

Vocabulary & Language Development

- Identify, highlight, and refer to key vocabulary
- Use student accessible synonyms related to key vocabulary
- Explicitly teach standard English forms re: specific content tasks and concepts i.e. idioms, sentence structure, word order/use, grammar, directions or applications
- Respectfully distinguish through instruction differences in students' language use and standard academic English

Explicit Instruction

- Move from whole to part to whole
- Elicit students' background knowledge as a conceptual springboard to new learning
- Assign cognitively demanding tasks, (e.g. analyze, evaluate, interpret, compare, classify)
- Teach or explain prerequisite academic language or skills for task, e.g. *If...then* statements, five paragraph essay format
- Ensure rigor of grade level content

Accelerating Academic Language Development: Six Key Strategies for Teachers of English Learners

Guided Interaction

- Structure flexible groups (pairs, triads, teams etc.) for tasks linked to academic language development and subject matter content
- Structure opportunities for student to student interaction during direct instruction
- Clarify roles and outcomes for interactive work

Meaning-Based Context & Universal Themes

- New concept first introduced in a context meaningful to students, then followed by form (grammar, academic vocabulary, content specific information)
- Use culturally-responsive themes, literature, materials or primary language interactions

Metacognition & Authentic Assessment

- Teach students metacognitive processes, especially for monitoring their reading, e.g. pre-reading, predicting & confirming
- Support students to articulate how and what they've learned, i.e. the processes they used, their progress thus far
- Use a variety of strategies to check for understanding
- Link tasks or products to students' language development stage
- Provide feedback: utilize rubrics for student self-assessment and goal setting
- Use peer review and authentic audiences

Modeling, Visuals & Graphic Organizers

- Model processes and concepts in a variety of ways
- Provide both verbal and written input whenever possible
- Display models of end products
- Provide graphic organizers students can use to monitor input from independent reading, listening or direct instruction
- Use graphics to guide word analysis, language use, vocabulary development