Los Angeles Unified School District 

Multilingual and Multicultural Education Department

**English Learner Instructional Approaches**

| Active  Listening:  Écoute Active | Extended  Communication:  Conversation Étendu | Oral  Summarizing:  Résumé Oral?  Sommaire Oral? |
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| Active Listening as an explicit instructional approach has three objectives for students:  L'écoute active, en tant qu' un approche pédagogique explicite, a trois objectifs pour les élèves :  1. listen to learn how to use the language modeled  1.écouter pour apprendre à utiliser la langue modélisée  2. listen to learn about  thinking (metacognition)  2.écouter pour apprendre  la réflexion (métacognition)  3. listen to learn academic content across disciplines  3.écouter pour apprendre des contenus académiques dans toutes les disciplines  The teacher must clearly  articulate and model these three purposes for listening to  Students.  L'enseignant doit clairement  articuler et modéliser ces trois objectifs de l'écoute aux  élèves. | 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:  La communication étendu est une approche pédagogique explicite qui attend des élèves qu'ils utilisent  des compétences de conversation constructive pour communiquer leur pensée et leurs connaissances.  Les. attentes sont un minimum de :  1. four exchanges in an academic conversation.  quatre échanges dans une conversation académique.  2. four connected sentences in responding to prompt.  2. Quatre phrases complètes pour répondre à la question.  There are two types of extended communication. Students communicate:  Il existe deux types de communication étendue. Les étudiants communiquent :  1. application of a metacognitive strategy and  1. l'application d'une stratégie métacognitive et  2. knowledge of a topic/text  2. La connaissance d'un sujet/texte | 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.  Le résumé oral, en tant qu'approche pédagogique explicite, est une pratique quotidienne qui attend des élèves qu'ils communiquent leurs connaissances de manière claire et cohérente dans des réponses courtes. Les élèves doivent comprendre que dans la communication académique, ils transmettent leur compréhension totale d'un sujet.  This approach has three objectives for students to:  Cette approche a trois objectifs pour les élèves :  1. construct a relevant and clear initial statement  1-Construire une déclaration initiale pertinente et claire  2. communicate how evidence from the text connects to  their initial statement  2-communiquer comment les preuves du texte sont liées à leur déclaration initiale  3. communicate a concluding statement  3- communiquer une déclaration de conclusion |
| Guiding Questions for Lesson Design/Cognitive Planning  Questions guidant pour la conception de leçons/planification cognitive | | |
| • Where do I explicitly teach active listening?  -Où dois-je enseigner explicitement l'écoute active ?  • How do I activate active  listening?  -Comment puis-je activer l'écoute active?  • How do I model active  listening?  - Comment puis-je modéliser l'écoute active ?  • How do I give feedback for active listening?  Comment est-ce que je donne du feedback pour l'écoute active ?  • How do I model metacognitive strategies with active listening?  -Comment puis-je modéliser les stratégies métacognitives avec l'écoute active ?  • What evidence will I have of active listening?  -Quelle preuve aurai-je de l'écoute active ? | • Where in the lesson do I provide students with models of extended communication?  À quel moment de la leçon dois-je fournir aux élèves des modèles de communication étendue ?  • How do the prompts allow for extended communication?  Comment les messages-guides permettent-ils une communication étendue ?  • How do the prompts help students focus their  communication to address the objective of the lesson?  Comment les questions aident-elles les élèves à focaliser leur communication pour atteindre l'objectif de la leçon ?  • How do I model  metacognitive strategies with extended communication?  Comment puis-je modéliser  des stratégies métacognitives dans le cadre d'une communication étendue ?  • What evidence will I have of extended communication?  Quelle preuve aurai-je de la communication étendue ? | • Where do I provide students with models of oral summarizing?  À quel moment de la leçon dois-je fournir aux élèves des modèles de résumé oral  • How do I scaffold oral  summarizing activities?  Comment puis-je étayer les activités orales?  • Where do I provide students with opportunities to orally summarize their thinking and knowledge?  Où est-ce que je donne aux élèves des opportunitées pour résumer oralement leur pensée et leurs connaissances ?  • How do I model metacognitive strategies for oral summarizing  Comment puis-je modéliser  des stratégies métacognitives dans le cadre d'un résumé oral?  • What evidence will I have of oral summarizing?  Quelle preuve aurai-je de résumé oral? |

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

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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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| **G**  **N**  **I**  **D**  **A**  **E**  **R**    **E**  **R**  **O**  **F**  **E**  **B** | **Introduce the passage/*Active Listening***  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.  **Explain the Strategy/*Active Listening***  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. |
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| **G**  **G**  **N**  **I**  **N**  **I**  **D**  **R**  **A**  **U**  **E**  **D**  **R** | **Read and Think Aloud/*Active Listening***  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.  **Paraphrasing**  After key sections of the text, stop and invite students to work with a partner to paraphrase the text. |
| **G**  **N**  **I**  **D**  **A**  **E**  **R**    **R**  **E**  **T**  **F**  **A** | You may ask questions to focus conversation on the habits of readers. For example: • What did you see me do as I read the passage? • What kinds of questions did you see me ask? • What kinds of inferences did I make? • Where did I find the important information? • How did I summarize and synthesize information as I  • What information in the text helped me  read? How did that help me?  visualize?  • What did I do to “fix up” my comprehension?  ***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.***  **Turn and Talk /*Extended Communication***  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.  **Connect and Transfer**  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. |

Adapted from the Benchmark Advance, *Read Aloud Handbook*, p. 5