

Language Development Supports For English Language Learners To Increase Comprehension and Communication Skills

Environment	
<ul style="list-style-type: none"> ● Welcoming and stress-free ● Respectful of linguistic and cultural diversity ● Honors students' background knowledge ● Sets clear and high expectations ● Includes routines and norms ● Is thinking-focused vs. answer-seeking ● Offers multiple modalities to engage in content learning and to demonstrate understanding ● Includes explicit instruction of specific language targets ● Provides participation techniques to include all learners 	<ul style="list-style-type: none"> ● Integrates learning centers and games in a meaningful way ● Provides opportunities to practice and refine receptive and productive skills in English as a new language ● Integrates meaning and purposeful tasks/activities that: <ul style="list-style-type: none"> ○ Are accessible by all students through multiple entry points ○ Are relevant to students' lives and cultural experiences ○ Build on prior mathematical learning ○ Demonstrate high cognitive demand ○ Offer multiple strategies for solutions ○ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> ● Real-life objects (realia) or concrete objects ● Physical models ● Manipulatives ● Pictures & photographs ● Visual representations or models such as diagrams or drawings ● Videos & films ● Newspapers or magazines ● Gestures ● Physical movements ● Music & songs 	<ul style="list-style-type: none"> ● Graphs ● Charts ● Timelines ● Number lines ● Graphic organizers ● Graphing paper 	<ul style="list-style-type: none"> ● In a whole group ● In a small group ● With a partner such as <i>Turn-and-Talk</i> ● In pairs as a group (first, two pairs work independently, then they form a group of four) ● In triads ● Cooperative learning structures such as <i>Think-Pair-Share</i> ● Interactive websites or software ● With a mentor or coach 	<ul style="list-style-type: none"> ● Labeling ● Students' native language ● Modeling ● Repetitions ● Paraphrasing ● Summarizing ● Guiding questions ● Clarifying questions ● Probing questions ● Leveled questions such as <i>What? When? Where? How? Why?</i> ● Questioning prompts & cues ● Word Banks ● Sentence starters ● Sentence frames ● Discussion frames ● Talk moves, including <i>Wait Time</i>

*from *Understanding the WIDA English Language Proficiency Standards. A Resource Guide*. 2007 Edition.. Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium—www.wida.us.