### FIGURE 1.2  Three Shifts and Teachers of ELs

<table>
<thead>
<tr>
<th>CCRS for ELA and Literacy Shift</th>
<th>To address this shift, all teachers of ELs must be able to . . .</th>
<th>Strategies That Cut Across All Shifts</th>
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</thead>
</table>
| 1. Regular practice with complex text and its academic language | • Analyze complex texts for academic language that might impede ELs’ comprehension  
• Explicitly teach the academic language necessary to comprehend complex texts so that ELs can draw on these texts to speak and write across content areas  
• Choose and adapt supplementary texts in English and/or ELs’ home language(s) based on ELs’ reading level, English language proficiency level, background, and culture  
• Teach ELs strategies to determine the meaning of unfamiliar vocabulary words (e.g., cognates, prefixes, roots, and suffixes)  
• Teach the meanings of words with multiple definitions, idiomatic expressions, and technical terms | • Collaborate with ESOL teachers to share expertise, plan instruction and assessment, deliver instruction, and revise lesson plans on an ongoing basis  
• Use English language proficiency and CCRS standards to plan instruction  
• Scaffold and support instruction for ELs at different proficiency levels  
• Design appropriate classroom assessments so that ELs can demonstrate what they know and can do |
| 2. Reading, writing, and speaking grounded in evidence from both literary and informational text | • Know students’ backgrounds and cultures, and integrate their backgrounds and cultures into instruction  
• Provide scaffolds and structures so that ELs can cite evidence from different types of text at different levels of complexity and/or in their home language(s)  
• Create text-dependent questions that are scaffolded for students at different levels of English language proficiency  
• Teach ELs the academic language necessary so that they can use evidence from literary and informational text in reading, writing, speaking, and listening  
• Provide ELs with linguistic structures and supports so that they can cite sources, avoid plagiarism, synthesize information from grade-level complex text, and create argumentative and/or persuasive speech and writing | |
| 3. Building knowledge through content-rich nonfiction | • Activate and/or provide an appropriate amount of ELs’ background knowledge about the content and structure of nonfiction text  
• Integrate ELs’ background knowledge and culture into instruction to support their comprehension of nonfiction  
• Teach ELs differences between the structure of informational text and literary text  
• Draw from ELs’ home language reading literacy skills as a support as appropriate  
• Adapt and/or supplement grade-level complex texts for ELs at lower levels of English language proficiency while also giving them access to scaffolded grade-level text | |

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