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| FOUNDATIONAL CONCEPTS | |
| **Language Learning through Content Instruction** | |
| ***Instructional Supports*** | |
| **Sensory Supports**  *Visual, Auditory, Taste, Touch, Smell, Movement*  Sensory supports provide alternative ways to process information, other than via written or oral language. | Real-life objects (realia)  Manipulatives  Pictures & photographs  Illustrations, diagrams, drawings  Magazines & newspapers  Physical activities  Video & films  Broadcasts  Models & figures |
| **Graphic Supports**  *Venn diagrams, T-charts, Cycles, Cause and effect flow charts, Semantic webs*  Graphic supports are pictorial representations used to organize or summarize information. | Charts  Graphic Organizers  Tables  Graphs  Timelines  Number lines |
| **Interactive Supports**  *Discussion, Exchange of ideas and information*  Interactive supports promote comprehension and expose students to a variety of communication styles. Using students’ native languages, also known as first language or L1, can provide opportunities to clarify, recap, or extend meaning. Technology allows interaction beyond the classroom community. | In pairs or partners  In triads or small groups  In a whole group  Using cooperative group structures  Using the Internet (websites) or software programs  In the native language (L1)  With mentors |
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