

Intervention: Bilingual/ESL Instructional Strategies for ELL Students

Six Strategies for Teachers of ELLs (Secondary Grades 5-12)



Accelerating Academic Language Development

Six Key STRATEGIES for Teachers of English Learners

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



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

Strategy #4 <u>Explicit Instruction</u>	Strategy #5 <u>Meaning-Based Context</u> <u>& Universal Themes</u>	Strategy #6 <u>Modeling, Graphic</u> <u>Organizers, & Visuals</u>
<p>Content knowledge:</p> <ul style="list-style-type: none"> • Teach essential grade-level concepts & build students' background knowledge as needed. • Connect overarching ideas (whole), then examine components or processes (part), culminating with students' own applications or synthesis of ideas (new whole). • Explicitly teach academic language & cognitive reading skills needed to complete subject-specific tasks, e.g., analyze, interpret, classify, compare, synthesize, persuade, solve. <p>Academic language:</p> <ul style="list-style-type: none"> • Teach essential language forms & uses per students' assessed language development level: listening/speaking, reading & writing. • Follow contextualized introduction & explicit modeling of language use with repeated practice. <p>Sample activities/assessments:</p> <ul style="list-style-type: none"> ✓ Teach/explain prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding. ✓ Teach specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text & graphics. 	<p>Content knowledge:</p> <ul style="list-style-type: none"> • Introduce new concepts through familiar resources, prompts, visuals, or themes. • Use associated types of "realia" meaningful or familiar to students to affirm the appropriate context for using new language. • Sustain motivation to learn challenging concepts by linking ideas to resources or contexts that reflect student interests & sociocultural or linguistic backgrounds. <p>Academic language:</p> <ul style="list-style-type: none"> • Use methods listed above for introducing academic vocabulary, sentence structures, & language uses. • Link ongoing language practice or tasks to both school-based & community-based uses. • Respectfully compare & analyze language use, & meanings to other cultures or context, to promote metacognition. <p>Sample activities/assessments:</p> <ul style="list-style-type: none"> ✓ 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. ✓ Identifying & analyzing different perspectives & language references re: essential concepts. 	<p>Content knowledge:</p> <ul style="list-style-type: none"> • Model how to complete tasks. • Provide graphic organizers & meaningful visuals to support students' recognition of essential information. • Use graphic organizers to support understanding of specific tasks, & specific uses of academic language. • Use advanced organizers to support metacognition, & overall comprehension. <p>Academic language:</p> <ul style="list-style-type: none"> • Use methods listed above with the addition of word banks, word walls, & modeling the use of graphic organizers appropriate to ELD level. • Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps. <p>Sample activities/resources:</p> <ul style="list-style-type: none"> ✓ Venn diagrams, story maps, main idea + supporting detail schematics, double-entry journals, semantic attribute matrices. ✓ Jazz chants, read-alouds.
Activities I use for this strategy:	Activities I use for this strategy:	Activities I use for this strategy:
© New Teacher Center @ UC Santa Cruz (2005)		

From: <http://www.all4ed.org/files/archive/publications/SixKeyStrategies.pdf>