

English Learner Strategies Reference Sheet

Integrated ELD

- ✓Includes language and content objectives
- ✓Addresses content standards and ELD standards
- ✓Lessons are rigorous and relevant and encourage student inquiry

Scaffolding Strategies for English Learners

1. Collaborative Grouping & Discussion

- a. Sentence starters
- b. Collaborative grouping (pairs, triads, groups)
- c. Accountable group discussion and work
- d. Interactive activities (word sorts, jigsaws, gallery walks, presentations, literature circles, etc.)
- e. Teacher “moves” that encourage language production (ask students to repeat key vocabulary, chorally read instructions and key sentences, ask students to explain what they mean, ask a student to repeat, expand or agree/disagree with an opinion)

2. Access to Core Content

- a. Frequent checking for understanding & formative assessment
- b. Building background knowledge
- c. Graphic organizers
- d. Visuals, videos, realia
- e. Modified texts/texts in primary language (Emerging)
- f. Modified assignments that scaffold language (Emerging/Expanding)
- g. Multiple reads and strategic activities so ELs can access challenging, grade level texts (Expanding/Bridging)

3. Vocabulary and Language Development

- a. Vocabulary strategies foster student ownership of words
- b. Teacher strategically chooses Tier 2 and Tier 3 words to teach
- c. Oral and written tasks require the use of academic vocabulary as well as academic forms and functions that have been explicitly taught
- d. Activities foster metalinguistic awareness & language choice appropriate for purpose, audience, task, etc.

4. Scaffolded Reading

- a. Reading is organized around pre-, during and post reading strategies and students practice these strategies
- b. Students read a wide variety of texts based on difficulty, genre, mediums and topics. Student choice is incorporated.
- c. Reading strategies are explicitly taught and modeled by teacher (including Close Reading)
- d. Reading comprehension questions are carefully created to include a variety of difficulty
- e. A variety of activities are planned which build upon and extend the language and concepts learned and allow students to listen, speak, read and write using academic language and subject-specific discourse

5. Scaffolded Writing

- a. Clear prompt and explicit instructions
- b. Rubrics,* exemplars, and mentor texts
- c. Discussions that bridge oral language to writing
- d. Graphic organizers
- e. Sentence starters and paragraph frames

**Should include criteria focused on language*

English Learner Strategies Reference Sheet

Designated ELD

- ✓Includes language objectives
- ✓Addresses ELD standards
- ✓Student output (especially speaking), interaction & collaboration constitute the majority of most lessons

Language Development Strategies

1. Building INTO the content with a focus on language output (speaking and writing):

- a. Access or build background knowledge by pre-teaching key concepts, vocabulary and forms
- b. Preview texts and content through graphic organizers, visuals, realia and videos

2. Building FROM the content with a focus on language output:

- a. Provide opportunities for English learners to access, review, rehearse, and repair understanding of content through oral and written practice using key vocabulary and forms through activities such as:

-Sequencing a story, concept or event

-Summarizing a story, an event or an experiment

-Participating in structured academic discussions, using key content-area vocabulary as well as functions and forms

-Comparing and contrasting two different texts on same or different topics or two texts (different genre) on same topic

3. Addressing language needs:

- a. Lesson plans demonstrate careful analysis of language demands of texts and writing assignments
- b. Explicit instruction in forms and functions and use of sentence frames
- c. Sentence play such as expanding and condensing sentences
- d. Pronunciation practice, chants, songs, rimes, poems, tongue twisters
- e. Teaching of idioms, figurative language
- f. Students discuss rigorous topics using academic language
- g. When possible, include bridging strategies and contrastive analysis between English and home language