



FIVE (5) ESSENTIAL PRACTICES TO TEACH DESIGNATED ELD & INTEGRATE ELD INTO CONTENT

1	STRATEGICALLY PLAN AND INTEGRATE FOCUSED ACADEMIC LANGUAGE STUDY
	<ul style="list-style-type: none">a. Provide linguistic support to facilitate students' transition from informal to academic languageb. Provide varied opportunities for students to articulate learning using discipline-specific and general academic languagec. Articulate clear learning objectives for students; content and language objectives that are interconnected
2	TEACH STUDENTS TO ANALYZE, WRITE AND CREATE COMPLEX TEXT
	<ul style="list-style-type: none">a. Establish a purpose for reading and discussing complex text, building discipline-specific vocabulary and rhetorical knowledgeb. Provide specific instruction in <i>How English Works</i> by using sections of the text. Contextualize and decontextualize the learning to provide links and connections to other uses across content areas and language domainsc. Provide opportunities for students to interact, read and write so that they create complex text using discipline-specific vocabulary, rhetorical style and writing conventions
3	CLARIFY NEW LANGUAGE AND CONCEPTS USING A VARIETY OF STRATEGIES AND MODALITIES
	<ul style="list-style-type: none">a. Visual: Teachers & students co-construct visual representations of informationb. Kinesthetic: Teachers & students demonstrate content knowledge through physical representations and gestures.c. Verbal: Teachers convey meaning through precise languaged. Organizational: Co-construct ideas through organizational representationse. Metacognitive: Teach students to develop self-awareness of their learning
4	FOSTER HETEROGENEITY AND COLLABORATION <i>during</i> INTEGRATED ELD
	<ul style="list-style-type: none">a. Be intentional when grouping students heterogeneously; consider English proficiency level, academic background, native language and collaborative spiritb. Ensure there are meaningful group roles requiring equitable participation and accountability for all studentsc. Promote a culture of conversation and respect by using interpersonal communication skills to encourage effective collaboration
5	USE FORMATIVE ASSESSMENT TO INFORM INSTRUCTION
	<ul style="list-style-type: none">a. Observe and monitor students' learning during paired, small group and whole group work. And, analyze student data (i.e. running records, writing samples, etc.) to plan instructionb. Provide frequent checks for understanding and explicit feedback to students about learning and/or misconceptionsc. Use peer and self-assessments to support students' metacognitive development and academic progress