

### 8 Traits for an Multilingual Learner (ML) Supportive Lesson

Trait	Description	Strategies/Supports
<b>Activity Before Content (ABC)</b>	Strategically placing experiential learning ahead of the presentation of new information, concepts or language points. Helps build a context for what is being taught.	<ul style="list-style-type: none"> <li>• Cooperative grouping</li> <li>• Hands-on experience</li> <li>• Visual supports</li> </ul>
<b>Making Connections</b>	Build and/or connect to students' prior knowledge in order to motivate and engage them in new learning. This can be through personal, cultural or academic connections	<ul style="list-style-type: none"> <li>• Knowing your students</li> <li>• Anecdotal</li> <li>• Turn and Talk</li> <li>• Allow for multiple entry points</li> </ul>
<b>Mindful of Teacher Input (comprehension)</b>	What we say and how we say it will impact what students will be able to do (Comprehensible Input). Appropriate age/grade level content should not be modified (what), rather the manner in which it is presented should be adjusted as needed (how).	<ul style="list-style-type: none"> <li>• Modeling-show and tell</li> <li>• Clear/Concise Examples</li> <li>• Chunking</li> <li>• Visuals</li> <li>• Reduction of Idiomatic expressions</li> <li>• Paraphrasing often</li> <li>• Monitor pacing</li> <li>• Translation</li> <li>• Scaffolds</li> <li>• Differentiated Questions-Tiered Questions</li> </ul>
<b>Appropriate Expectations for Student Output (production)</b>	Expectations should be challenging yet realistic based on the students' proficiency level. Refer to Proficiency Levels Chart. Consider how supports can enhance student production at the various levels.	<ul style="list-style-type: none"> <li>• Group v. Individual</li> <li>• Graphic Organizers</li> <li>• TPR-Kinesthetic</li> <li>• Differentiation</li> <li>• Prompts</li> <li>• Sentence Starters</li> <li>• Roles</li> <li>• Increased wait time</li> <li>• Use of L1</li> <li>• Provide Question in advance</li> </ul>

		<ul style="list-style-type: none"> <li>● Say Something about...</li> </ul>
<b>Addresses a Language Objective</b>	Consider how language is being used to achieve your goals of the lesson. What language is essential in the moment? (may not just be vocabulary)	<ul style="list-style-type: none"> <li>● P.I.E.- Purposeful, Intentional, Explicit*</li> <li>● Charts</li> <li>● Direct Instruction/Examples</li> </ul>
<b>Link the Learning</b>	Demonstrate how the language and concepts addressed in the lesson are relevant to real-life, other content areas or a larger context. This makes the learning authentic and meaningful. It will also provide a place for students to apply the new knowledge.	<ul style="list-style-type: none"> <li>● Curriculum Mapping</li> <li>● Current Events</li> <li>● Anecdotal</li> <li>● Discussion</li> <li>● Application</li> </ul>
<b>Repetition and Reinforcement</b>	Be sure to include multiple exposures to the key concepts and language throughout the lesson. A minimum of 3 points is suggested.	<ul style="list-style-type: none"> <li>● Preview/View/Review</li> <li>● Paraphrasing</li> </ul>
<b>Ample Practice</b>	If students do not immediately use new concepts and language points independently, they may not retain them. Be sure there is time for students to try out and get feedback on their learning.	<ul style="list-style-type: none"> <li>● Monitor Teacher Talk v. Student Talk</li> <li>● Collaborative groups</li> <li>● Numbered Heads</li> <li>● Gallery Walk</li> <li>● Novel Ideas</li> <li>● Gradual Release of Responsibility</li> </ul>

\*Flynn, K., & Hill, J. (2007) Providing a Direction for Learning. *Language Magazine*, November, pp.28-32.