



LANGUAGE ACQUISITION BRANCH

Office Of Academic English Mastery And Proficiency Plus

KEY INSTRUCTIONAL STRATEGIES That Support Learning In Standard English Learners, English Learners, Students With Disabilities And All Other Students

INSTRUCTIONAL STRATEGIES	CLASSROOM OBSERVABLES
<p>Cooperative and Communal Learning Environments: <i>are supportive and motivating environments that promote language acquisition by providing comprehensible input in developmentally appropriate ways. Working collaboratively in small groups with individually assigned roles to achieve an instructional goal, students learn faster and more efficiently, increase time on task, have greater retention, and feel more positive about the learning experience.</i></p>	<p>CREATING A COLLABORATIVE AND AFFIRMING LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • Introduces the concept of the classroom as a family structure and builds on this concept in ways that affirm high achievement and academic success as an objective for ALL students • Encourages students routinely to support each other in learning activities • Provides opportunities for students to interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, and problem-solve. • Provides opportunities for students to demonstrate their understanding of academic concepts in varied formats that reflect their preferred learning styles and strengths • Integrates group learning tasks, discussions, and presentations into daily instruction • Emphasizes small group activities to encourage language development and sharing of ideas • Allows SELs, ELs, and SwDs to maximize the amount of time available for hearing and using language in low-risk cooperative learning environments • Arranges classroom seating to reflect regular collaborative learning opportunities • Co-creates classroom norms and other procedures with students
<p>Instructional Conversations: <i>discussion-based lessons carried out with more competent others that help students arrive at a deeper understanding of academic content. ICs develop critical thinking, language, and linguistics by making connections between academic content, students' prior knowledge, and cultural experiences.</i></p>	<p>STUDENT-CENTERED HIGHER ORDER THINKING & LEARNING</p> <ul style="list-style-type: none"> • Weaves together students' prior knowledge with pertinent background information on new material to build deeper understanding of text. • Engages students in classroom discussions with each other and with the teacher to advance deeper understandings of core academic concepts • Elicits student input while integrating academic content in discussions to promote deeper student inquiry in relation to instructional areas of focus. • Promotes use of text, pictures, and reasoning to support an argument or position • Uses ICs to integrate oral language development into all curricular areas • Co-constructs knowledge with student through interactive discussion, connected turns, and comments that build upon previous ones • Acts as a collaborator and encourages students to volunteer or otherwise influence the selection of speaking turns as they work to construct meaning from text • Negotiates and clarifies meaning throughout lessons and discussions
<p>Academic Language Development: <i>teaches academic English by connecting it to the conceptual knowledge and vocabulary that students bring from their home and community environments. ALD promotes increased ability in students to communicate their ideas orally and in writing using academic English.</i></p>	<p>SUPPORT FOR ORAL AND WRITTEN LANGUAGE DEVELOPMENT</p> <ul style="list-style-type: none"> • Utilizes the AEMP Personal Thesaurus to support students' oral and written development of academic vocabulary in the context of communicating ideas • Focuses on vocabulary development with an emphasis on synonyms, antonyms and suffixes • Engages students in the writing process on a daily basis utilizing journals for ungraded writing activities (pre-writes, quick writes, response writing, etc.) • Listening Centers that model school language through culturally relevant books on tape • Student work reflects appropriate use of academic vocabulary and demonstrates progressive contextual understanding of concepts through accountable talk and oral presentation



LANGUAGE ACQUISITION BRANCH

Office Of Academic English Mastery And Proficiency Plus

KEY INSTRUCTIONAL STRATEGIES That Support Learning In Standard English Learners, English Learners, Students With Disabilities And All Other Students

INSTRUCTIONAL STRATEGIES	CLASSROOM OBSERVABLES
<p>Advanced Graphic Organizers: <i>visual tools and representations of information that show the structure of concepts and the relationships between ideas to support critical thinking. Their effective use promotes active learning that helps students construct knowledge, organize thinking, and visualize abstract concepts.</i></p>	<p>ORGANIZE CONCEPTS TO FACILITATE STRATEGIC LEARNING</p> <ul style="list-style-type: none"> • Models use of a variety of graphic organizers to build concept relationships • Students engage in activities to construct knowledge and synthesize important information • Students' written work and oral presentations show effective use of graphic organizers
Additional Strategies for ACADEMIC ENGLISH MASTERY/PROFICIENCY PLUS SCHOOLS	
<p>Making Cultural Connections: <i>Connecting instruction to students' lives to increase motivation, engagement, and learning</i></p> <ul style="list-style-type: none"> • <i>Activating Prior Knowledge</i> • <i>Infusing the History/Culture of Students Into Core Instruction</i> • <i>Understanding and utilizing students' frames of reference</i> • <i>Utilizing Culturally Relevant Literature</i> • <i>Creating Authentic Learning Experiences</i> 	<p>CONSTRUCTING A REAL WORLD CONTEXT FOR LEARNING</p> <ul style="list-style-type: none"> • Provides opportunities for students to make critical connections and give application to meaningful, real-world issues by activating background knowledge • Maintains portfolios of authentic student work products and assignments • Assesses learning experiences for progress towards meeting Core Content Standards and Academic English Mastery and Proficiency Plus Benchmarks • Maintains a classroom library that contains culturally conscious literature, magazines, & newspapers reflective of students' home life, interests, cultural background, and language • Students utilize culturally relevant literature and materials in Listening Center and MELD • Activities Center in ways that validate real-life experiences • Students participate daily in authentic learning experiences giving application to the content • Music, movement, and hands-on activities are incorporated into daily instruction
<p>Contrastive Analysis: <i>The systematic study of a pair of languages with a view to identifying their structural differences and similarities. Promotes the acquisition of academic language and helps students become proficient readers, writers, and speakers of Standard American and academic English.</i></p>	<p>SUPPORT FOR ORAL AND WRITTEN LANGUAGE DEVELOPMENT</p> <ul style="list-style-type: none"> • Demonstrates knowledge and awareness of the structure of Non-Standard languages • Uses literature & samples of students' oral/written language to engage in contrastive analysis • Uses the revision phase of the "Writing Process" to edit written work for standard English structure • Provides opportunities for students to compare/contrast poetry and songs written in standard and non-standard languages • Students' work samples demonstrate an understanding and awareness of the linguistic structures of standard American and academic English • Students are able to articulate an understanding of the linguistic requirements of varying communication situations and use language appropriate to different contexts