Five Essential Practices to Teach Designated ELD and Integrate ELD into Content

**TEACH STUDENTS TO ANALYZE, WRITE AND CREATE COMPLEX TEXT**

- Use mentor texts with complex language to build discipline-specific vocabulary and rhetorical knowledge.
- Establish a purpose for reading and discussing complex text.
- Preview text structure and key vocabulary.
- Conduct wide and close readings of multiple texts, highlighting varied text structures, syntax, and vocabulary.
- Provide opportunities for students to write and create complex text using discipline-specific vocabulary and rhetorical style.

**CLARIFY NEW LANGUAGE AND CONCEPTS USING A VARIETY OF STRATEGIES AND MODALITIES**

- **Visual**: Teachers & students co-construct visual representations of information.
- **Kinesthetic**: Teachers and students demonstrate content knowledge through physical representations and gestures.
- **Verbal**: Teachers convey meaning through precise language.
- **Organizational**: Co-construct ideas through organizational representations.
- **Metacognitive**: Teach students to develop self-awareness of their learning.

**FOSTER HETEROGENEITY AND COLLABORATION**

- Group students heterogeneously as to English proficiency level, academic background, native language and collaborative spirit.
- Structure learning experiences to provide multiple access points to meaningfully engage all students.
- Ensure there are meaningful group roles requiring equitable participation and accountability for all students.
- Teach empathy and interpersonal communication skills to encourage effective collaboration.

**USE FORMATIVE ASSESSMENT TO INFORM INSTRUCTION**

- Observe and monitor student learning during paired, small group and whole group work.
- Provide frequent checks for understanding using a variety of techniques to gather evidence of learning.
- Provide explicit feedback to students about learning or misconceptions.
- Use peer and self-assessments to support student metacognitive development.

**STRATEGICALLY PLAN AND INTEGRATE FOCUSED ACADEMIC LANGUAGE STUDY**

- Provide linguistic support to facilitate students’ transition from informal to academic language.
- Provide varied opportunities for students to articulate learning using discipline-specific and general academic language.
- Articulate clear learning objectives for students that include a content and language objective that are connected.