Peregoy and Boyle’s 6 Elements for Content Learning

Meaning and Purpose: The topic was meaningful to the students; they selected it and helped shape its development.

Prior Knowledge: Learning was built on prior knowledge and direct experience such as field trips.

Integration of Opportunities to Use Language and Literacy for Learning Purposes: Oral and written language were used to acquire knowledge and present it to others.

Scaffolding for Support: Scaffolds were provided, including group work, process writing, and direct experiences for learning.

Collaboration: Students collaborated to build knowledge and organize it for summarizing in a book.

Variety: Variety was built in at every step, with oral language, reading, writing, field trips, class discussions, guest speakers, and other avenues of learning provided.

Stoller and Grabe’s Six T’s

- Themes: organization for units in a curriculum
- Texts: materials to be used for language instruction
- Topics: sub-units of content which allow the theme to be exploited for language teaching
- Threads: connection between various themes used in a curriculum
- Tasks: instructional activities to teach language and content
- Transitions: mechanism for planning how to move from one topic to another or from one theme to another in the curriculum

Comprehension Activities in the Classroom

- Monitor comprehension
- Formulate questions
- Summarize reading
- Identify transition words
- Justify comprehension
- Identify relationship among ideas