



# Empowering English Language Learners with Results that Matter

## 5 Principles for Teaching Content to English Language Learners

All children deserve equal access to content—regardless of language level or ability. To achieve this equity, Pearson has developed an instructional framework incorporating five essential principles. This instructional framework is based on the research of numerous language experts, including Dr. Jim Cummins.

### ▶ 1. Identify and Communicate Content and Language Objectives

*When presenting content objectives*

- **Simplify language** (active voice, use same terms consistently)
- **Paraphrase**
- **Repeat**
- **Avoid** idioms and slang
- **Be aware** of homophones and multiple-meaning words
- **Clarify** (with simplified language, gestures, visuals)
- **Check** for understanding

*When working with language objectives focus on*

- **Key content vocabulary**
- **Academic vocabulary** found across the curriculum
- **Language form and function** essential for the lesson

### ▶ 2. Frontload the Lesson

*Provide opportunities to frontload or preteach lesson elements.*

- **Activate prior knowledge** by connecting to students' academic, cultural, or personal experiences.
- **Build background** by explaining new vocabulary or unfamiliar facts and concepts.
- **Preview text** by reviewing visuals, headings, and/or highlighted text.
- **Set a purpose for reading** by clarifying comprehension questions at the end of the lesson.
- **Make connections** by helping students see relationships between the lesson and other aspects of their lives.

### ▶ 3. Provide Comprehensible Input

*Make oral and written content accessible by providing support.*

- **Visuals** photos, illustrations, cartoons, multimedia
- **Graphics** graphs, charts, tables
- **Organizers** graphic organizers, outlines
- **Summaries** text, audio, native language

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### ▶ 3. Provide Comprehensible Input *(continued)*

- **Audio** recordings, read-alouds
- **Audiovisual aides** videos, dramatizations, props, gestures
- **Models** demonstrations and modeling
- **Experiences** hands-on learning opportunities, field trips

### ▶ 4. Enable Language Production

*Structure opportunities for oral practice with language and content.*

#### **Listening and speaking**

- Make listening input understandable with a variety of support.
- Model language.
- Allow wait time for students to plan what they say.

#### **Reading and writing**

- Tailor the task to each student's proficiency level.
- Provide support and scaffolding.
- Expect different products from students with different levels of proficiency.

#### **Increasing interaction**

- Provide collaborative tasks so students can work together.
- Encourage the development of relationships with peers.
- Lower anxiety levels to enable learning, as indicated by brain research.

### ▶ 5. Assess for Content and Language Understanding

*Monitor progress and provide reteaching and intervention when necessary.*

#### **Diagnostic Assessment**

- Determine appropriate placement.
- Identify strengths and challenges.

#### **Formative Assessment**

- Check comprehension in ongoing manner.
- Use appropriate instruction and pacing.

#### **Summative Assessments**

- Provide alternative types of assessment when possible, such as projects and portfolios.
- Provide practice before administering formal tests.

#### **Accommodations**

- Provide extra time.
- Use bilingual dictionaries.
- Offer oral presentation of written material.

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