# **ntclogoSix Key Strategies for Secondary Teachers of English Language Learners**

# Observation Guide

Teacher:       Mentor:       Date:

Grade Level/Subject Area:       Lesson Topic:       Content Standard:

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| **Strategies (Overarching Practice)** | **Instructional ACTIVITIES and resources that develop adolescents' content knowledge and academic language, i.e., their *academic literacy***  ***The teacher...*** | Evidence of Teacher Implementation and/or Student Engagement |
| **#1 Vocabulary and Language Development** | Introduces topic by teaching essential vocabulary *before* students engage in text or task; clarifies unfamiliar phrases, idioms, cultural references, keywords with multiple meanings; uses a variety of ways to teach word meanings, e.g. compares academic words to student-friendly synonyms or cognates, uses "concept webs" to show relationships among concepts; analyzes prefix, root word, suffix, and/or clarifies word use in context  Provides instruction for pivotal high-utility academic terms, sentence structures or writing applications linked to key text excerpts; differentiates language instruction per pre-assessed1 stages of students' ELD, reading levels, and/or depth of students' prerequisite background knowledge |  |
| **#2 Explicit Instruction** | Intentionally identifies subject-specific academic language skills, and rationale for using certain meta-cognitive reading processes (e.g. identifying the purpose and meaning of a a specific passage, word problem, graph, timeline, lab procedurre, anecdote, word analysis, different forms of "talking to text")  Clarifies steps for each meta-cognitive process, e.g. how to summarize, compare, solve for, classify, analyze, interpret, or evaluate specific to the subject, concept, and applications described in text  Previews key ideas, explains and models how to specifically "think like a (historian, mathematician, literary analyst, or scientist...)" when reading, e.g. how to interpret: structural features of text, including directions, graphics, appendices; interpreting pivotal phrases, references to prerequisite concepts, literary elements, past events |  |
| **#3 Modeling, Visuals, and Graphic Organizers** | Provides models, nonlinguistic representations, or demonstrations of key concepts; visuals are comprehensible w/minimal explanation, and/or are labeled effectively; graphic organizers or student notetaking guides highlight essential concepts and relationships or hierarchies among main and supporting ideas  Provides students w/copies of featured text; if talking at length, simultaneously displays examples, outline, or concept map of ideas being presented on a Smart Board, PowerPoint slide, overhead transparency, or whiteboard |  |
| **#4 Guided Interaction** | Articulates content and language outcomes for each lesson to increase students' attention to concepts and subject-specific speaking, listening, reading and writing proficiencies needed to learn the concepts  Structures whole group and \*smaller flexible group interactions with pivotal text (\*sometimes by student interest, learning styles, literacy proficiencies); also provides culturally and linguistically responsive resources, or prompts that increase students' access to text concepts, academic discourse with peers, and probabiliy of task completion |  |
| **#5 Meaningful Contextualization** | Makes new concepts and related lexicon comprehensible by introducing or contextualizing them via demonstration, culturally and linguistically-relevant supplemental text, related anecdotes, metaphors, quotes, current events, prompts, examples, problems, life situations, visuals, references, *realia,* video, web sources  Elicits students' prior knowledge; connects new academic concepts to pre-assessed student interests, their sociocultural contexts, analogous life experiences as well as students' current level of background knowledge linked to new concepts; related tasks springboard student engagement and persistence in new learning |  |
| **#6 Meta-cognitive Reading Processes** | Demonstrates appropriate meta-cognitive reading processes linked to the lesson, i.e. before, during, and after reading comprehension strategies; teaches strategies for predicting, summarizing, analyzing, evaluating, etc. through a variety of activities e.g. *Questioning the Author, Question-Answer-Relationship, Reciprocal Teaching-Plus, Think-Aloud, Instrucational Read-Aloud, K-W-L, SQR3, DRTA, Main Idea Mapping, Double Entry Journal, Cornell Note-taking*  Facilitates tasks that apply these meta-cognitive strategies and activities so students may demonstrate and assess current understanding of concepts and literacy skills |  |

1 Lesson design and delivery that reflects pre-assessment of students' multifaceted dimensions increases transfer of new concepts and academic language.