Indicator K1.2 English Language Acquisition

(Note: This indicator applies to ABE teachers who have English learners in their ABE class.)

Demonstrates knowledge of current research and a comprehensive understanding of language acquisition, communicative competence, and the structure and conventions of English by designing engaging learning experiences that advance English learners' linguistic and academic skills.

What Effective Math Teachers Know	What Effective Math Teachers Do	✓ Focus
a. English language learners at any level can engage with math content when provided with temporary supports and scaffolds.	• Scaffold language and content to support English learners (e.g., teacher modeling, students making charts with information from a word problem, students using manipulatives or graphic organizers) • Encourage and provide opportunities for ELs to produce language in response to math tasks, including with sentence frames, writing activities to explain reasoning and/or math strategies used, and digital tools to express math understanding • Ensure that conceptual understanding is the focus, not decontextualized computation • Provide ample opportunities to apply math in real-life situations • Encourage students to explain their reasoning, giving them further opportunity to use language and demonstrate understanding • Use challenging problems	☐
b. Many countries have different procedures for doing mathematical computations, and most countries use the metric system.	• Encourage students to use strategies, procedures, and vocabulary they have previously learned • Use students' different strategies and vocabulary as opportunities to connect the reasoning behind each strategy • View students' different procedures, strategies, and vocabulary as resources for connecting concepts to procedures • Use visual models, real-world connections, and cultural differences in math notation to encourage English learners to draw on existing understanding and to establish correlations between new procedures, strategies, and vocabulary	☐
c. In order to continue to grow and to genuinely model a mindset of continual growth, teachers need to actively seek feedback on their own practice.	• Model operations with visuals, such as base ten blocks and American currency, to build understanding of place value and operations and make sense of memorized procedures and vocabulary like "carrying/borrowing" commonly found in math materials • Give time for students to explore, create, and problem-solve with visual tools, such as fraction strips, to connect math vocabulary, notation, and meaning. For example, the process of creating fraction strips and connecting benchmark fractions to percents helps students connect notation to meaning (e.g., the denominator tells students how many pieces are in one whole)	☐

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d. Pronunciation of numbers can be challenging and is critical to ELs' comprehension and ability to communicate clearly with others.	• Offer strategies to help students distinguish between stressed and unstressed syllables during listening and pronunciation of numbers. Examples include:
	  ○ Use objects (like blocks of two different sizes) to show where the stress is during pronunciation of numbers. The taller block can represent the stressed syllable
	  ○ One student says numbers and knocks on a table while doing so, knocking softly when saying unstressed syllables and knocking hard for stressed syllables
		☐

e. Some ELs need further instruction and scaffolding of math vocabulary.	• Pre-teach math words when necessary. For example, when students need the words to construct meaning before starting a task, when there is a cognate in their native language and students are familiar with content, or when students know content but not the words to describe it • Teach unfamiliar words while students are doing math (i.e., "just in time" learning, which allows students to connect meaning with words). For example, when students are engaged in math and the teacher sees the opportunity to introduce a relevant math word or when students need words to write about the math they are doing • Teach words after students have explored the math. For example, when students have learned new concepts and are ready to label these concepts with formal terms (e.g., students exploring perimeter by creating a "fence" made of string may use words like *around, all sides, distance around* to describe what is happening with perimeter before they learn the formal term) • Teach words after students have explored the math • Create a (digital) word wall to serve as a visual reference for all students	☐
f. Well-timed language placement will help ELs use mathematical language precisely to read, discuss, and reason about math.	• Connect language to math concepts • Allow students to construct meaning • Allow more time for students to be engaged in math • Increase the cognitive demand by allowing students to explore concepts concretely	☐

Notes to self