



*Accelerating Academic Language Development*  
**Six Key STRATEGIES for**  
**Teachers of English Learners**

<p style="text-align: center;"><b>Strategy #1</b> <b><u>Vocabulary &amp; Language Development</u></b></p>	<p style="text-align: center;"><b>Strategy #2</b> <b><u>Guided Interaction</u></b></p>	<p style="text-align: center;"><b>Strategy #3</b> <b><u>Metacognition &amp; Authentic Assessment</u></b></p>
<p><b>Content knowledge:</b></p> <ul style="list-style-type: none"> <li>• Introduce new concepts via essential academic vocabulary.</li> <li>• Connect student-accessible synonyms or concepts to these essential vocabulary.</li> <li>• Support students to distinguish word meanings, &amp; their uses for subject-specific tasks &amp; prerequisite language skills.</li> </ul> <p><b>Academic language:</b></p> <ul style="list-style-type: none"> <li>• Engage beginning-level students in using basic social &amp; school vocabulary, phrases, &amp; sentence structures.</li> <li>• As students progress, continue to contextualize instruction of more complex language forms &amp; uses: subject-specific academic vocabulary, grammatical forms, &amp; sentence structures used in listening, speaking, reading &amp; writing.</li> <li>• Respectfully distinguish differences between primary language use &amp; standard academic English.</li> </ul> <p><b>Sample activities/assessments:</b></p> <ul style="list-style-type: none"> <li>✓ Word analysis: e.g., dissecting words into their parts (prefix, root, suffix).</li> <li>✓ Vocabulary journals, A-B-C books, word webs, word walls.</li> <li>✓ Interactive editing, Cloze paragraphs, dictations, subject-specific journals.</li> </ul>	<p><b>Content knowledge:</b></p> <ul style="list-style-type: none"> <li>• Structure multiple opportunities for peer-to-peer interactions as they learn content &amp; develop their use of academic language in speaking/listening, reading &amp; writing.</li> <li>• Clarify expectations, outcomes, &amp; procedures related to tasks for flexible group activities.</li> <li>• Allow for primary language interactions to clarify concepts.</li> </ul> <p><b>Academic language:</b></p> <ul style="list-style-type: none"> <li>• Structure multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension &amp; writing skills.</li> <li>• Support language interactions with review/preview of language forms, use of graphic organizers or other types of modeling.</li> </ul> <p><b>Sample activities/assessments:</b></p> <ul style="list-style-type: none"> <li>✓ Partner interviews, Class surveys, Tea Party, Think-Pair-Share, Numbered Heads Together, Four Corners.</li> <li>✓ Poster projects, group presentations.</li> <li>✓ Perspective line-ups.</li> <li>✓ Readers' Theatre.</li> <li>✓ (See <i>Metacognition &amp; Authentic Assessment</i> activities.)</li> </ul>	<p><b>Content knowledge:</b></p> <ul style="list-style-type: none"> <li>• Teach students processes for metacognition: i.e., pre-reading &amp; pre-writing skills, word analysis, &amp; methods to monitor their reading comprehension.</li> <li>• Teach &amp; model ways for students to describe their thinking processes verbally &amp; in writing.</li> <li>• Use a variety of activities &amp; tasks to check for understanding.</li> </ul> <p><b>Academic language:</b></p> <ul style="list-style-type: none"> <li>• In addition to components listed above, ensure that assessment tasks are appropriate to students' assessed language development level.</li> <li>• Provide enough time to complete tasks, appropriate feedback, rubrics, &amp; models to guide students' self-assessment.</li> </ul> <p><b>Sample activities/assessments:</b></p> <ul style="list-style-type: none"> <li>✓ Guided reading, completing chapter pre-reading guides, reciprocal teaching, Directed Reading Thinking Activity (DRTA), Anticipation Guides, double-entry journals.</li> <li>✓ Think-alouds, K-W-L.</li> <li>✓ Learning logs/journals, quick-writes.</li> </ul>
<p><b>Activities I use for this strategy:</b></p>	<p><b>Activities I use for this strategy:</b></p>	<p><b>Activities I use for this strategy:</b></p>



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<b>Strategy #4</b> <b><u>Explicit Instruction</u></b>	<b>Strategy #5</b> <b><u>Meaning-Based Context</u></b> <b><u>&amp; Universal Themes</u></b>	<b>Strategy #6</b> <b><u>Modeling, Graphic</u></b> <b><u>Organizers, &amp; Visuals</u></b>
<p><b>Content knowledge:</b></p> <ul style="list-style-type: none"> <li>• Teach essential grade-level concepts &amp; build students’ background knowledge as needed.</li> <li>• Connect overarching ideas (whole), then examine components or processes (part), culminating with students’ own applications or synthesis of ideas (new whole).</li> <li>• Explicitly teach academic language &amp; cognitive reading skills needed to complete subject-specific tasks, e.g., analyze, interpret, classify, compare, synthesize, persuade, solve.</li> </ul> <p><b>Academic language:</b></p> <ul style="list-style-type: none"> <li>• Teach essential language forms &amp; uses per students’ assessed language development level: listening/speaking, reading &amp; writing.</li> <li>• Follow contextualized introduction &amp; explicit modeling of language use with repeated practice.</li> </ul> <p><b>Sample activities/assessments:</b></p> <ul style="list-style-type: none"> <li>✓ Teach/explain prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding.</li> <li>✓ Teach specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text &amp; graphics.</li> </ul>	<p><b>Content knowledge:</b></p> <ul style="list-style-type: none"> <li>• Introduce new concepts through familiar resources, prompts, visuals, or themes.</li> <li>• Use associated types of “realia” meaningful or familiar to students to affirm the appropriate context for using new language.</li> <li>• Sustain motivation to learn challenging concepts by linking ideas to resources or contexts that reflect student interests &amp; sociocultural or linguistic backgrounds.</li> </ul> <p><b>Academic language:</b></p> <ul style="list-style-type: none"> <li>• Use methods listed above for introducing academic vocabulary, sentence structures, &amp; language uses.</li> <li>• Link ongoing language practice or tasks to both school-based &amp; community-based uses.</li> <li>• Respectfully compare &amp; analyze language use, &amp; meanings to other cultures or context, to promote metacognition.</li> </ul> <p><b>Sample activities/assessments:</b></p> <ul style="list-style-type: none"> <li>✓ Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, role-play, comparing language uses for similar contexts.</li> <li>✓ Identifying &amp; analyzing different perspectives &amp; language references re: essential concepts.</li> </ul>	<p><b>Content knowledge:</b></p> <ul style="list-style-type: none"> <li>• Model how to complete tasks.</li> <li>• Provide graphic organizers &amp; meaningful visuals to support students’ recognition of essential information.</li> <li>• Use graphic organizers to support understanding of specific tasks, &amp; specific uses of academic language.</li> <li>• Use advanced organizers to support metacognition, &amp; overall comprehension.</li> </ul> <p><b>Academic language:</b></p> <ul style="list-style-type: none"> <li>• Use methods listed above with the addition of word banks, word walls, &amp; modeling the use of graphic organizers appropriate to ELD level.</li> <li>• Appropriately modulate language delivery, i.e., speed &amp; enunciation, when modeling language forms or presenting content; repetition helps.</li> </ul> <p><b>Sample activities/resources:</b></p> <ul style="list-style-type: none"> <li>✓ Venn diagrams, story maps, main idea + supporting detail schematics, double-entry journals, semantic attribute matrices.</li> <li>✓ Jazz chants, read-alouds.</li> </ul>
<b>Activities I use for this strategy:</b>	<b>Activities I use for this strategy:</b>	<b>Activities I use for this strategy:</b>
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