

FIGURE 1.2 Three Shifts and Teachers of ELs

CCRS for ELA and Literacy Shift	To address this shift, all teachers of ELs must be able to . . .	Strategies That Cut Across All Shifts
<p>1. Regular practice with complex text and its academic language</p>	<ul style="list-style-type: none"> • Analyze complex texts for academic language that might impede ELs' comprehension • Explicitly teach the academic language necessary to comprehend complex texts so that ELs can draw on these texts to speak and write across content areas • Choose and adapt supplementary texts in English and/or ELs' home language(s) based on ELs' reading level, English language proficiency level, background, and culture • Teach ELs strategies to determine the meaning of unfamiliar vocabulary words (e.g., cognates, prefixes, roots, and suffixes) • Teach the meanings of words with multiple definitions, idiomatic expressions, and technical terms 	<ul style="list-style-type: none"> • Collaborate with ESOL teachers to share expertise, plan instruction and assessment, deliver instruction, and revise lesson plans on an ongoing basis • Use English language proficiency and CCRS standards to plan instruction • Scaffold and support instruction for ELs at different proficiency levels • Design appropriate classroom assessments so that ELs can demonstrate what they know and can do
<p>2. Reading, writing, and speaking grounded in evidence from both literary and informational text</p>	<ul style="list-style-type: none"> • Know students' backgrounds and cultures, and integrate their backgrounds and cultures into instruction • Provide scaffolds and structures so that ELs can cite evidence from different types of text at different levels of complexity and/or in their home language(s) • Create text-dependent questions that are scaffolded for students at different levels of English language proficiency • Teach ELs the academic language necessary so that they can use evidence from literary and informational text in reading, writing, speaking, and listening • Provide ELs with linguistic structures and supports so that they can cite sources, avoid plagiarism, synthesize information from grade-level complex text, and create argumentative and/or persuasive speech and writing 	
<p>3. Building knowledge through content-rich nonfiction</p>	<ul style="list-style-type: none"> • Activate and/or provide an appropriate amount of ELs' background knowledge about the content and structure of nonfiction text • Integrate ELs' background knowledge and culture into instruction to support their comprehension of nonfiction • Teach ELs differences between the structure of informational text and literary text • Draw from ELs' home language reading literacy skills as a support as appropriate • Adapt and/or supplement grade-level complex texts for ELs at lower levels of English language proficiency while also giving them access to scaffolded grade-level text 	

Source: Adapted with permission by TESOL International Association. Copyright 2013. All rights reserved.