-type: none"> Sufficient wait time for student responses Frequent opportunities for structured peer interaction and discussions; encourage elaborated responses Flexible and fluid grouping configurations to support language and content objectives of the lesson Ample opportunities for students to clarify key concepts in L1 as needed 	<ul style="list-style-type: none"> Use manipulatives to practice new knowledge Plan activities that apply content & language knowledge Utilize: Read/Write/Speak/Listen Provide opportunities for students to practice new knowledge Ensure practice is linked to lesson objectives 	<ul style="list-style-type: none"> Content objectives are supported Language objectives are supported Provide active and engaging learning experiences. Students are engaged 90% -100% of the time Pacing is appropriate to students’ ability level 	<ul style="list-style-type: none"> Review and use of formative data when planning Differentiate or scaffold assessments Review of key vocabulary Review of key concepts Review daily objectives Ongoing progress monitoring to re-adjust instruction Individual, group, written, oral

