**Figure E: Essential Actions for Academic Language Success** 

## **ACTION 3 ACTION 2 ACTION 1** Apply the background knowledge of ELLs, Capitalize on the resources Analyze the academic and experiences that ELLs language demands involved including their language bring to school to build in grade-level teaching and proficiency profiles, in and enrich their academic learning. planning differentiated language teaching. language. **ACTION 4 ACTION 5 ACTION 6** Connect language and Focus on the developmental Reference content standards content to make learning nature of language and language development relevant and meaningful for learning within grade-level standards in planning for ELLs. curriculum. language learning. **ACTION 9 ACTION 7 ACTION 8** Create language-rich Design language teaching Provide opportunities for all classroom environments and learning with attention ELLs to engage in higherwith ample time for to the sociocultural context. order thinking. language practice and use. **ACTION 10 ACTION 11 ACTION 12** Identify the language Plan for language teaching Use instructional supports needed for functional use in and learning around to help scaffold language teaching and learning. discipline-specific topics. learning. **ACTION 15 ACTION 14 ACTION 13** Share responsibility so that Coordinate and collaborate Integrate language domains all teachers are language in planning for language to provide rich, authentic teachers and support one and content teaching and another within communities instruction. learning. of practice.