

Six Key Principles of English Language Learning Instruction

These principles apply to any type of instruction regardless of grade, proficiency level or program type.

- This information was derived from:
<http://ell.stanford.edu/content/six-key-principles-ell-instruction>

Principle		Explanation	Boardmaker Instructional Solutions Features
1.	Instruction focuses on building conceptual understanding and language competence in tandem.	Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.	<ul style="list-style-type: none"> • The lessons as seen in the Quick Lesson Guides were thoughtfully bundled, so students are reading, writing, communicating, and building academic knowledge across each day. • Additionally, we have symbol-based language supports embedded throughout.
2.	Instruction leverages ELLs’ home language(s), cultural assets, and prior knowledge.	ELLs’ home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.	<ul style="list-style-type: none"> • Boardmaker Instructional Solutions (BIS) titles provide instruction that invites students to connect their background knowledge to new content. • Anchor-read-apply is a strategy that is embedded formally and informally throughout the programs.
3.	Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides	Instruction should reflect the key shifts in the CCSS and NGSS. Students require instruction that carefully supports their	<ul style="list-style-type: none"> • Boardmaker Instructional Solutions programs are fully aligned at the activity level. • These programs <u>were created</u> in direct

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	deliberate and appropriate scaffolds.	understanding and use of emerging language as they participate in these activities.	response to the CCSS key shifts (like reading non-fiction, learning about text features, predicting and inferencing, etc.).
4.	Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences.	ELLs within a single classroom can be heterogeneous regarding home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.	<ul style="list-style-type: none"> • They explore academically rigorous topics and target high-frequency academic vocabulary and knowledge. • Boardmaker Instructional Solutions are age-neutral and designed for the least restrictive setting per IDEA. • Every student ultimately studies the topics that we target, like literature, current events, and social studies (geography, history, life, and culture).
5.	Instruction fosters ELLs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.	ELLs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.	<ul style="list-style-type: none"> • The high degree of repetition with variety allows students to own and generalize the knowledge and concepts they are learning.
6.	Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.	Teachers must monitor students' learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.	<ul style="list-style-type: none"> • Student accounts provide students with opportunities for independence and teachers with opportunities to monitor progress and develop a more granular sense of what students struggle with and what activities are most supportive of them.

