



## English Learner Instructional Approaches

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

### Guiding Questions for Lesson Design/Cognitive Planning

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

**FOSTERING  
ACADEMIC INTERACTIONS**



**USING  
COMPLEX TEXT**



**FORTIFYING  
COMPLEX OUTPUT**

# Modeling the Metacognitive Strategies for English Learners

## Comprehensive ELD Program - Modeling the Metacognitive Strategies

The effective use of metacognitive strategies is what allows for transference of skills and knowledge across content. English Learners are simultaneously learning metacognitive strategies and the language to discuss and apply those strategies. Accordingly, EL students require opportunities to practice the language used to apply and discuss these Metacognitive Strategies. As you teach and model the Metacognitive Strategies, you can guide instruction and support EL students with the following steps:

Ask Questions	Visualize	Determine Text Importance	Make Inferences/Predictions	Summarize and Synthesize	Make Connections	Fix-Up Monitoring
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<b>BEFORE READING</b>	<p><b>Introduce the passage/Active Listening</b> Read the title and share information about the author. Invite students to work with a partner and share their ideas on what the passage is about based on their knowledge of text elements and active listening of the information provided.</p> <p><b>Explain the Strategy/Active Listening</b> Each unit’s selections reinforce a specific metacognitive strategy. Explain to students that as you read, you will model the strategy. At least one of the interactive read-aloud prompts per selection supports the Metacognitive Strategy.</p>
<b>DURING READING</b>	<p><b>Read and Think Aloud/Active Listening</b> Read aloud the text with fluent expression. As you read, stop occasionally to think aloud and model the target Metacognitive Strategy. Use the sample prompts during reading to help you formulate think-alouds for the passages you are reading.</p> <p><b>Paraphrasing</b> After key sections of the text, stop and invite students to work with a partner to paraphrase the text.</p>
<b>AFTER READING</b>	<p>You may ask questions to focus conversation on the habits of readers. For example:</p> <ul style="list-style-type: none"> <li>• What did you see me do as I read the passage?</li> <li>• What kinds of inferences did I make?</li> <li>• How did I summarize and synthesize information as I read? How did that help me?</li> <li>• What did I do to “fix up” my comprehension?</li> <li>• What kinds of questions did you see me ask?</li> <li>• Where did I find the important information?</li> <li>• What information in the text helped me visualize?</li> </ul> <p><b>Create a class Metacognitive Strategies Anchor Chart based on the information generated during your discussions in each unit. Save this anchor chart and add to it each day as you continue to focus on the same strategy.</b></p> <p><b>Turn and Talk /Extended Communication</b> Provide explicit opportunities for EL students to share examples of Metacognitive Strategies they used as they listened to the text. Remind students to use the Constructive Conversation Skills and provide at least four examples each. Ask partners to share their ideas with the whole group.</p> <p><b>Connect and Transfer</b> Remind students that readers need to be active and engaged with the text whenever they read and that you would like them to consciously practice using this strategy until it becomes natural and automatic.</p>