



**Phonemic Awareness & Phonics, Fluency, Vocabulary, and Reading Comprehension Strategies** These are the five components of reading that the National Reading Panel identified as crucial for academic reading.

**Listening Comprehension Strategies, Oral Language, and Writing** English learners need instructional support in all domains of language, not just reading.

**Grammar** Grammar support may be in instruction or the focus of targeted mini-lessons.

**Classroom Discourse** Interaction patterns such as turn-taking, building on others' ideas, and expressing agreement or disagreement are critical for active participation in academic settings.

**Alphabetic, Prosody & Paralinguistics, Background Schema, and Native Language Transfer** While all other elements on this chart are part of today's rigorous content standards for all students, these elements are unique to English learners.

**Alphabetic** For English learners whose first language does not use the Roman alphabet, educators must begin developing academic literacy with the letters and sounds of English. Typically in schools, the alphabet is part of the K and 1st grade curricula only, but ELs may enter our schools at any grade.

**Prosody and Paralinguistics** These terms refer to intonation, inflection, gestures, and body language.

**Background Schema** Teachers of ELs need to be particularly careful to prepare students for academic topics without assuming these students share the same background knowledge as their English-speaking peers.

**Native Language Transfer** If students have literacy in their native language, many skills and knowledge bases will transfer to learning academic language and literacy in English.