

5 Principles of Effective Instruction for ELs and Coinciding Strategies

Principle 1- Link background knowledge and culture to learning. Explicitly plan and incorporate ways to engage students in thinking about and drawing from their life experiences and prior knowledge and learning.



Cognates and Gestures– When posting and teaching key vocabulary, include cognates for students who have romance heritage languages. Include cognates in your teaching materials such as slides, handouts, notetaking guides, etc. Ask a heritage speaker if he/she would like to be the cognate helper. Have all students say the cognate and English word aloud. It is estimated that up to 80% of academic words have cognates. Building literacy in the heritage language supports literacy development in the English language. Use gestures to teach vocabulary to commit the word to memory.

independence → independencia







atmosphere → atmósfera

Principle 2- Teach academic language, literacy, and vocabulary. Have intentional routines to teach the vocabulary and language syntax, grammar, and register.

vary → very

Vocabulary Graphic Organizers: Introduce essential words with a routine. Include an area for translations, cognates, images, and models of the word in a sentence. Focus on teaching cross-content, multiple meaning Tier 2 words.

Word	Meaning	Examples	Images
factor fact*or noun  _____  _____	one of many things that cause or affect a situation	Texting while driving is a major factor in many teen car _____. A good night's sleep and a nutritious breakfast are key factors in a student's performance on _____.	 

Language Objectives: Post language objectives that support accomplishment of the content objectives. Tip: Consider content objectives as WHAT will be learned and language objectives as HOW students will demonstrate their learning.

Content Objective: (WHAT) Compare primary sources.

Language Objective: (HOW)

Write: Cite examples by using the phrase “for example,” and correctly punctuate quotations.

Principle 3- Increase comprehensible input and language output. Make meaning clear through visuals, demonstrations/modeling, and manipulatives. Give students daily and varied opportunities to produce written and spoken academic language.



Sentence Frames and Starters to Promote Academic Discourse: Post some of these frames in your room. Require students to use them when they engage in whole and small group instruction so that they practice how to speak and engage in a respectful academic discussion. Tip: Post 3-4 options on your wall. Once students have mastered them, choose and post others.

Acknowledging Ideas

My idea is similar to/related to...
I agree with (a person) that . . .
My idea builds upon ____'s idea....

Expressing an Opinion

I think/believe that . . .
In my opinion . . .
Based on my experience, I think...

Reporting a Partner's Idea

____ indicated that . . .
____ emphasized that . . .
____ concluded that...

Reporting a Group's Idea

We decided/agreed that . . .
We determined that . . .
We had a different approach and think....

Disagreeing/Interrupting

I don't agree with you because . . .
I got a different answer than you and think...
I see it another way and think...

Paraphrasing

So you are saying that . . .
In other words, you think . . .
What I hear you saying is...

Asking Questions/Clarifying

Could you please repeat....?
Could you elaborate/explain your idea that....?
Why do you think/feel that....?

Color-Coding – Use color to draw students' attention to parts of speech, accurate word order, processes, key ideas, etc.

Describe the clouds:	Predict the weather:
- thin	- warm front
- puffy	- cold front
- gray	- hot
- white	- cold
- wispy	- warm
- feathery	- misty
- flat	- light shows
- layered	- heavy and steady rain
- horizontal/vertical	- steady snow
- rounded	- light precipitation
- high-level	- humid
- mid-level	- dry
- low-level	- thunderstorms
- similar to/resemble	- lightning
	- thunder
	- tornadoes
	- fair
	- pleasant

- 1) When the clouds are _____, the weather will likely be/have _____.
- 2) _____ and _____ clouds indicate _____ weather.

Principle 4- Promote classroom interaction. Have intentional instructional routines to engage students in using English to accomplish and process academic tasks by interacting with peers and teachers.



Talking Chips – Hold each student accountable to participate in small group discussion. Give each student in the small group a manipulative. (buttons, tokens, index cards, etc.). Require each student to place their "chip" in the center of the table to contribute to the conversation. Tip: Give each student a different colored chip so they can visually see if they have contributed and you can also use the colored heads strategy in the box to the right.



Numbered/Colored Heads– Hold each student accountable to participate in whole group discussion **after** small group discussion. Assign each student a number or a color in the small group (1-4). Provide time for small group discussion, then call on certain numbers to share out to the whole group. All students must actively listen during small group discussion even if they don't have a contribution because they may have to report out the group's ideas. Tip: Note the students that don't usually volunteer ideas and call on their number/color.

Principle 5- Stimulate higher order thinking. Provide opportunities that engage and challenge students that gives purpose to using language. Scaffold learning for new English Learners so they are accountable for higher order thinking because language ability does not equal cognitive ability.



Analyze, Highlight and Label Text Models: Provide examples of the type of academic writing students are required to do to accomplish an objective. Have students highlight and label the components and requirements so they are challenged and supported to improve their academic writing.

Objective: Compare two primary sources.

The “Black Codes” of Mississippi in 1865 and the transcribed sermon **are very different** **portrayals** of the legal rights of former slaves. **For example,** one law **states** **_____**, but the sermon **demonstrates** the peoples’ interpretation of the law. Although the law sounded fair, **the preacher discusses how the law actually further marginalized former slaves when** he said **“_____”** (citation).

Words to apply in my paragraph.

Statements to show that the sources have similar or different portrayals.

Summary of source 1.

Summary of source 2.

Quotes to support my conclusion.

Correct punctuation for citation – parenthesis with the period after.