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| Definition | How is your school/district doing? |
| **Practice 1: Provide Explicit Instruction in Literacy Components** Explicit classroom instruction focused on developing key aspects of literacy—phonemic awareness, phonics, oral reading fluency, vocabulary, and comprehension—provides clear learning benefits for elementary school-aged ELs. More recent studies report similar findings (e.g., Llosa et al., 2016; Tong et al., 2014) |  |
| **Practice 2: Develop Academic Language During Content Area Instruction** Academic language is the language used in school, in written communications, in public presentations, and in formal settings (Snow and Uccelli, 2009). Bailey (2007, pp. 10-11) defines being academically proficient as “knowing and being able to use general and academic vocabulary, specialized or complex grammatical structures, …and discourse structures—all for the purpose of acquiring new knowledge and skills, interacting about a topic, imparting information to others.” |  |
| **Practice 3: Provide Visual and Verbal Supports to Make Core Content Comprehensible** A third practice linked to positive outcomes in the development of content area knowledge in ELs is using methods that help make core content in English comprehensible. One set of methods includes the strategic use of such instructional tools as short videos, visuals, and graphic organizers. |  |
| **Practice 4: Encourage Peer-Assisted Learning Opportunities** Structured peer-assisted learning in pairs or cooperative groups of four to six students has been shown to be an effective strategy for developing language and literacy skills in elementary school-aged ELs (e.g. Calderón et al., 1998; Calhoun et al., 2007; McMaster et al., 2008; Ryoo, 2009; Sáenz et al., 2005). |  |
| **Practice 5: Capitalize on Students’ Home Language, Knowledge, and Cultural Assets** Children’s learning behaviors and responses to instruction, especially in the early years of schooling, are culturally influenced by the socialization practices of the home and family. Integrating these experiences enhances teacher-student relationships and helps students make connections to new learning. |  |
| **Practice 6: Screen for Language and Literacy Challenges and Monitor Progress** Findings (Baker et al., 2014; Gersten et al., 2007) strongly suggest that districts should “establish procedures for and provide training for schools to screen ELs for reading problems; consider collecting progress monitoring data more than three times a year for ELs at risk of reading problems; and use data from screening and progress monitoring assessments to make decisions about the instructional support ELs need to learn to read.” |  |
| **Practice 7: Provide Small-Group Support in Literacy and English Language Development for English Learners Who Need Additional Support** Many studies of ELs in grades 1-5 support the use of small-group academic support (i.e., interventions) for ELs who require more time to develop pre-reading and reading skills, as well as in other areas of literacy and language development (e.g. Burns, 2011; Denton et al., 2004; Gunn et al., 2002; Nelson et al., 2011; Ransford-Kaldon et al., 2010; Solari and Gerber, 2008; Vaughn). |  |

**Please rate the following practices as: Firmly in place (\*), Partially in place (+), Area for growth (-)**