

FOCUS Reflection: K1.2

DIRECTIONS: Read through the Sample ELA Applications for this Indicator. Check the box in the right column if there is content in that row that you want to focus on for future professional development. Highlight text and/or make notes at the end of the form to keep track of specific aspects that interest you.

Indicator K1.2. English Language Acquisition

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. *(For ABE teachers who have English learners in their ABE classes.)*

Sample ELA Applications		
What Effective ELA Teachers KNOW	What Effective ELA Teachers DO	✓ Focus
A. Building knowledge about the text and topic of each lesson prepares ELs to read the text and access the content of a lesson.	1) Get to know their students' backgrounds, including their experiences with English literacy and U.S. schooling (<i>e.g., how long they have been speaking English; their comfort with reading and writing English; educational experiences</i>). 2) Encourage learners to draw on their past experiences and home language to understand key concepts. 3) Provide graphic organizers that help learners access prior knowledge related to the text. 4) Use visuals, movies, photographs, or illustrations to build knowledge prior to reading/listening to a text. 5) Teach Tier 2 (academic) and Tier 3 (specialized) vocabulary, inviting learners to make connections to cognates and other aspects of their home language. 6) Be transparent/explicit about the differences between informal language practices and academic language practices.	
B. ELs should be provided multiple opportunities to construct, deepen, and refine their understanding of the text(s) and to develop their language.	1) Include multiple close reads of the text for different purposes to enable learners to recognize new information and reach deeper understanding. 2) Have students read aloud a text to build fluency with its words, syntax, and meaning. 3) Engage ELs regularly in authentic communicative activities, enabling them to produce language, experiment, and refine their use of English (<i>e.g., through large group discussions, small group conversations, presentations, writing tasks</i>). 4) Encourage and include communication that supplements language (<i>e.g., gestures, visuals, manipulatives</i>).	

