

*Facilitate High Engagement for Diverse Learners*

- **Use appropriate speech: clear enunciation and slower pace.**  
Teachers of beginning speakers need to slow down their rate and simplify their sentence structure, reducing or eliminating embedded clauses and idioms. Paraphrasing and repetition are helpful as well. As your students gain proficiency in English, you can talk faster and use more complex sentences.
- **Explain academic tasks.**  
Instructions should be given in a step-by-step manner, accompanied by demonstrations or visual representations. Directions should be both oral and written (for future reference). This will reduce student frustration levels and misunderstanding. Don't assume that students have actually comprehended the directions simply because they nod their heads when you ask if they understand. Have them restate in their own words or demonstrate understanding.
- **Apply various techniques: chunk, model, use graphic organizers.**  
Students need to be explicitly taught self-regulating strategies. Quality of learning improves as they take ownership of their own learning. You should instruct students how to use graphic organizers, to preview stories, to search for the author's purpose, to take notes, and to interact with each other in order to clarify any confusing points.
- **Utilize scaffolding techniques.**  
The Zone of Proximal Development (ZPD) [Vygotsky 1998] is the difference between what a child can already do independently and what he or she can accomplish with the help of a more experienced person. When a new concept is first introduced, the support must be strong. As the student becomes more experienced, this support should be gradually reduced to the point of independence.

## *Incorporate Scaffolding in All Lessons*

- **Scaffold language: paraphrase, use think-alouds, use context to define vocabulary, build comprehension and proficiency.**  
Verbal scaffolding builds a student's language competence. By restating a response you can model correct English usage without causing embarrassment. In addition, modeling the thinking process helps ELLs monitor their own understanding. Contextual definitions are far more effective than isolated words or dictionary references.
- **Scaffold procedures: increase independence through whole class, small groups, and partners prior to independent work.**  
Explicit teaching, modeling, and group practice enable students to gain experience necessary for academic success. One-on-one coaching addresses individual needs. Small groupings and partners should pair lower proficiency learners with those who of higher ability to speak, read, and write English.
- **Scaffold instruction: pre-teach with graphic organizers, leveled study guides, and questions that promote critical thinking.**  
You should prepare students for the content of a textbook or a chapter. Text structures such as comparative or chronological order can be highlighted by using graphic organizers, aiding in more thorough comprehension. Encourage students to respond to all levels of questions, including "Why?" and "How?" as well as "Who?" "Where?" and "When?"