Central to success in school is academic competence, i.e., the ability of use language in increasingly complex ways across various content areas. The key for creating a comprehensible learning environment is in providing temporary support that amplifies content information. First, this requires developing greater context to increase comprehension; then, it requires adding on or incrementally increasing grade-level complexity of language. In effect, these are good teaching practices which will assist learners to become more adept users of English.

This Bulletin describes ways to deliver lessons consonant with learners’ abilities to use language to comprehend content.

**CATEGORIES OF ACADEMIC SUPPORT**

**A. Speech Adaptations**
1. Repetition
2. Gestures
3. Slowed Speech
4. Smaller units of language
5. More expressive use of language
6. Careful use/monitoring of idioms and metaphorical language

7. Longer wait time for responses
8. Synchronization of speech with visuals
9. Simplification of directions
10. Modification of questions
11. Student paraphrasing of directions
12. Sufficient explanation and example
13. Posting of instructions
14. Alerting students to lesson transitions
15. Student expression of oral understanding of directions
16. Clarifying expectations

**B. Graphic Organizers**
1. Webs
2. Outlines
3. Charts
4. Equations
5. Calendars
6. Flow charts
7. Graphs
8. Diagrams
9. Maps
10. Timelines
11. Pictures/sketches
12. Highlighted text
13. Tables
14. Formulas and symbols
C. Focus Materials
1. Wall charts
2. Models
3. Slides
4. Filmstrips
5. Key points on board
6. Guided outlines
7. Taped text
8. Taped lecture

D. Learning Resources
1. Realia
2. Manipulatives
3. Visuals
4. Reference materials in different levels of difficulty
5. Reference materials in home language
6. Calculators
7. Computers

E. Group Processing
1. Partner explanation (in home language or in English)
2. Cooperative learning
3. Small/large group work
4. Peer tutoring
5. Cross-age tutoring
6. Jig-saw activity
7. Preferential seating
8. Teacher modeling
9. Random Partner selection

F. Background Knowledge
1. Direct elicitation of student knowledge
2. Concept/theme web
3. Picture drawing
4. Carousel brainstorming
5. "Write 5 words when you think of..."
6. KWL chart

G. Summarizing Activities
1. Learning Log/Response Journal
2. Creating the "best" test on a topic
3. "3 things you learned; 2 things you want to know about; 1 thing you will do/use"
4. "Ticket to leave": sentence/paragraph summary of learning before leaving class

H. Study Aids
1. Written out assignments
2. Written key points on individual cards
3. Homework notebook
4. Guided outline for notetaking
5. Prepared study sheets
6. Extended time on major assignments
7. Copied teacher notes
8. Marginal notes

I. Check for Understanding
1. “10 - 2 Balance: (10 minutes of teacher presentation; 2 minutes of student review)
2. Notetaking
3. Paraphrasing
4. "Wh" questions
5. "Idiot" questions ("The leader of the U.S. is called king, right?")
6. Think alouds

J. Assessment Modifications
1. Extended time for tests
2. Spoken vs. written formats
3. Special assignments
4. No penalty for grammatical errors
5. No penalty for poor handwriting

TEACHING SUGGESTIONS
The essence of academic fluency is the ability to demonstrate understanding of content information at grade level using appropriate oral and print language. As a result, an integrated approach to language use is necessary for learning to become embedded. Listening, speaking, reading, and writing should be automatically incorporated in learning tasks and activities. All learners, and more specifically English Language Learners, need extensive language practice to work with and articulate their conceptual understanding. Suggestions such as those described here should be in the toolbox repertoire of all teachers.

Source