ELD Strategies for English Learners

Strategies for English learners (ELs) should be aligned to lessons and activities and be responsive to students' needs. Strategies should be scaffolded to support ELs at their English language proficiency levels, incorporate the four language domains (reading, writing, listening, speaking), allow for student collaboration and interaction, promote cognitive and meta-cognitive strategies, as well as active student engagement. While the implementation of these strategies is beneficial for all learners, it is absolutely essential for English learners.

Strategy	Applied to Specific Lesson / Learning Activity	How to Use Strategy Effectively
Graphic organizers	Engage prior knowledge/ Prepare the learners/ process information from text/ demonstrate knowledge	Use a graphic organizer such as a KWL chart, Venn Diagram, Cause/Effect, or T-Chart. (e.g., Students use a cause/effect graphic organizer to demonstrate how rules can be broken for the right reasons)
Talk Moves	Shared reading/close read/whole-class or small group academic conversations	Prompt students to elaborate their ideas and build on others' ideas (e.g., "Tell me more about that?," "Can you add to another student's idea?," "Do you think we need classroom expectations? Why, or why not?")
Juicy Sentences Protocol	Close read, second reading/ small group practice, application, extension	Deconstruct a key compelling or complex sentence from a core text. Have students reconstruct the sentence and practice with key language structures.
Incorporate Home Language/Culture	Engage prior knowledge/ vocabulary	Identify cognates from vocabulary/ invite students to share prior knowledge/experience they may have with key concepts
Real life objects/realia	Introduce concepts/ engagement prior knowledge	Introduce objects related to key topics of the unit. Provide opportunities for students to create, manipulate, or interact with physical objects.
Sentence frames/ language frames/ formulaic expressions	Academic conversations/ writing/ demonstrating knowledge	Teach students to use generative language frames and structures for specific functions (e.g., compare/contrast, cause/effect). Example: Since (character) broke the law by _____, the result was _____.