

- 1. The teacher organizes instruction around grade-appropriate content, often theme based (e.g., literature, math, science, integrated themes, social studies)**
  - a. Instruction provides access to the core curriculum
  - b. Content is academically demanding
  - c. Language objectives are established according to students' English language proficiency in relation to language demands of lesson
  - d. Language and content learning are integrated
  - e. Content is presented from multicultural perspectives
- 2. The teacher designs appropriate learning sequences.**
  - a. Assesses and builds upon students' interests and prior knowledge, including cultural knowledge
  - b. Explains purpose of activity
  - c. Helps students develop learning strategies for reading, writing, thinking, problem solving
  - d. Provides multiple opportunities for students to process information verbally and nonverbally (draw, dramatize, discuss, review, question, rehearse, read, write about)
- 3. The teacher modifies language used during instruction.**
  - a. May use slightly slower speech rate
  - b. Speaks clearly, repeating if needed
  - c. Defines new words in meaningful context
  - d. Paraphrases in simple terms when using more sophisticated forms of expression
  - e. Limits use of idiomatic speech
- 4. The teacher supports verbal explanations with nonverbal cues.**
  - a. Gestures, facial expressions, action to dramatize meaning
  - b. Props, concrete materials
  - c. Graphs, pictures, visuals, maps
  - d. Films, videotapes, overhead projector, bulletin board displays
- 5. The teacher plans ways to ensure participation of all students, keeping in mind English proficiency of each student**
  - a. Monitors lesson comprehension and clarifies concepts as needed
  - b. Reviews main ideas and key vocabulary
  - c. Plans for students to actively participate in learning activities verbally and nonverbally according to functional English abilities
  - d. Provides opportunities for students to contribute based on their modalities of strength: visual, auditory, kinesthetic, oral, written, pictorial
- 6. The teacher provides a variety of flexible grouping formats to provide opportunities for social, linguistic, and academic development**
  - a. Heterogeneous groups
  - b. Pair work
  - c. Short-term skill groups
  - d. Teacher-student conferencing
- 7. The teacher provides a variety of assessment methods that permit students to display learning through their modalities of strength (e.g., oral, written, visual, kinesthetic, auditory, pictorial).**
  - a. Performance-based assessment
  - b. Portfolio assessment
  - c. Learner self-assessment
  - d. If used, standardized tests are modified to accommodate English learners (e.g., extra time to complete)

**FIGURE 3.6**

EFFECTIVE ENGLISH  
LEARNER INSTRUCTION  
CHECKLIST

Source: Adapted from  
Schifini, 1985.

center of each table: a small oval object wrapped in aluminum foil, a slender, five-inch probing instrument, and a graphing sheet depicting what turned out to be different kinds of rodent bones. Ms. Bloom waited for all to be seated and quiet. Then she proceeded to give her instructions:

"Yesterday we visited the Natural History Museum, and we saw a diorama of the life cycle of owls. Who remembers what Table Three wanted to know more about after visiting the museum? (Students at Table Three answer: 'We wanted to know more about what owls eat.')

OK, so I promised you I would give you a chance to investigate, or find out for yourselves. At your