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This book does not aim to provide guidance in exactly how to set up lesson plans. Many fine resources already in existence address that endeavor very capably (e.g., Echevarria, Vogt, & Short's *SIOP Model*, 2008). We fully support the importance of building background knowledge and experiences for students, ensuring that input is comprehensible, using effective strategies, creating opportunities for interaction, and other facets of lesson planning addressed in the *SIOP Model* and other resources. What this book and the accompanying chart uniquely offer is explicit guidance in how to differentiate expectations for students at each proficiency level, based on a firm understanding of student capabilities at each level of language proficiency. (This differentiation is addressed in the form of language objectives in many settings.) This guidance comes from the student descriptors for each proficiency level, from the strategies for instruction and assignments/assessment at each proficiency level, and from the template used for individual levels of proficiency in Chapters 3 through 7 and across all five levels of proficiency in Chapter eight. This template enables teachers to operationalize appropriate expectations for students at all levels of proficiency and to scaffold instruction, ensuring that students can meet those expectations. We urge readers to apply their learning from this book to whatever format for lesson planning that they find most useful.

We hope that the chart will serve as a daily classroom reference guide for teachers of ELLs in need of practical instructional and assignment/assessment support. Welcoming newcomers into their classrooms, these educators can make a world of difference in the lives of English language learners.