

Guide for Low Incidence Districts

Many Missouri school districts support a small number of ELs and are unsure of how to best support the students. Below is a short list of suggestions and key understandings for teachers and administrators.

- ELs acquire language in predictable stages over time (See WIDA levels)
- Direct language instruction is important (Harper & DeJong, 2004)
- Explicitly teach language of the content (Freeman & Freeman, 2009).
- Make content comprehensible (Krashen, 1985a)).
- Increase student interaction through cooperative learning (Hill & Flynn, 2006).
- Understand how literacy instruction differs for ELs (Kauffman, 2007).
- Access prior knowledge or build background (Cummins, 1979)
- Embed professional development (Hill & Hoak, 2012)
- Be familiar with the [DESE English proficiency assessments](#).
- Be familiar with [DESE identification and exiting procedures](#).

You also have the option of collaborating with nearby districts and combining your resources.

For assistance and training, please contact your regional MELL specialist.