| B | I | N | G | O |
|---|---|---|---|---|
| Use scaffolding techniques | Basic communication: 2 years | Academic language: 7-10 years | DO use visuals and nonverbal cues | Language proficiency levels (LPL) 1-5 |
| DON'T speak louder or fast | DO model expectations | Silent Period for up to 6 months | Frequently assess for comprehension and learning | Provide frequent opportunities for interaction |
| DO give clear verbal AND written directions | DON'T expect success when directions aren't clear or written | **FREE** | DO learn how to pronounce the student's name correctly | DON'T just lecture or rely on the textbook |
| Presenter Krista Mecham Teacher Specialist | DON'T just tell them what to do | Integrate reading writing listening and speaking | Presenter Sheri Sample Teacher Specialist | DON'T assume fluency just because they sound fluent |
| DON'T assume a smile and nod means understanding | Don't be afraid to ask for help | DO know which students are English learners | Emphasize key vocabulary and academic language | Clearly explain academic tasks |



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| B | I | N | G | O |
|---|---|---|---|---|
| Provide frequent opportunities for interaction | DO know which students are English learners | Presenter Deb Brey Teacher Specialist | DON'T expect success when directions aren't clear or written | DO give clear verbal AND written directions |
| DON'T just lecture or rely on the textbook | Silent Period for up to 6 months | Basic communication: 2 years | Use scaffolding techniques | Frequently assess for comprehension and learning |
| Language proficiency levels (LPL) 1-5 | Don't be afraid to ask for help | **FREE** | Clearly explain academic tasks | Emphasize key vocabulary and academic language |
| DO model expectations | DO use visuals and nonverbal cues | Group students purposefully | Write clear content objectives | Presenter Krista Mecham Teacher Specialist |
| DO learn how to pronounce the student's name correctly | Integrate reading writing listening and speaking | Academic language: 7-10 years | DON'T speak louder or fast | Use a variety of techniques to make content concepts clear |



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| B | I | N | G | O |
|---|---|---|---|---|
| DO know which students are English learners | Write clear language objectives | Write clear content objectives | DO model expectations | Clearly explain academic tasks |
| Presenter Deb Brey Teacher Specialist | Frequently assess for comprehension and learning | DO speak slowly and clearly | Basic communication: 2 years | Use scaffolding techniques |
| DON'T speak louder or fast | DO learn how to pronounce the student's name correctly | **FREE** | Language proficiency levels (LPL) 1-5 | DON'T just lecture or rely on the textbook |
| DO use visuals and nonverbal cues | Emphasize key vocabulary and academic language | DON'T expect success when directions aren't clear or written | DON'T assume a smile and nod means understanding | Integrate reading writing listening and speaking |
| Use a variety of techniques to make content concepts clear | DO regular quick checks for understanding | Presenter Krista Mecham Teacher Specialist | DON'T just tell them what to do | Academic language: 7-10 years |



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