

LOUISIANA'S GLOSSARY OF STRATEGIES

for English and World Language
Acquisition and Instructional
Best Practices



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DEPARTMENT of
EDUCATION
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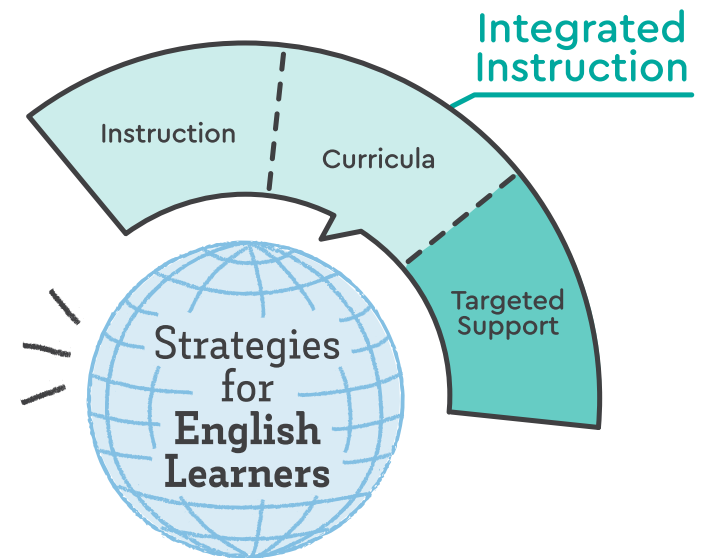
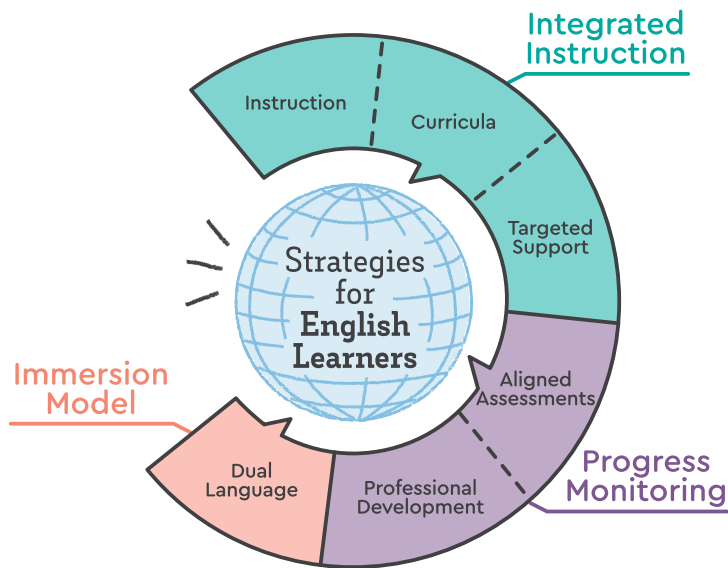
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PURPOSE

Louisiana Believes children are our highest priority, including our multilingual children (English and World Language Learners). Effective teachers need to have the best practices and strategies to differentiate instruction and craft appropriate lessons for their students. The purpose of this glossary is to provide classroom and content teachers with instructional tools to best meet the needs of multilinguals in their classrooms. These tools are content neutral and are beneficial in all disciplines. Each practice includes the recommended grade level, proficiency level, language domain, description, and example strategies or approaches.

LESSON PREPARATION

The key to any successful lesson begins with its objectives. For content-based lessons, lessons must have both a content and language objective. When creating a language objective, teachers will identify the language that students will need to access the content and show their comprehension. Teachers also need to determine any background knowledge, both content and cultural, that students will need to be successful in the lesson. Knowing these language and background knowledge requirements, teachers can effectively scaffold their lessons.





Practice: Audio Support

DESCRIPTION	ELPT PROFICIENCY LEVEL	LANGUAGE DOMAIN(S)
Having text read aloud provides a way for students to access the content, develop their listening skills, and provide a model of fluent reading.	E-P4	L, S, R
Examples: Text Supported by Audio Recordings, Digital Text Reader, Paired Reading, Read Alouds		
Best for: Teaching abstract concepts, Engaging Students, Low proficiency levels, All subject areas, Low literacy levels, making connections between text and oral language, Increasing comprehensible input, Newcomers		
STRATEGY	DEFINITION	
Audio recordings K-12	This tool helps students to make connections between the written and spoken words thus facilitating language acquisition.	
Digital text reader 3-12		
Paired Reading 3-12	This strategy allows students to take turns reading to each other. They are able to practice fluency, check for comprehension, or clarify misunderstandings.	
Read Alouds	The “Read Aloud” strategy allows for a deeper meaning and a check for comprehension. There are many ways to structure a Read Aloud: popcorn, wrap around, teacher-centered. It is best if the students have access to the text or can see and make connections between the spoken and written words.	



Practice: Bilingual Support

DESCRIPTION	ELPT PROFICIENCY LEVEL	LANGUAGE DOMAIN(S)
Bilingual supports need to be delivered systematically and include a long-term plan specifying how they will be provided and removed as the student progresses. They should be given to students who have the highest need and in the areas in which they need it the most.	E-P3	L, S, R, W
Examples: Bilingual Dictionary, Cognates, Explicitly Teach Literacy, Cognitive, and Metacognitive Strategies in Native Language, Homemade Bilingual Books, Preview View Review, Root Words and Affixes		
Best for: Teaching abstract concepts, Engaging Students, Low proficiency levels, All subject areas, Low literacy levels (vocabulary support), Increasing comprehensible input and output, Newcomers		
STRATEGY	DEFINITION	
Bilingual Dictionary	A bilingual dictionary is an important tool for ELs to have when learning content and acquiring language. They can quickly make connections between their previously learned knowledge and build language.	
3-12		
Cognates	A skill that benefits English Learners as they acquire the target language is to make connections between their L1 and the L2. Teachers can explicitly teach ELs to recognize words that are aligned with their native language and to teach them the ability to decode and spell the word.	
3-12		
Explicitly Teach Literacy, Cognitive, and Metacognitive Strategies in Native Language	These skills are essential for students to acquire language, learn content, and gain literacy. These skills will transfer from the students first language to the target language.	
K-12		
Homemade Bilingual Books	These activities help deepen understanding of the book content as well as practice their memory and summary skills. ELs read books in native language first, then in English, providing assistance if needed. ELs can read books in English, referring to native language when needed. After completion of the book, the teacher should conduct a comprehension check. Ask students to retell or write what they have learned from the book. Have students draw pictures of their favorite characters in one of their favorite scenes. Ask questions that relate to EL's personal experiences.	
3-8		
Preview, View, Review ¹	This bilingual strategy allows students to use their native language to help facilitate instruction. Students first preview the topic in their native language; they view the topic during instruction; finally, students review the topic in their native language to check for comprehension.	
3-12		
Root Words and Affixes	This skill is very effective when students are reading and writing in the target language. Teachers should explicitly teach and make connections between the students' L1 and L2 by breaking down words into their root words and affixes.	

¹ Ferlazzo, L & Sypniewski, K. H. (2018). Teaching English language learners: Tips from the classroom. *American Educator*, 42(3), 12



Practice: Build Vocabulary Knowledge

DESCRIPTION	ELPT PROFICIENCY LEVEL	LANGUAGE DOMAIN(S)
Vocabulary knowledge is key to academic success. For students to be able to focus on meaning when reading and listening, they have to know 95% of the vocabulary they encounter. The following strategies provide effective and systemic ways to build students' academic and social vocabulary.	E-P5	L, S, R, W
Examples: Explicit Vocabulary Instruction, Explicitly Teach Idioms, Explicitly Teach Homophones and Homographs, Flipped Classroom, Frayer Model, Personal Dictionary, Preteach vocabulary, Questioning the Author, Root Words/Affixes, Vocabulary Games, Word Wall, Word Study Books		
Best for: Teaching content knowledge, Engaging Students, All proficiency levels, All literacy levels, All subject areas, Increasing comprehensible input and output, Newcomers		
STRATEGY	DEFINITION	
Explicit Vocabulary Instruction	The scaffold of explicitly teaching vocabulary is paramount to any content area. Teachers can increase vocabulary acquisition by explicitly teaching vocabulary. There are a few strategic ways to increase vocabulary not only in English Language Development courses but also in the mainstream classroom. Teachers should encourage wide reading, create opportunities for students to practice academic vocabulary in cooperative learning groups, teach academic and content vocabulary , and make explicit connections with the students' native language.	
K-12		
Explicitly Teach Idioms	The teaching of idioms are key to understanding content; otherwise, there will be a breakdown in comprehension. Idioms are very cultural-specific and can create roadblocks to language and content.	
K-12		
Explicitly Teach Homophones and Homographs	The explicit instruction of Homophones, words that are pronounced alike but are different in meaning, and homographs are words that are spelled the same but are different in meaning are critical for ELs. These words can cause confusion when reading text or listening.	
3-12		
Flipped Classroom	The flipped classroom technique allows students to acquire language and learn content at their own pace. It is an excellent way to provide students with the necessary vocabulary and concepts necessary to comprehend a lesson. Flipped classrooms can be as simple as frontloading vocabulary or as detailed as previewing abstract concepts in the students' native language.	
3-12		
Frayer Model	This Frayer Model is an excellent way to build vocabulary and make connections. The Frayer Model template has the word set in the center and has four other components that help define the word. These elements can be tailored to best meet the students' needs. Some possibilities are definition, example, picture, antonym, synonyms, or word used in a sentence.	
K-8		
Personal Dictionary	The personal dictionary can be tailored to students' language needs and unique content areas. They will learn key terms and even phrases faster because they will interact with them more frequently.	
3-12		

STRATEGY	DEFINITION
Pre-teach Vocabulary	The practice of frontloading vocabulary can be done in a variety of ways. One way that is effective for Es to gain new vocabulary is to use visuals, graphic organizers, gestures, interactive notebooks, and pantomiming, or a flipped classroom.
K-12	
Repetition	This strategy is not just for repetition of language but also for repetition of activities, routines, and learning strategies. First, students need to have between 10-12 repetitions of a word for them to acquire it. They also need to meaningfully interact with the language rather than memorize a list of terms. Next, ELs' affective filter will be lowered when they are familiar with the instructions to activities and/or processes that they know what to expect. When they know what they are supposed to do for a particular exercise, they are more likely to be able to focus on the content and any new language. It is also important to repeat common phrases and directions. Students will be able to be able to recognize them and stay on task.
K-12	
Root Words/Affixes	The strategy of teaching root words provides another opportunity to make connections with their native language.
3-12	
<u>Vocabulary Games</u>	Vocabulary games are a fun and nonthreatening way to practice language. These are just a few recommendations: Pictionary, Charades, Last Man Standing, Categories, 20 Questions, Picture/Synonym/Antonym Bingo, Hangman, Describe It, Stand up/Sit down, Pass the Bomb, and Jeopardy.
3-12	
<u>Word Wall</u>	Word walls can help students across all language domains. It is also an excellent way to increase academic and content vocabulary. All students can benefit from having this targeted support, so they can comprehend texts and produce language. The word wall can include visuals, so the vocabulary is easily comprehensible.
K-12	
Word Study Books	Word Study Books/Notebooks can be organized by English language structure, content-area topic, or task-based instruction. These are just a few examples. The idea is that students are able to organize new vocabulary, so students can easily access and interact with them frequently.



Practice: Cooperative Learning - An Interactive Classroom

DESCRIPTION	ELPT PROFICIENCY LEVEL	LANGUAGE DOMAIN(S)
An interactive classroom is essential for language acquisition. Students are able to interact with their English speaking peers and practice oral language. Furthermore, ELs are more likely to speak with their peers, particularly when they are in a small group setting.	E-P5	L, S, R, W
Examples: Jigsaw Reading, Learning Centers/Stations, Peer Teaching, Think-Pair-Share, Turn and Talk, 10 and 2		
Best for: Teaching abstract concepts, Engaging Students, Low-high proficiency levels, Low-high literacy levels, All subject areas, Increasing comprehensible input and output, Newcomers		
STRATEGY	DEFINITION	
Jigsaw Reading or Meet the Expert	“Jigsaw Reading” or “Meet the Expert” are other ways to chunk text is to have teachers divide a text among students in a cooperative group. Each student can become experts of the assigned text section.	
K-12		
Learning Stations/ Literacy Centers	Learning centers/stations allow students to interact with their English speaking peers and practice oral language. Students are more likely to speak with their peers, particularly when they are in a small group setting.	
K-12		
Peer Teaching	In Peer Teaching, students learn from each other. To teach someone is to learn twice. For ELs, it is also an opportunity for them to clarify any misunderstandings in content or language.	
K-12		
Think-Pair-Share	The “Think-Pair-Share” activity provides students with the opportunity to first reflect on the question or problem posed by the teacher, then they share with their partner or group.	
K-12		
Turn and Talk	The “Turn and Talk” strategy allows teachers to pose a question or presents a problem for students to discuss. They turn to their designated partner and share their ideas. The teacher lets the students know how long they have to talk and sets a timer.	
K-12		
10 and 2	The “10 and 2” strategy is a good way to break up a lecture and check for students’ comprehension. The teacher speaks for 10 minutes, then has the student discuss a posed question/problem or summarize what they have learned.	



Practice: Lesson Delivery

DESCRIPTION	ELPT PROFICIENCY LEVEL	LANGUAGE DOMAIN(S)
Classroom routines and lesson delivery are key to avoid any breakdowns in communication. ELs must simultaneously focus on content and language meaning. These strategies provide teachers the tools to make their lesson delivery more comprehensible and lower EL's anxiety with predictable classroom procedures.	E-35	L
Examples: Adjust Speech Rate, Anchor Charts, Follow-up Comprehension Questions, Frequent exposure to vocabulary, concepts, routines and procedures, Illustrate and Label, Preview Material, Narrate Actions and Attach Meaning, Nonverbal Communication, Paraphrase, Rephrase Students' Responses, Respond with Gestures or One Word Responses, Routines		
Best for: General Instruction, Engaging Students, Low-mid proficiency levels, Low-mid literacy levels, All subject areas, Increasing comprehensible input and output, Newcomers		
STRATEGY	DEFINITION	
Adjust Speech Rate/Caretaker Speech K-12	Caretaker Speech means slowing down speech rate, including pauses, and enunciating, students are able to distinguish individual words and are given more time to process language.	
Anchor Charts K-12	Anchor charts can help students acquire specific content vocabulary, learn steps in a process, classroom routines, build new knowledge, or make connections to previously learned material or lived experiences.	
Follow-up Comprehension Question K-12	This technique is important to have students elaborate on what they have heard or read. Create an environment where they are more likely to be comfortable to provide answers. They will be more likely to talk in small groups or pairs.	
Frequent exposure to vocabulary, concepts, routines and procedures (classroom and instruction) K-12	This technique allows teachers to increase comprehensible input and lower the affective filter (anxiety) by frequently exposing students to key academic and content vocabulary. Familiarity with routines and procedures (classroom and activities) is important for ELs because they can focus on the content while lowering their anxiety. Lastly, research shows that a student on average needs about 10-15 repetitions to learn the word (Lemoine, Levy, & Hutchison, 1993).	
Illustrate and Label K-12	"Illustrate and Label" allows students to demonstrate comprehension and acquire new language by illustrating what they have read or heard. Students can then label their illustration to show their ideas.	
Preview Material K-12	This scaffold builds background and increases comprehensible input by providing an opportunity for students to preview the topic and have students make connections with the material.	
Narrate Actions and Attach Meaning K-12	This instructional practice allows teachers, at every point of instruction and classroom routine, to attach meaning by narrating their actions and connecting the words to objects, directions, and activity. Students can make connections and build background knowledge by having this constant comprehensible input.	

STRATEGY	DEFINITION
Nonverbal Communication	Nonverbal communication includes gestures, visuals, realia, modeling, intonation, and other technology.
K-12	Teachers can make instruction comprehensible through these various paralinguistic modes of communication.
Paraphrase	This instructional practice increases comprehension by rephrasing, summarizing, or abbreviating teacher
K-12	speech in various ways, particularly for key concepts and instruction.
Rephrase Students' Responses	This practice provides correct examples of pronunciation, grammar, and additional information by rephrasing
K-12	students' responses.
Respond with Gestures or One Word Responses	This practice provides alternate ways to respond for students who are just beginning to acquire English. This
K-12	practice assesses students' level of understanding without requiring language output.
Routines	Routines and a well-organized classroom create an environment that is more conducive to learning. Students do not have to worry about unnecessary language and/or chaos that interfere with comprehension and understanding of output.



Practice: Literacy Support

DESCRIPTION	ELPT PROFICIENCY LEVEL	LANGUAGE DOMAIN(S)
Literacy support should be included across all grade and proficiency levels and all content areas. It is key that all content teachers understand that literacy is key to accessing their content and should support their students accordingly.	E-P5	L, S, R, W
<p>Examples: Annotation, Chapter/Story Walks, Chunking Text, Code a Text, Cornell Notes, “Directed Reading, Thinking Activity,” Five Finger Rule, Free Voluntary Reading, Graphic Organizers, Guided Notes, Jigsaw Reading, Pay Attention to List, Print Features and Text Organization, Sketch in Chunks, Somebody-Wanted-But-So-Then, Think Aloud, Think and Reread Strategy, Visual Thinking Strategy</p> <p>Decoding Activities: Syllables Activities, Onset-Rimes Activities, Blending Activities</p> <p>Best for: Teaching abstract concepts, Engaging Students, Low proficiency levels, All subject areas, Low literacy levels, Making connections between text and oral language, Increasing comprehensible input, Newcomers</p>		
STRATEGY	DEFINITION	
Annotation	This strategy is a way to maintain authentic text yet make it more comprehensible. A teacher can annotate a text in a variety of ways. Teachers can highlight, underline, make notes in the margin, native language terms, taped text, or provide visuals and definitions for new vocabulary.	
3-12		
Chapter/Story Walks	This scaffold is another excellent way for teachers to build background knowledge and make connections with previous learning. Previewing the text (informational and literature) is an excellent way for students to become familiar with what they are about to learn.	
3-12		
Chunking Text	This scaffold provides additional processing time and opportunities to discuss the information. Chunking text means to break it up into smaller parts for better comprehension and to increase reading stamina.	
3-12		
Code a Text	The Text coding strategy helps students monitor their comprehension and allows for teachers to easily see if students are struggling reading a text. These are just a few common codes: ? = I don’t understand, Heart = I love this part, ! = I didn’t expect this, + = I want to learn more. Additional codes can be created to align with the text and students’ needs.	
3-12		
Cornell Notes	This strategy asks students to make two columns on a sheet of paper. On one side of the column, students take notes and in the other column students write questions and write any vocabulary they do not know.	
6-12		

STRATEGY	DEFINITION
<u>Directed Reading Thinking Activity</u>	This activity/scaffold is good for ELs because of the repetition, and it asks students to predict and reevaluate what they have read. When this activity is used along with graphic organizers, students are able to comprehend and apply higher-order thinking skills to analyze the text. The teacher first DIRECTS students by activating prior knowledge by asking questions and making predictions. The students then READ a selection of the text, and the teachers ask specific questions about the text and to confirm if their predictions were correct. This continues until the entire text or the section of the text for the day. The THINKING component is done at the end of each section. Students go back and reevaluate their predictions, make changes, and explain why they have changed their mind.
3-12	
<u>Five Finger Rule</u>	This strategy helps students determine if a text is appropriate for them to apply the <i>Five Finger Rule</i> . If they find five words on one page of text that they do not know, the text may be beyond their difficulty level. The text may need to be chunked further or find another text that is more suitable.
3-12	
<u>Free Voluntary Reading</u>	This approach asks teachers to encourage students to read in their native language as well as the target language. Students should select texts that are of high-interest and align with their proficiency levels. The texts should always be comprehensible but a little beyond their comprehension.
K-12	
Graphic Organizer (Literature and Informational Texts)	Graphic organizers help organize content and scaffold language. The structure and format will depend on the type of content and the amount of scaffolding to best meet the students' proficiency levels. Some examples are topic/subtopic/detail, text structure, compare and contrast, cause and effect, and chronological events (beginning, middle, end).
3-12	
Graphic Organizer (Steps in a Process)	Graphic organizers help students understand sequence and ordering when reading text that includes steps in a process.
3-12	
<u>Guided Notes</u>	The Guided Notes scaffold is another way to help students stay focused while scaffolding the text. This strategy also teaches students to determine the most important facts in a text.
3-12	
<u>Jigsaw Reading</u>	This strategy is another way to chunk text is to have teachers divide a text among students in a cooperative group. Each student can become experts of the assigned text section.
K-12	
Pay Attention to List	This strategy is another scaffold where teachers provide a list of specific topics, ideas, or facts to look for as the student reads. This helps focus the student and scaffolds the text.
3-12	
<u>Print Features and Text Organization</u>	This strategy introduces the features and organization of text, students are more easily able to navigate and focus on the meaning of the text.
K-12	
Sketch in Chunks	This strategy is a great way to stop and check for comprehension and informally assess if there is a breakdown in comprehension. The teacher will set stopping points where students will quickly sketch what they read in the text. These can be done on sticky notes, a digital format, or on a graphic organizer. As a follow-up activity, the teacher could have the student orally retell what they have drawn.
K-5	

STRATEGY	DEFINITION
Somebody, Wanted, But, So, Then	This strategy provides the students with a framework while they are reading to better help them comprehend the text. Somebody (Who is the central character/person of the story or historical event?), Wanted (What does this character/person want or want to do?), But (What is the problem or conflict?), So (How is the problem resolved?), Then (What is the outcome?)
3-8	
Think Aloud	The Think Aloud strategy provides a mental model showing what is going on in the reader's mind when preparing to read, while or after reading, students learn a good reading strategy they can apply when reading.
K-8	
Think and Reread Strategy	The <i>Think and Reread</i> strategy helps students monitor their comprehension and build their metacognitive skills. Proficient readers frequently ask themselves the questions if they understand what they are reading, make connections to their learned experiences, and visualize what they are reading.
3-12	
Visual Thinking Strategy	This strategy helps develop many of the pre-literacy and metacognitive skills that are essential to becoming successful readers. The teacher will show a picture and ask students what is going on in the picture, eventually asking questions where students have to predict and justify their answers. These are all skills that strong readers use when reading a text.
K-12	
DECODING ACTIVITIES	DEFINITION/ACTIVITIES
Syllables Activities	Clapping games, Elkonin Boxes , Jumping syllables, Marker activity, Multisyllabic manipulation, Using mirrors
Blending Activities	Be the Sound, Picture Puzzles, Robot Talk, Roll the Dice, Spider Web, The Sounds in the Word, Old MacDonald Had a Farm, Onset-Rime Games , Phonemic Awareness Slip and Slide Wordsplash, Turtle Talk



Multi Language Domain Best Practices

DESCRIPTION	ELPT PROFICIENCY LEVEL	LANGUAGE DOMAIN(S)
The following approaches and strategies are applicable to a variety of content and instruction.	E-P3	L, S, R, W
Examples: Concept Definition Map/Cognitive Content Dictionary, Concept Mapping, Inquiry Based Instruction, Inquiry Charts, Language Experience Approach, Self-assessments		
Best for: Teaching abstract concepts, Engaging Students, Low proficiency levels, Low literacy levels (vocabulary support), All subject areas, Increasing comprehensible input and output, Newcomers		
STRATEGY	DEFINITION	
Concept Definition Map/Cognitive Content Dictionary	These two strategies are effective when introducing new abstract concepts. The word is placed in a web map or chart and the student must provide any or all of the following: Definition; What is it like?; What are some examples?; Use in a sentence; Draw a picture.	
K-8		
Concept Mapping	This strategy provides students a visual representation of a single concept or the relationship between multiple concepts.	
K-12		
Inquiry-Based Instruction	This approach allows students to pose questions and seek knowledge. The teacher provides the resources and guidance. Students are able to interact and build knowledge through research and exchanges. Finally, students present their findings in based on the evidence they have collected in their investigations.	
3-12		
Inquiry Charts	The use of Inquiry Charts ask students to provide what they already know about the topic. However, students will use higher-order thinking skills to decide not only what they want to learn about the topic but also how they should investigate the topic further.	
K-12		
Language Experience Approach (LEA)	The LEA approach teaches reading and writing through a common lived experience. (Video)	
K-5		
Self-Assessment	This strategy informs both students and teachers as to where students are regarding both content and language. These informal assessments can be graphic organizers where students provide what they know or are able to do with content and language.	
3-12		
Questioning the Author²	This strategy has students ask and write down questions from the text that do not make sense, need more detail, and/or disagree with the text.	
3-12		

² Beck, I. L., McKeown, M. G. (2008). *Improving comprehension with Questioning the Author: A fresh and expanded view of a powerful approach*. New York: Scholastic



Practice: Theater/Arts-Based Support

DESCRIPTION	ELPT PROFICIENCY LEVEL	LANGUAGE DOMAIN(S)
Arts/Theater-based supports increase students' engagement and motivation. For ELs, it reinforces the content and language taught in the classroom.	E-P4	L, S, R
Examples: Readers' Theatre, Role play, Songs and Chants		
Best for: Teaching abstract concepts, Engaging Students, Low-mid proficiency levels, All subject areas, Low-mid literacy levels, Making connections between text and oral language, Increasing comprehensible input and output, Newcomers		
STRATEGY	DEFINITION	
Readers' Theater	Reader's theater is an excellent way to promote fluency and can be easily adaptable to grades K-12. Teachers can make a story come alive by choosing a text that can easily divide characters and assign roles to students. Encourage students to use nonverbal communication to create comprehensible input.	
K-5		
Role Play	Role Play reinforces learning by providing students the opportunity to demonstrate understanding, practice real-world skills (debate, negotiation, teamwork, persuasion), and break down large amounts of material into manageable sections.	
K-12		
Songs and Chants	Songs and chants allow another mode of learning to students. Students can learn content and acquire language through song while improving their fluency and pronunciation.	
K-3		



Practice: Visual Supports

DESCRIPTION	ELPT PROFICIENCY LEVEL	LANGUAGE DOMAIN(S)
By using images to demonstrate/illustrate vocabulary or concepts, teachers can make abstract and complex concepts understandable. Furthermore, visuals are essential when creating comprehensible input, which is key to language acquisition and content learning.	E-P3	L, S, R, W
Examples: Drawings, Photographs, Slides, Graphs, Videos, Comparative Charts, T-Charts, Timelines, and Graphic organizers		
Best for: Teaching abstract concepts, Engaging Students, Low proficiency levels, All subject areas, Low literacy levels, Newcomers, Increasing comprehensible input and output		
STRATEGY	DEFINITION	
Drawings, Photographs, Graphs, and Videos	These visual strategies can create immediate comprehensible input and build students' background knowledge in both content and language.	
K-12		
Comparative, KWL, and T-Charts	These charts break down and organize content. When these are used along with the visuals, students are able to access the content and text more easily.	
K-12		
Timelines	This visual representation of chronological events helps ELs make connections and organize information, so they have a better understanding of the content and/or text.	
K-12		
Graphic Organizers	Graphic organizers help organize and summarize content, analyze, and compare content. They also facilitate reading comprehension and writing activities.	
K-12		



Practice: Writing Support

DESCRIPTION	ELPT PROFICIENCY LEVEL	LANGUAGE DOMAIN(S)
These scaffolds break down the writing process. Writing should be practiced frequently and across all content areas.	E-P4	Primarily Writing
Examples: Cloze Sentences/Paragraphs, Graphic Organizers, KWL Charts, Process/Product/Linguistic Modeling, Sentence and/or Paragraph Frames		
Best for: General Instruction, Engaging Students, All proficiency levels, All subject areas, All literacy levels, Increasing comprehensible input and output, Newcomers		
STRATEGY	DEFINITION	
Cloze Sentences and or Paragraphs 3-12	This scaffold provides the text with deleted words, and the students must supply the correct or appropriate word. This activity helps students increase their vocabulary and writing skills.	
<u>Graphic Organizers</u> K-12	The use of graphic organizers will vary in structure and format will depend on the type of content and the amount of scaffolding to best meet the students' proficiency levels. Some examples are topic/subtopic/detail, text structure, compare and contrast, cause and effect, and chronological events (beginning, middle, end).	
<u>KWL Charts</u> K-12	This technique helps familiarize students with a topic by building background knowledge and making connections. A teacher can use these charts for quickwrites, structured discussions, and informally assess students' prior knowledge to better tailor instruction. Through these charts, teachers can easily include all four language domains.	
Process, Product, and Linguistic Modeling 3-12	The Process Modeling scaffold allows the teacher to show the steps in the writing process. On the other hand, Product Modeling is when the teacher shows what a good writing example looks like. Finally, Linguistic Modeling provides sentence structure and language models.	
<u>Sentence</u> and or <u>Paragraph Frames</u> 3-12	This strategy provides paragraph/sentence starters at varying levels depending on the students' proficiency, so students can make connections on how to reframe questions, create more complex sentences, and develop academic vocabulary.	

RESOURCES

- [LDOE EL Library](#)
- [EL Program Handbook](#)
- [EL Programming One-Pager](#)
- [EL Classroom Differentiation Plan 2.0](#)
- [EL Accommodations Checklist](#)
- [EL Toolkit](#)