










Supporting Multilingual Students with

Traits of a Supportive Lesson

Change how you teach, not what you teach to support diverse learners. Appropriate age/grade level content should not be modified (what), rather accommodate students by adjusting the manner in which it is presented as needed (how). Making strategic choices in instruction can help MLs increase comprehension and maximize language production.

Trait	Description	Strategies/Supports	
Activity Before Content (ABC) 	Strategically place experiential learning ahead of the presentation of new information, concepts or language points. This helps to build a context for what is being taught and an experience language can be built upon.	<ul style="list-style-type: none"> ✓ Hands-on experience ✓ Visual supports ✓ Cooperative grouping ✓ Modeling ✓ Total Physical Response (TPR) 	
Making Connections 	Build and/or connect to students' prior knowledge in order to motivate and engage them in new learning. This can be through personal, cultural and/or academic connections.	<ul style="list-style-type: none"> ✓ Knowing your students ✓ Anecdotes ✓ Turn and Talk ✓ Allow for multiple entry points 	
Mindful of Teacher Input <i>(comprehension)</i> 	What we say and how we say it will impact what students will be able to do. (Comprehensible Input).	<ul style="list-style-type: none"> ✓ Modeling - show over tell ✓ Clear/Concise Examples ✓ Chunking ✓ Visuals ✓ Reduction of Idiomatic expressions ✓ Paraphrasing 	<ul style="list-style-type: none"> ✓ Monitor pacing ✓ Translation ✓ Scaffolds ✓ Differentiated Questions ✓ Tiered Questions ✓ Limit Verbal Language
Appropriate Expectations for Student Output <i>(production)</i> 	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"> ✓ Group v. Individual ✓ Graphic Organizers ✓ Multisensory expression ✓ Differentiation ✓ Prompts ✓ Sentence Starters 	<ul style="list-style-type: none"> ✓ Roles ✓ Increased wait time ✓ Use of L1 ✓ Provide Question in advance ✓ Say Something about...

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Addresses a Language Objective 	Consider how language is being used to achieve your goals of the lesson. What language is essential in the moment? (Hint: it may not just be vocabulary)	<ul style="list-style-type: none"> ✓ P.I.E.- Purposeful, Intentional, Explicit* ✓ Charts ✓ Direct Instruction/Examples
Link the Learning 	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 also provides a place for students to apply the new knowledge.	<ul style="list-style-type: none"> ✓ Curriculum Mapping ✓ Current Events ✓ Anecdotal ✓ Discussion ✓ Application
Repetition and Reinforcement 	When concepts and vocabulary are used in context, they are more apt to be understood and remembered. Include multiple (3 or more) exposures to key concepts and language throughout the lesson.	<ul style="list-style-type: none"> ✓ Preview/View/Review ✓ Paraphrasing ✓ Multi-modality
Ample Practice 	If students do not immediately use new concepts and language points independently, they may not retain them. Provide time for students to try out and get feedback on new ideas.	<ul style="list-style-type: none"> ✓ Monitor Teacher Talk v. Student Talk ✓ Collaborative small groups ✓ Numbered Heads ✓ Gallery Walk ✓ Novel Ideas ✓ Gradual Release of Responsibility
Use Visual Supports 	MLs can get lost in a sea of words when language is the only modality. Visual supports are used to teach a word, concept, abstract idea or can be an inspiration for artmaking. Use visuals for literal representation, conceptual or abstract representation and as points of inspiration.	Types of Visual Supports: <ul style="list-style-type: none"> ✓ Works of Art ✓ Drawings / Photographs / Videos ✓ Charts/diagrams ✓ Demonstration ✓ Props / Realia (Real objects) ✓ Symbols