

Overview of Recommendations

Recommendation 1

Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

- Choose a brief, engaging piece of informational text that includes academic vocabulary as a platform for intensive academic vocabulary instruction.
- Choose a small set of academic vocabulary for in-depth instruction.
- Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening).
- Teach word-learning strategies to help students independently figure out the meaning of words.

Recommendation 2

Integrate oral and written English language instruction into content-area teaching.

- Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.
- Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.
- Provide daily opportunities for students to talk about content in pairs or small groups.
- Provide writing opportunities to extend student learning and understanding of the content material.

Recommendation 3

Provide regular, structured opportunities to develop written language skills.

- Provide writing assignments that are anchored in content and focused on developing academic language as well as writing skills.
- For all writing assignments, provide language-based supports to facilitate students' entry into, and continued development of, writing.
- Use small groups or pairs to provide opportunities for students to work and talk together on varied aspects of writing.
- Assess students' writing periodically to identify instructional needs and provide positive, constructive feedback in response.

Recommendation 4

Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

- Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.
- Design the content of small-group instruction to target students' identified needs.
- Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.
- For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading comprehension strategies.

Review of Recommendations *(continued)*

- Provide scaffolded instruction that includes frequent opportunities for students to practice and review newly learned skills and concepts in various contexts over several lessons to ensure retention.

Table 1 below lists the four recommendations and identifies the level of evidence for each. See the next section for more information on the Institute of Education Sciences evidence levels for practice guides.

Table 1. Recommendations and corresponding levels of evidence

Recommendations	Levels of Evidence		
	Strong Evidence	Moderate Evidence	Minimal Evidence
1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.	◆		
2. Integrate oral and written English language instruction into content-area teaching.	◆		
3. Provide regular, structured opportunities to develop written language skills.			◆
4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.		◆	