



LANGUAGE ACQUISITION BRANCH
Proficiency Plus
Offices Of English Learner and Standard English Learner Programs

ACCESS STRATEGIES

That Support Learning for English Learners, Standard English Learners, and Students With Disabilities

ACCESS STRATEGIES	APPLICATION THAT CHANGES PRACTICE	CLASSROOM OBSERVABLES for transformative implementation
<p>Cooperative and Communal Learning Environments: <i>supportive learning environments that motivate students to engage more with learning and that promote language acquisition through meaningful interactions and positive learning experiences to achieve an instructional goal. Working collaboratively in small groups, students learn faster and more efficiently, have greater retention of concepts, and feel positive about their learning.</i></p>	<p>Teachers...</p> <ul style="list-style-type: none"> ▪ Establish the concept of the <i>'classroom as a family'</i> structure and build on this in ways that affirm high achievement and academic success ▪ Provide opportunities for students to interact with their peers through structure-based and role-based cooperative learning activities ▪ Provide a variety of ways for students to demonstrate their understanding of academic concepts ▪ Integrate group learning tasks, discussions, and presentations into daily instruction ▪ Maximize the amount of time available for listening and speaking in low-risk cooperative learning environments ▪ Arrange classroom seating to reflect regular collaborative learning opportunities ▪ Co-create classroom norms and procedures with students 	<p>Students...</p> <ul style="list-style-type: none"> ▪ Support and assist one another to accomplish learning goals ▪ Interact cooperatively with their peers to brainstorm, explain, question, disagree, persuade, problem-solve and negotiate meaning ▪ Demonstrate understanding of academic concepts through their preferred learning styles and strengths ▪ Demonstrate understanding of academic concepts based on their linguistic competence ▪ Work collaboratively in small groups to foster language development and share their understanding of academic concepts ▪ Participate in the creation and support of classroom norms and procedures
<p>Instructional Conversations: <i>discussion-based lessons carried out with the assistance of more competent others who help students arrive at a deeper understanding of academic content. ICs provide opportunities for students to use language in interactions that promote analysis, reflection, and critical thinking. These classroom interactions create opportunities for students' conceptual and linguistic development by making connections between academic content, students' prior knowledge, and cultural experiences</i></p>	<p>Teachers...</p> <ul style="list-style-type: none"> ▪ Promote student-centered, higher-order thinking and learning ▪ Weave together students' prior knowledge with background information to build deeper understanding of text and academic content ▪ Elicit student input while integrating academic content in discussions to promote deeper student inquiry ▪ Advocate the use of text features, citations and reasoning to support an argument or position ▪ Integrate oral language development into all curricular areas ▪ Co-construct knowledge with students through interactive discussion, connected turns, and comments that build upon previous discourse ▪ Collaborate with and encourage students to volunteer and influence the selection of speaking to construct meaning from text and academic content ▪ Negotiate and clarify meaning throughout lessons and discussions 	<p>Students...</p> <ul style="list-style-type: none"> ▪ Engage in classroom discussions to advance deeper understanding and authentic application of academic concepts ▪ Use text features, citations and reasoning to construct and support an argument or position ▪ Co-construct knowledge through interactive discussion, connected turns, and comments that build upon previous discourse ▪ Negotiate and clarify meaning throughout lessons and discussions ▪ Use more complex academic vocabulary and language to convey ideas

ACCESS STRATEGIES 2008-2009



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<p>Academic Language Development (ALD): <i>the teaching of specialized language, vocabulary, grammar, structures, patterns, and features that occur with high frequency in academic texts and discourse. ALD builds on the conceptual knowledge and vocabulary students bring from their home and community environments. Academic language proficiency is a prerequisite skill that aids comprehension and prepares students to effectively communicate in different academic areas.</i></p>	<p>Teachers...</p> <ul style="list-style-type: none"> ▪ Develop students’ awareness of the language requirements appropriate for different situations ▪ Provide explicit instruction and model appropriate use of academic language ▪ Build upon students’ language to develop academic English ▪ Scaffold academic English to support students’ oral and written communication ▪ Utilize a thesaurus of conceptually coded words to support students’ development of academic vocabulary ▪ Focus on vocabulary development with an emphasis on synonyms, antonyms, affixes, word origins and word families ▪ Provide multiple opportunities for students to practice using academic language in context 	<p>Students...</p> <ul style="list-style-type: none"> ▪ Demonstrate an awareness of the language requirements appropriate for different situations ▪ Communicate ideas effectively using academic language ▪ Use academic language on a daily basis in a variety of formats for all language domains: listening, speaking, reading, and writing ▪ Produce work that reflects appropriate use of academic language
<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 processes. Their effective use promotes active learning that helps students construct knowledge, organize thinking, visualize abstract concepts, and gain a clearer understanding of instructional material.</i></p>	<p>Teachers...</p> <ul style="list-style-type: none"> ▪ Plan the strategic use of visual tools and graphic organizers to facilitate learning ▪ Promote students use of visual tools and graphic organizers to enhance and clarify their thinking ▪ Model thinking about new information and academic concepts using visual tools and graphic organizers to build concepts, show relationships, and organize ideas ▪ Provide students opportunities to demonstrate their understanding of academic content through the use of visual tools and graphic organizers 	<p>Students...</p> <ul style="list-style-type: none"> ▪ Use visual tools and graphic organizers to enhance and clarify their thinking ▪ Apply understanding of academic concepts to construct meaning, show relationships, and organize ideas ▪ Develop new ways to organize and visually represent their thinking to facilitate advanced understanding of academic concepts via writing tasks and oral presentations ▪ Select and utilize appropriate graphic organizers based on cognitive understanding of tasks