

Strategic Grouping for Home Language Supports

GRADES K-12

ELA	Math
<p style="text-align: center;">AREA OF FOCUS</p> <ul style="list-style-type: none"> III Learner Awareness (Metacognitive Strategies) IV Leveraging Students' Assets 	<p style="text-align: center;">AREA OF FOCUS</p> <ul style="list-style-type: none"> I Interdependence of Mathematical Content, Practices, and Language IV Leveraging Students' Assets
<p style="text-align: center;">GUIDELINES</p> <ul style="list-style-type: none"> 9 Materials guide teachers to engage students in classroom activities that bring awareness to the ways that they can improve their communication (writing, reading, speaking, listening) practices over time. 12 Materials guide teachers in how to value home language/s as a resource for learning content. 	<p style="text-align: center;">GUIDELINES</p> <ul style="list-style-type: none"> 1 Strategic opportunities to use and refine both language and mathematics over time 12 Encouragement for ELs to use and build on existing language resources

Description of resource and intended audience:

The various strategies below allow students at different language proficiency levels to engage in a variety of discussion formats in order to develop disciplinary practices and knowledge of the subject matter through interactive oral language development. Using a wide range of discussion formats in a classroom allows for equitable opportunities to participate regardless of proficiency level, and also values multilingualism as an asset for learning.

Materials needed: Varies depending on activity.

Approximate time needed: Varies depending on activity.

Instructions:

See chart on page 2.



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Grouping By...	Opportunities and Rationale	Considerations
Same L1	<ul style="list-style-type: none"> • <u>Small group instruction</u>: These are valuable opportunities for the teacher to instruct in the students' L1, when possible • <u>Processing new content presented in English</u> (e.g. Turn and Talks): Students have an opportunity to paraphrase, ask questions, and discuss with a partner in their L1 • <u>Pre-work activities</u> (e.g. creating drafts): Students can express initial ideas and share background knowledge in native language before they are expected to share final ideas in English 	<p>Avoid grouping students solely by L1</p> <p>Strategically switch student partnerships throughout the year so that students benefit from working with peers with varying language and content strengths</p>
Mixed Languages	<ul style="list-style-type: none"> • <u>Classroom Seating Arrangement</u>: Students sit in mixed language groups in order to collaborate and socialize with peers from a variety of cultures and languages • <u>Building and Accessing Background Knowledge</u> (Gallery walk or KWL chart): Students can share what they know in their L1 and/or English 	<p>In mixed language groups, try to have at least one bilingual student who can interpret and support students with beginning English skills</p>
Proficiency in English	<ul style="list-style-type: none"> • <u>Small Group or partner projects where task is in English</u>: Teacher mixes students so that native English speakers and students with higher English proficiency can support students with lower and intermediate English proficiency. 	<p>Teacher must have students' current language proficiency data available</p> <p>Be careful not to match students who are at opposite ends of language proficiency</p> <p>Newcomers can be placed in group of 3</p>
Proficiency in Content Area	<ul style="list-style-type: none"> • <u>Small Group Projects where product is in English or L1</u>: Students collaborate to generate and work with new content in English or L1 according to their needs and strengths. 	<p>Students should be given freedom to determine how to organize and represent the new learning and language support as needed.</p>
Student Choice	<ul style="list-style-type: none"> • <u>Fun activities</u>: Students may choose to work with peers whose L1 and/or English proficiency levels are different than their own so these students can explore shared interests. 	<p>Behavior could be an issue; the teacher has the last word</p>

Notes: