

Use this mnemonic device (or create your own) when planning your lessons in order to make content more comprehensible for your English Language Learners:

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**1. Content:**

- Use district/state adopted grade level curriculum.
- Clearly state content and language objectives.
- Plan differentiated standards-based content lessons based on ELD levels and identified academic needs.
- Provide support in the 4 Domains of Language Arts: reading, writing, listening and speaking.
- Assess content knowledge, not language ability.

**2. Connections:**

- Access prior knowledge and experiences. This is a good start when teaching strategies because every student has experiences, knowledge, opinions, and emotions that they can draw on. Validating these contributions can increase student interest and participation.
- Connect the curriculum to the student's culture, language and interests whenever possible. Students are more interested when they recognize a connection between their own culture and new learning.
- Establish a rationale. When students see that new learning will be useful for them, they are more likely to stay engaged.
- Provide prompts that help students make connections to prior knowledge (schema building).
- ❖ Examples may include: K-W-L charts, Anticipation Guides, Brainstorming, Student Interest Inventories, Engaging Questioning Techniques, etc.

**3. Comprehensibility:**

- Grade level standards being taught and assessed are made as understandable as possible.
- ❖ Examples may include using: real objects, visuals, models, graphic aids, posted targeted vocabulary, vocabulary journals, peer tutors, anchor papers, rubrics, demonstrations, videos, modified teacher speech, think-alouds, increased wait time, paraphrasing, etc.

**4. Interaction:**

- Organize instruction to ensure high interaction and engagement among students and teacher, among students (partners, triads, teams, etc.), and between students and grade-level texts.
- Provide ample time for thinking and responding.
- Benefits of **Interaction** Include:
  - Students hear a greater variety of language, increasing input.
  - Students interact more with others, increasing output.
  - Students use target vocabulary and other language in appropriate and meaningful context.
  - Students have several opportunities to express similar ideas in many ways.
  - Students become more daring and feel more comfortable and confident working with peers.