

Integrated English Language Development Strategies for Content Teachers



When teaching content, a teacher can do the following to provide integrated English language development (ELD) instruction and support for English learner (EL) students:

Content and ELD Standards

- Provide instruction using the California ELD Standards alongside the academic content standards across all subjects (English language arts, math, science, history-social science, etc.) throughout the school day.

Culturally Responsive Teaching

- **Validate Students' Backgrounds:** Include content that is relevant to students' cultures and experiences. This helps to build a connection between their language development and the academic content.
- **Incorporate Culturally Relevant Resources:** Use books, songs, videos, and historical examples that reflect the diversity of your students.

Scaffold Instruction

- **Text Reconstruction:** Collaborative strategy where students listen to or read a short text, take notes, and work together to recreate the original using their own words.
- **Sentence unpacking:** Students collaboratively deconstruct a complex sentence (examining vocabulary, grammar, meaning, chunk by chunk) to build deeper understanding of academic language, enhance comprehension, and support ELD across content areas.
- **Paragraph Jumble:** Critical thinking and sequencing activity where students rearrange mixed-up sentences to form a coherent paragraph.
- **Sorting:** Hands-on, language-rich activity where students categorize words, images, or concepts into meaningful groups—boosting vocabulary, critical thinking, and academic language development.
- **Use of visuals:** Incorporate charts, pictures, diagrams, videos, and realia (real objects) to explain and reinforce concepts and language.
- **Sentence Frames and Starters:** Provide structures for students to practice new learned language, for example, "I think that ____ because ____."
- **Modeling:** Demonstrate language use in context, for example, modeling how to ask a question or express an opinion using academic vocabulary.

Use of Interactive Technology

- **Digital Storytelling:** Have students use multimedia tools (like Padlet, Flipgrid, or Adobe Spark) to create digital stories, allowing them to practice language production in a meaningful way.

Information is available from the California Department of Education Integrated ELD Instructional Strategies and Supports web page at <https://www.cde.ca.gov/sp/ml/eldstrategies.com>.

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Differentiation

- **Tiered Assignments:** Provide assignments at different levels of complexity, so all students, regardless of language proficiency, can explore, practice, and apply their learning or show what they know.
- **Flexible Grouping:** Use a mix of heterogeneous and homogeneous groupings to meet different needs. English proficient peers can support EL students in small-group settings.
- **Modified Texts:** Adjust reading materials to match and raise students' language proficiency levels, that support grade level standards and content expectations.

Explicit Vocabulary Instruction

- **Contextualized Vocabulary:** Teach words within the context of academic content rather than in isolation, helping students see the word's use in real situations.
- **Word Maps:** Have students create word maps that define a word, use it in a complete, high-level sentence, find a non-example of the word, and illustrate it.

Interactive Activities

- **Think-Pair-Share:** Students *think* individually about a question, then *pair* and discuss their thoughts with a partner, and finally *share* with the whole class. This builds both language and content knowledge.
- **Role-Playing and Simulations:** Use role-plays to practice social and academic language in context. This can include debates, mock interviews, or simulations of historical events.

Language-Rich Environment

- **Classroom Posters:** Build (with students) and post academic language and vocabulary around the room to reinforce language learning.
- **Language-Rich Discussions:** Encourage students to discuss content in pairs or small groups, and model academic discourse.
- **Engage with Texts:** Ensure students interact with various types of texts (e.g., academic articles, stories, non-fiction) in a way that promotes language and content development.

Frequent Formative Assessments

- **Use Informal Assessments:** Regularly assess students' language skills through quizzes, journals, peer discussions, and observations.
- **Exit Tickets:** At the end of a lesson, students quickly write down a key concept or new vocabulary word. This can help gauge their understanding of the language and content.

Please note that this guidance is intended to be helpful, but it does not constitute legal advice and is not binding, nor does it reflect the views of the California Department of Education. For questions about the implications of this guidance on specific circumstances, local educational agencies should consult their local counsel.