

### 3.3 Supports

Support is an instructional strategy or tool used to assist students in accessing content necessary for classroom understanding or communication. Support may include teaching techniques, such as modeling, feedback or questioning. Other types of support involve students using visuals or graphics, interacting with others or using their senses to help construct meaning of oral or written language (TESOL, 2006). We believe that support is important for all learners to gain access to meaning through multiple modalities, but it is absolutely essential for ELLs. For this reason, we incorporate support within the MPIs through English language proficiency level 4. We feel that support for ELLs needs to be present in both instruction and assessment on both a formative and summative basis. Supports within the MPIs may be sensory, graphic or interactive; examples of these different types of supports are found in Figures 3G and H. Although not extensive, these lists offer some suggestions for teachers to incorporate into instruction and assessment of ELLs.

#### Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students' academic language proficiency.

#### Graphic Supports

The most commonly used graphic support associated with social, instructional and academic language is the graphic organizer. Graphic organizers, such as semantic maps, Venn diagrams or T charts, are useful tools for ELLs. These graphic supports allow students to demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse. It cannot be assumed, however, that ELLs understand the concept behind and automatically know how to use particular graphic organizers. Therefore, teachers must model examples of their use and give students time to practice with each one. Figure 3J provides specific ideas of how graphic organizers may be used with each language proficiency standard. As it does not delineate examples by grade level cluster, teachers' knowledge of their students and the curriculum is important in translating these suggestions into instructional assessment activities.

**Figure 3G: Examples of Sensory, Graphic and Interactive Supports**

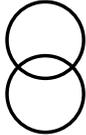
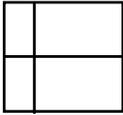
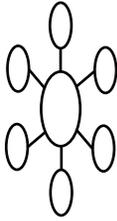
| Sensory Supports   | Graphic Supports  | Interactive Supports   |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Real-life objects (realia)</li> <li>• Manipulatives</li> <li>• Pictures &amp; photographs</li> <li>• Illustrations, diagrams &amp; drawings</li> <li>• Magazines &amp; newspapers</li> <li>• Physical activities</li> <li>• Videos &amp; Films</li> <li>• Broadcasts</li> <li>• Models &amp; figures</li> </ul> | <ul style="list-style-type: none"> <li>• Charts</li> <li>• Graphic organizers</li> <li>• Tables</li> <li>• Graphs</li> <li>• Timelines</li> <li>• Number lines</li> </ul> | <ul style="list-style-type: none"> <li>• In pairs or partners</li> <li>• In triads or small groups</li> <li>• In a whole group</li> <li>• Using cooperative group structures</li> <li>• With the Internet (Web sites) or software programs</li> <li>• In the native language (L1)</li> <li>• With mentors</li> </ul> |

**Figure 3H: Specific Examples of Sensory Supports**

| Supports related to the language of Language Arts   | Supports related to the language of Mathematics  | Supports related to the language of Science   | Supports related to the language of Social Studies  |
|---|--|---|---|
| Illustrated word/phrase walls<br>Felt or magnetic figures of story elements<br>Sequence blocks<br>Environmental print<br>Posters or displays<br>Bulletin boards<br>Photographs<br>Cartoons<br>Audio books<br>Songs/Chants | Blocks/Cubes<br>Clocks, sundials and other timekeepers<br>Number lines<br>Models of geometric figures<br>Calculators<br>Protractors<br>Rulers, yard/meter sticks<br>Geoboards<br>Counters<br>Compasses<br>Calendars<br>Coins | Scientific instruments<br>Measurement tools<br>Physical models<br>Natural materials<br>Actual substances, organisms or objects of investigation<br>Posters/Illustrations of processes or cycles | Maps<br>Globes<br>Atlases<br>Compasses<br>Timelines<br>Multicultural artifacts<br>Aerial & satellite photographs<br>Video clips |

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

**Figure 3J): Examples of Use of Graphic Organizers across the ELP Standards**

| ELP standard   | 1- Social and Instructional language  | 2- The language of Language Arts  | 3- The language of Mathematics   | 4- The language of Science  | 5- The language of Social Studies   |
|--|---|---|--|---|---|
|  <p><b>Venn Diagrams</b> - Comparing and Contrasting Two Entities</p>       | <ul style="list-style-type: none"> <li>• Two friends or family members</li> <li>• Two traditions</li> </ul>   | <ul style="list-style-type: none"> <li>• Two characters</li> <li>• Two settings</li> <li>• Two genres</li> </ul>  | <ul style="list-style-type: none"> <li>• Two operations</li> <li>• Two geometric figures</li> <li>• Two forms of proportion</li> </ul> | <ul style="list-style-type: none"> <li>• Two body systems or organs</li> <li>• Two animals or plants</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Two conflicts</li> <li>• Two forms of government</li> <li>• Two forms of transportation</li> </ul> |
|  <p><b>T-Charts</b> - Sorting or Categorizing Objects or Concepts</p>       | <ul style="list-style-type: none"> <li>• Colors</li> <li>• Classroom objects</li> </ul>   | <ul style="list-style-type: none"> <li>• Facts/Opinions</li> <li>• Points of view</li> <li>• Pros/Cons</li> </ul> | <ul style="list-style-type: none"> <li>• Area/Perimeter</li> <li>• Fractions/Decimals</li> <li>• Addition/Subtraction</li> </ul>       | <ul style="list-style-type: none"> <li>• Forms of matter</li> <li>• Forms of energy</li> <li>• Senses</li> <li>• Vertebrates/Invertebrates</li> </ul> | <ul style="list-style-type: none"> <li>• Types of transportation</li> <li>• Types of habitats</li> </ul>                                    |
|  <p><b>Cycles</b> - Producing a Series of Connected Events or a Process</p> | <ul style="list-style-type: none"> <li>• Conflict/Resolution</li> <li>• School or classroom routines</li> </ul>   | <ul style="list-style-type: none"> <li>• Plot lines</li> </ul>  | <ul style="list-style-type: none"> <li>• Steps in problem-solving</li> </ul>   | <ul style="list-style-type: none"> <li>• Scientific inquiry</li> <li>• Life cycles</li> <li>• Water cycle</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Elections in a democracy</li> <li>• Passage of a law</li> </ul>                                    |
|  <p><b>Cause and Effect</b> - Illustrating a Relationship</p>             | <ul style="list-style-type: none"> <li>• Classroom or school rules</li> <li>• Health and safety at home or in school</li> </ul>                           | <ul style="list-style-type: none"> <li>• Responses of characters to events</li> </ul>                             | <ul style="list-style-type: none"> <li>• Variables in algebraic equations</li> <li>• Geometric theorems</li> </ul>                     | <ul style="list-style-type: none"> <li>• Chemical reactions</li> <li>• Adaptation</li> <li>• Weather events</li> </ul>                                | <ul style="list-style-type: none"> <li>• Political movements</li> <li>• Economic trends</li> </ul>  |
|  <p><b>Semantic Webs</b> - Connecting Categories to Themes or Topics</p>  | <ul style="list-style-type: none"> <li>• Personal interests</li> <li>• Idiomatic expressions</li> <li>• Multiple meanings of words and phrases</li> </ul> | <ul style="list-style-type: none"> <li>• Root words and affixes</li> <li>• Main idea/Details</li> </ul>           | <ul style="list-style-type: none"> <li>• Types and features of polygons</li> <li>• Types and characteristics of angles</li> </ul>      | <ul style="list-style-type: none"> <li>• Foods and their nutritional ingredients</li> <li>• Types and characteristics of rocks</li> </ul>             | <ul style="list-style-type: none"> <li>• Types of human and civil rights</li> <li>• Impact of economic policies</li> </ul>                  |

Adopted from Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press.

## Interactive Supports

All students benefit from opportunities to discuss and confirm prior knowledge with each other in pairs or groups or by using interactive multimedia such as the Internet. These interactive supports are especially useful for ELLs. Their participation in interactive activities and tasks can promote comprehension and expose them to a variety of communication styles. We also know that instructional strategies that incorporate interactive supports facilitate the exchange of cultural values, norms and behaviors and challenge students at every level of English language proficiency to meet expectations in situations that they find meaningful.

ELLs come to school with diverse languages and cultures. These resources should be recognized, preserved and strengthened even if they may not coincide with the language of instruction. Although not formally recognized within the frameworks, the Consortium acknowledges the students' historical backgrounds and prior educational experiences as springboards for their English language development. We deem it important to honor the cultural perspectives of our ELLs and their contributions to our multicultural society within curriculum, instruction and assessment.

Taking this into account, the student's native language (L1) has been included as a type of interactive support within the Formative Framework, especially at the first two stages of English language development. In doing so, we encourage students with a common language of origin to communicate with each other to clarify, recap or extend meaning of ideas and concepts presented in English. In this way, native language may serve to facilitate and enrich the students' process of acquiring an additional language. Figure 3K illustrates how native language support is incorporated into the strands of MPIs.

### **Figure 3K: Native Language Support**

The following partial strand of MPIs suggests the use of native language (L1) support.

| Level 1<br>Entering   | Level 2<br>Beginning   | Level 3<br>Developing   | Level 4<br>Expanding  |
|---|--|---|---|
| Identify environmental print related to hygiene or safety around school (e.g., boys/girls washroom, fire extinguisher) <b>in L1 or L2</b> | Find real-life objects or pictures related to hygiene or safety that match environmental print around classroom or school (e.g., labels for soap, sink) <b>in L1 or L2</b> | Identify icons, symbols and words related to hygiene or safety found in environmental print or pictures around classroom or school <b>in L1 or L2</b> | Connect environmental print or pictures related to hygiene or safety to teacher reading of illustrated books <b>in L1 or L2</b> |

#### **Standards Reference**

**Framework:** Formative

**Standard:** 1- Social and Instructional language

**Grade level cluster:** PreK-K

**Language domain:** Reading

**Example Topic:** Hygiene & safety