

ENGLISH LEARNERS



English Language Arts/Reading

How Do I Plan?

- Identify key concepts for the lesson.
- Keep in mind background knowledge and proficiency.
- Plan with the ELPS in mind. TEKS are what you will teach and ELPS are how you will teach it.
- Select key vocabulary, idioms, and phrases that supports content and language development.
- Find visuals, videos, articles, graphic novels to make content comprehensible.

Why Use a Sentence Stem or Frame?

- Sentence stems and frames are a great way to scaffold speaking and writing activities.
- Using a stem or frame helps ELs by lowering the affective filter and supports making content comprehensible.
- What's an affective filter? [Read this quick explanation with classroom ideas.](#)
- What's comprehensible input? [Read this quick explanation with tips and strategies.](#)

Considerations for Vocabulary Instruction

- Think about potential misunderstandings, such as homonyms or multiple-meaning words.
- Explicit instruction of directional words.
- Don't assume that an EL knows basic words.
- Accompany new vocabulary with visuals and manipulatives.
- Vocabulary should be visible on a word wall, concept map wall, or personal word wall.
- Incorporate opportunities for ELs to practice using new vocabulary in both speaking and writing.

Newcomer Tips

- Don't assume a student understands or knows the name of an object.
- Speak clearly and don't speak too fast.
- Affective needs are a priority.
- Use LOTS of visuals and gestures.
- Don't force a beginner to speak. Many ELs go through a silent period as they absorb the culture and language.
- Model, model, model.
- Gradual Release approach: I do, We do, You do
- Provide opportunities to practice listening, speaking, reading, and writing to develop proficiency.
- Don't "water hose" students with content.
- "Chunk" information into bite-sized pieces.
- Explicit instruction in grammar and vocabulary is key.

Learn more from the source below:
www.txel.org/Educators