

proficiency standards that illustrate the language demands of core content area classrooms.

The notion that we must explicitly teach academic language within all school classrooms is gaining ground today. Gone are the assumptions of language learning “by osmosis” or that a specialized language arts curriculum alone can provide what ELLs need. Even under the best of classroom circumstances where teachers use a variety of student-centered methodologies, there is still a role for developing meta-awareness of academic *languages*. To engage students in this kind of intellectual work, teachers have to develop awareness of language and the ways that language is uniquely employed within their class and across differing academic subjects. Such attention to academic language helps ELLs access the core school curriculum, but it also supports any learner who struggles with the discourses of school. This guide is packed with ideas for purposeful and differentiated language instruction and assessment that can be applied throughout most content classrooms. It provides a guide for any teacher who is eager to assure that students are learning deeply. I predict this text will be as popular with teachers already facing the daily challenges of educating ELLs as it will be in university teacher pre-service programs. As teachers read it and make use of the strategies, they will begin to share the excitement I felt at finally seeing a guide that addresses language differentiation for ELLs.

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