



English Learner Instructional Approaches

 Active Listening:	 Extended Communication:	 Oral Summarizing:
<p>Active Listening as an explicit instructional approach has three objectives for students:</p> <ol style="list-style-type: none"> 1. listen to learn how to use the language modeled 2. listen to learn about thinking (metacognition) 3. listen to learn academic content across disciplines <p>The teacher must clearly articulate and model these three purposes for listening to students.</p>	<p>Extended Communication is an explicit instructional approach that expects students to utilize Constructive Conversation Skills to communicate their thinking and knowledge. The expectations are a minimum of:</p> <ol style="list-style-type: none"> 1. four exchanges in an academic conversation. 2. four connected sentences in responding to prompt. <p>There are two types of extended communication. Students communicate:</p> <ol style="list-style-type: none"> 1. application of a metacognitive strategy and 2. knowledge of a topic/text 	<p>Oral Summarizing as an explicit instructional approach is a daily practice that expects students to clearly and cohesively communicate their knowledge in short responses. Students need to understand that in academic communication they convey their full understanding of a topic.</p> <p>This approach has three objectives for students to:</p> <ol style="list-style-type: none"> 1. construct a relevant and clear initial statement 2. communicate how evidence from the text connects to their initial statement 3. communicate a concluding statement

Guiding Questions for Lesson Design/Cognitive Planning

<ul style="list-style-type: none"> • Where do I explicitly teach active listening? • How do I activate active listening? • How do I model active listening? • How do I give feedback for active listening? • How do I model metacognitive strategies with active listening? • What evidence will I have of active listening? 	<ul style="list-style-type: none"> • Where in the lesson do I provide students with models of extended communication? • How do the prompts allow for extended communication? • How do the prompts help students focus their communication to address the objective of the lesson? • How do I model metacognitive strategies with extended communication? • What evidence will I have of extended communication? 	<ul style="list-style-type: none"> • Where do I provide students with models of oral summarizing? • How do I scaffold oral summarizing activities? • Where do I provide students with opportunities to orally summarize their thinking and knowledge? • How do I model metacognitive strategies for oral summarizing? • What evidence will I have of oral summarizing?
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HIGH IMPACT PRACTICES

**FOSTERING
ACADEMIC INTERACTIONS**



**USING
COMPLEX TEXT**



**FORTIFYING
COMPLEX OUTPUT**