



Support

SDAIE Strategies

ELD/SDAIE Strategies

Total Physical Response – acting out the directions that are given in English. Two examples of this are Simon Says or Mother, May I?

Asking Questions for Appropriate Responses – initially, students must be given the opportunity to answer using gestures and one or two words to show what they know. Receptive language develops before expressive language, so students may be able to get the gist of what is being asked of them even if they cannot yet respond orally in English. **WARNING:** If you ask a question that can only be answered in a sentence or with a long explanation, the English Learner will not be able to respond. (You definitely get what you ask for in this scenario.) Think about embedding the answer in the question for students who are very new to the English language.

Oral Interaction – students should be interacting with each other in addition to interacting with the teacher. Time to talk in pairs, at table groups, etc. allow students to “rehearse” their responses before saying them aloud.

Prior Knowledge and Cultural Perspectives – as you plan a new lesson, be aware of the prior knowledge and cultural perspectives of the students in your classroom. Think about how the new information will integrate with what they already know. Think about how the new information will fit with their life experiences.

Use Standard English – avoid using idioms, figurative language, acronyms, and slang whenever possible. While these language forms permeate the English language, they get in the way of the meaning of the content. Use precise language that is age and content appropriate. Use relevant synonyms or cognates of the students’ native languages when possible.

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Movement – when you add a movement, you allow students to use additional modalities for learning, and you give students additional methods for comprehending the concepts you are presenting.

MONITOR, MONITOR, MONITOR – there is a delicate balance in language development. The goal is to build the layers of language as students are ready to access them. This means that you must know when students are ready for more. Be aware of when students move from gestures to single word answers. Then, again, when students begin to use multiple words, phrases, and simple sentences. They will use and confuse rules as they make generalizations about how English works.

Make Corrections Implicit (Not EXPLICIT!) – students must feel that they are building language and that it is expected and normal to make errors along the way. They need to know that it is *wrote* not *writed*, but hearing the sentence spoken correctly is sufficient for them to begin to know this distinction. All language expression needs to be low risk for the student. Fear of making a mistake will stunt development.

Games, Songs, Activities – engage students in language in a way that is fun or entertaining. This is a low risk way of exploring language. Be careful of the competitive nature of the students, though. Competition can make low risk activities into high risk experiences for some students.

Graphic Organizers – these are helpful in making new concepts clear and showing how new concepts relate to prior knowledge.

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Don't Over-Emphasize Pronunciation or Grammar – pronunciation and grammar will develop over time, and the teacher should enunciate and pronounce words clearly and use correct grammar as an example for the students. Trying to be too correct, however, can get in the way of learning to use English.

Know the Goals – perhaps the most important thing the teacher of the English Learner can do is to be clear about the objective of the lesson. This provides the backbone of any instruction and interaction that follows.

Repetition – students need to hear language over and over and over again in order for it to become a permanent part of their personal vocabulary. When working with content, students need to hear the same information several times. This will help them to gain familiarity with the concepts and the language associated with them.

Visuals / Manipulatives / Realia – whenever a visual, manipulatives, or realia can be used in a lesson, it should be used. These help students to comprehend the concept even if they do not yet have adequate language to understand information that is presented orally or in writing. They help students to attach new learning to prior knowledge and to remember better the content that has been presented.

Recording & Posting Academic Vocabulary – students need to have resources at their disposal if the expectation is that they will use them. Students should be actively involved with the recording of the vocabulary, and it should be posted with the students present. This will help the student to have ownership of the vocabulary.

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Model, Model, Model – this is essential for all learners but especially the English Learner. Telling a student what to do or how to do something is not nearly as effective as showing a student what to do or how to do something.

Drawing – students may be able to draw a picture or diagram to show what they know while they are still developing written language competency. As students develop, they may add labels or captions to their drawings. Later, drawings can be the first part of drafting their response to a question or an assignment.

Art, Media, Drama – offer opportunities for students to express themselves through art, media, or dramatic means. Also, these are strong instructional components that can help students to make meaning about the content.

Preview / Review – use this strategy when presenting a piece of text. Begin by previewing the text. Read the title and any headings or subheadings. Notice any bold or italicized words or phrases. If there are pictures, captions, or other graphics, look at them. In pairs, small groups, or as a whole class, talk about the information that you have discovered in the preview. The idea is that the students should have a good idea of what to expect when they actually read the text. If there are vocabulary terms that need to be taught or reinforced, this is the time to do it. Then, read the text. Students can read silently, pair read, chorally read, or listen to the teacher read the text. Repeated readings can be achieved through using a combination of silent and oral readings. When the students have read the text, go back and review the predictions and vocabulary from the preview. If there is a response activity (e.g., comprehension questions, summary, etc.), explain what is required and discuss how to answer, where the information can be found in the text, and any other expectations that you may have.

Providing Think Time & Keeping All Students Engaged

Providing Think Time – students may be attempting to translate what you have said to their native language, considering an answer, translating the answer to English, and mentally rehearsing the answer, before being able to respond to the question aloud. This requires think time. In a classroom with native English speakers and English Learners, it takes work to make sure the English Learners have adequate think time when the native English speakers are ready to respond almost immediately. There are strategies that are helpful in keeping the balance with the native English speakers and English Learners in a single classroom that follow this document.

It can be very difficult to keep all students engaged in the instruction if there is a lot of wait time. Try these strategies to engage the quick thinkers and language proficient students in your classroom. This will help to keep the pressure on the English Learner at a low degree while they work out responses.

- Prompt students for more information while English Learners are thinking:

Question: Who were the three main characters in the story?

Sub-question: For those of you who already know the answer, write the three characters' names in order of most important to least important.

Providing Think Time & Keeping All Students Engaged

- 2.** Have students with well-developed language record their group's thoughts. Pose the question or activity to the whole class. Then, tell the students they have 1-3 minutes to think about their response. While the group is thinking, the recorder prepares to take notes. The group discusses the question or activity, and the recorder takes notes on what is said. Then, the group determines the correct response, and the recorder writes the response. This slows down that student who is ready to answer right now, and it gives everyone an opportunity to actively engage in the discussion.
- 3.** Tell students that any time they know an answer right away, it is their job to write what they think should be a question you will ask. They must use the academic language that you would use in their question. Call on students with follow-up questions or have them post their questions on an "I wonder" bulletin board for future discussion.
- 4.** Have students write a sentence or phrase telling how they know the answer to the question that has been posed. Proper sentence structure, spelling, and academic vocabulary is required.