



Los Angeles Unified School District
Multilingual Multicultural Education Department
UTK-12 ESSENTIAL INSTRUCTIONAL APPROACHES
MULTILINGUAL LEARNERS



The **UTK-12 Essential Instructional Approaches for Multilingual Learners** supports in planning for academic discourse. It guides teachers in the implementation of grade-level and above academic language instruction. All three Essential Instructional Approaches require the teacher to develop and implement a rigorous, standards-based effective prompt, an effective model response, and use appropriate scaffolds.



<https://bit.ly/3swYV9X>

*ACTIVE LISTENING	*EXTENDED COMMUNICATION	*ORAL SUMMARIZING
LAUSD Teaching and Learning Framework: 1b1 – Awareness of Students’ Skills, Knowledge, & Language Proficiency 3a4 – Use of Academic Language 3b2 – Discussion Techniques & Student Participation		
<p>Teacher creates a structured opportunity for students to <u>listen to</u> and <u>analyze</u> specific academic discourse and language. All lessons have multiple opportunities for student output. Implementation requires the teacher to:</p> <ul style="list-style-type: none">develop a promptwrite an oral model that effectively addresses the promptpractice the prompt – “doing the talk”model the oral modelintroduce and/or reinforce academic language through content <p>Students learn to:</p> <ul style="list-style-type: none">use the discussion moves and language modeleduse academic language across content areasorganize ideaslearn from others	<p>Teacher creates a structured opportunity to teach Constructive Conversations or an Oral Paragraph. A Constructive Conversation is an academic conversation that has a minimum of four exchanges. Students learn to use the Constructive Conversation skills:</p> <ul style="list-style-type: none">to address an academic promptto construct new knowledge <p>An Oral Paragraph is a language structure that is both a process and a product. It is based on one idea and/or one text. The structure consists of:</p> <ul style="list-style-type: none">a relevant initial statementsupporting evidence connecting to the initial statementa concluding statement demonstrating new learning <p>Students learn to:</p> <ul style="list-style-type: none">synthesize informationmentally organize their ideas to convey their knowledge	<p>Teacher creates a structured opportunity to teach Oral Summarizing. It is an advanced oral academic skill based on multiple ideas and/or multiple texts. The teacher develops a model and teaches using the model. The Oral Summary consists of:</p> <ul style="list-style-type: none">a relevant initial statementsupporting evidence connecting to the initial statementa concluding statement demonstrating new learning <p>Students learn to:</p> <ul style="list-style-type: none">organize and orally convey a cohesive and well-developed understanding of a topic/ideaevaluate and select most relevant evidenceconsider multiple texts about one idea/topic

Teacher Guiding Question for Lesson Development, Cognitive Planning and Independent Reflection		
What is the expected academic discourse students will engage in and produce?	What is a rigorous, standards-based prompt to build an understanding of text?	How do I teach students to select relevant evidence from multiple texts?

Essential Academic Language Routines for Multilingual Learners		
<ul style="list-style-type: none">Discussion GuideDraw and LabelContent-Based Chant	<ul style="list-style-type: none">Effective PromptEffective ModelOral Paragraph Guide	<ul style="list-style-type: none">Effective PromptEffective ModelOral Summarizing Guide

HIGH IMPACT PRACTICES		
FOSTERING ACADEMIC INTERACTIONS	USING COMPLEX TEXT	FORTIFYING COMPLEX OUTPUT



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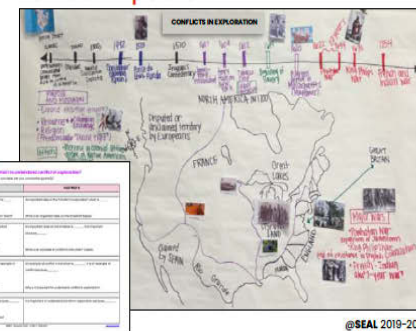
ACTIVE LISTENING	
Discussion Guide	
<p>A Discussion Guide consists of a linguistically demanding prompt and a series of well-connected response starters for a four exchange Constructive Conversation. The response starters guide students to critically examine content, maximizing academic language, and stretch their thinking and comprehension.</p> <p>Applying opportunities for academic language exchanges provide students with structured opportunities to build on academic discussions, build on their ideas, and gain new language and knowledge based on the content.</p>	
Applying a Discussion Guide to a Draw and Label	
<p>Draw and Label is a routine that exposes students to ideas and concepts, piquing their interests and motivating further inquiry and research. It provides students with an overview of a unit, as well as previewing chunks of a lesson to build connections across content. The image is drawn in front of students and is being imprinted on the brain making the information retrievable over a longer period of time.</p> <p>Applying a discussion guide to a draw and label guides students to critically examine the content, use the academic language, organize their ideas, and learn from others during a four exchange Constructive Conversation.</p>	
Applying a Discussion Guide to a Content-Based Chant	
<p>A Content-Based Chant provides students opportunities to practice utilizing new high-level academic vocabulary in a safe environment. Color coding indicates each stanza. Over time, gestures are used to reinforce meaning. A chant is used by the teacher with small groups for differentiated word study based on language proficiency and/or reading needs. Students can practice the chant during transitions, as warm-ups with partners, and as an exit ticket.</p> <p>Applying a discussion guide to a content-based chant guides students to examine the content, use the academic language, organize their ideas, and learn from others during a four exchange Constructive Conversation.</p>	

Main Idea and Details

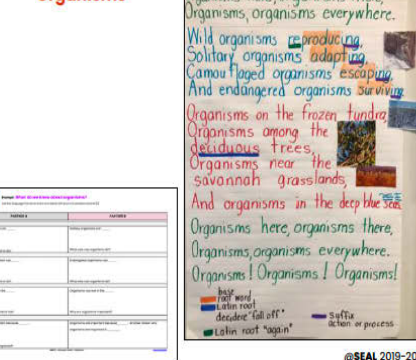
Strength: *What is Carmen Lomas Garza's story?*
(Use the conversation prompts, advice, and notes to discuss the text and oral academic language moves.)

PARTNER A	PARTNER B
What is the main idea?	What is the main idea?
What is the main idea?	What is the main idea?
What is the main idea?	What is the main idea?
What is the main idea?	What is the main idea?
What is the main idea?	What is the main idea?
What is the main idea?	What is the main idea?
What is the main idea?	What is the main idea?
What is the main idea?	What is the main idea?
What is the main idea?	What is the main idea?
What is the main idea?	What is the main idea?

Conflicts in Exploration



Organisms



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EXTENDED COMMUNICATION	
Effective Prompt	
<p>An effective prompt is developed based on clear oral language, output expectations, and is connected to rigorous grade-level content. It is clear to students, allows for extended exchanges and for new knowledge and meaningful opportunities to maximize academic language to convey thinking and ideas.</p>	
Oral Paragraph Guide	
<p>An Oral Paragraph Guide consists of a series of well-connected response starters that guide students in developing an oral paragraph in response to an effective prompt based on one idea and/or one text. Students synthesize information, mentally organize their thoughts, and convey their knowledge of the content. It consists of a relevant and clear initial statement, supporting evidence that connects to the initial statement, and a concluding statement that demonstrates new learning.</p>	
Oral Summarizing Guide	
<p>An Oral Summarizing Guide demonstrates new learning of content based on multiple ideas and/or multiple texts. It consists of a relevant and clear initial statement, supporting evidence that connects to the initial statement, and a concluding statement demonstrating new learning.</p>	

Compare and Contrast two books

Prompt: Compare and Contrast Quinto's *Neighborhood* and *Before John Was a Jazz Giant*. How are they similar? How are they different?
(Use the language frames to share your ideas with your conversation partner.)

Talk About Your Collage /Personal Memory

Oral Paragraph Guide

Prompt/Direction: Talk about your collage and your personal memory with your partner. (Use the language frames and your art to guide you.)

My memory is about...

My first thought...

After reflecting...

An additional memory is...

From this experience, I will...

Teacher-generated model collage/personal

ORAL SUMMARIZING

Comparing Art to Convey Important Memories

Oral Summarizing Guide

Prompt/Direction: What images and ideas are used to convey an important memory in both art pieces?
(Use the language frames and your art to guide you.)

The images that convey an important memory in both art pieces are...and...

In the first piece, the image of the...is important because...

The idea behind this image is...

In the second art piece, the image of the...is important because...

The idea behind this image is...

Both pieces convey the idea that...