

Two High-leverage Pedagogical Practices to Scaffold Academic English Language Development for ELs

Practice	Purpose	Description	Associated CA ELA/ELD Framework Vignette(s)
Seven-Step Vocabulary Lesson	<p><i>To provide a routinized pedagogical practice in which students learn high-leverage, general academic (Tier 2) words from texts they've already encountered in complex texts. The routine involves multiple and varied meaningful interactions with the word. (Once familiar to teachers, this practice takes approximately 8 minutes per word.) The goal is for students to learn these high-leverage words well enough to use them in their speaking and writing.</i></p>	<ol style="list-style-type: none"> 1. Introduce the word. 2. Provide a student-friendly definition. 3. Explain the meaning of the word more fully in the context of the text. 4. Provide examples in which the word is used in other contexts (and include visuals or other scaffolds as needed). 5. Students use the word meaningfully in conversation, using a sentence frame as needed. 6. Ask short-answer questions to clarify and deepen understanding of the word. 7. Repeat the word chorally and challenge students to use the word frequently. Post the word on the word wall and intentionally develop it over time. 	<ul style="list-style-type: none"> • 3.4 General Academic Vocabulary Instruction from Storybooks in Designated ELD in Kindergarten (pages 228–232) • 5.2 General Academic Vocabulary in Biographies, Designated ELD Instruction in Grade 4 (pages 452–457)
Sentence Unpacking	<p><i>To provide a routinized pedagogical practice in which students learn to break complicated sentences into chunks and work to first understand the meaning of those chunks and then the grammatical boundaries of the chunks. This is initially a teacher-facilitated practice and gradually released to students. The goal is for students to independently tackle (rather than avoid) grammatically challenging sentences in complex texts by using a strategy for breaking them down and comprehending them.</i></p>	<p>The teacher chooses a sentence that is both grammatically challenging for students and important for understanding the bigger ideas in the text. The teacher models parsing the sentence into grammatical chunks (at the clause or phrase level, depending on the sentence). The teacher then models through thinking aloud how to “unpack” the meanings in the chunks of the sentence, using everyday language. After this meaning making, the teacher highlights the grammatical boundaries of the chunks using metalanguage (e.g., dependent clause, noun phrase, nominalization) to build students’ metalinguistic awareness. After modeling, the teacher engages students in guided practice, always helping students return to the core meaning of the sentence. The students then engage in their own sentence unpacking as the teacher observes and steps in to provide guidance as needed.</p>	<ul style="list-style-type: none"> • 3.6 Unpacking Sentences, Designated ELD Instruction in Grade 1 (pages 269–274) • Unpacking Sentences and Nominalization in Complex History Texts, Designated ELD Instruction in Grade Eleven (pages 803–811)