

# Working with ELs in *Content Classes*

## *Content Teachers*

## English Language Teachers

### Whole class

- Introduce a new topic, context, or problem
- Model instructions, skills, or processes
- **Frequency:** most effective for short periods of time
- Design authentic assessments that encourage students to create and apply content knowledge



- Teach all students strategies to access texts or write with academic language
- Lead reflection of literacy strategies
- Differentiate assessments based on content, process, or product
- Facilitate student-to-student talk before writing

### Small group

- Reinforce content topics
- Further connections between ideas
- Demonstrate a content-related skill
- **Frequency:** occurs often to access content
- Teach a mini-lesson to a group of students experiencing common challenges



- Assign groupings strategically
- Guide writing about the content
- Teach content-specific vocabulary
- Provide guided reading instruction
- Offer content-related sentence frames and starters

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### Peer-to-Peer

- Allow students to collaboratively construct understanding of content knowledge
- Apply content-specific skills to create a product
- **Frequency:** occurs frequently to spur the most engagement with content



- Assign students to a specific peer
- Allow ELs to collaboratively read texts, process a video, or group write
- Invite ELs to use home languages to construct understanding of content
- Encourage ELs to use language to create rather than only memorize facts