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| **Strand 3: Maintaining a Linguistically-Rich Learning Environment** |
| **3A: Visual language scaffolds** |

* The teacher displays a variety of social and curriculum-related words, phrases and other written language scaffolds throughout the classroom.
* The teacher uses these visual scaffolds dynamically, adding to them throughout the year so that they represent student language learning and development.
* The teacher refers to the scaffolds throughout lessons to enhance content learning and language acquisition, and models how students can use the scaffolds to independently support their learning.

**Examples:**

1. *A teacher has charts posted around the classroom that show word families and lists of common prefixes and suffixes in German. The teacher regularly draws students’ attention to these word features within content instruction and builds the word lists throughout the year.*

2. *During collaborative group work in the early grades, the teacher gives each group a laminated sheet of paper with social language phrases in the target language, such as “It’s my turn now,” and “Can you repeat that please?”. The teacher regularly reminds students how they can use the sheet as a language guide when they are working collaboratively. More complex phrases replace simple phrases over time, and as students learn the appropriate phrases through practice, they are no longer provided with the written scaffold.*

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| **My notes about this strand:** |
| **What I’ve tried / what I’ve seen:** |
| **Goals I have:** |
| **What I’d like to know more about /questions:**  |
| **Resources:** |

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| **Strand 3: Maintaining a Linguistically-Rich Learning Environment** |
| **3B: Target language use** |

* The teacher exposes learners to accurate, highly proficient, and appropriately complex oral and written language input.
* The teacher exclusively (or primarily) uses the target language during the expected instructional time.
* The teacher promotes and expects exclusive (or primary) use of the target language and employs a variety of strategies and routines to help students do so.

**Examples:**

1. *Early in the school year, the first grade teacher teaches a series of explicit lessons on circumlocution – or using other words to describe an unknown word. These lessons are designed to be fun language experiences for the students while also prompting discussions about the importance of honoring and using the target language in the class, even when it might be challenging.*

2. *In order to provide students with many examples of meaningful and complex language input, the teacher intentionally varies the way that he gives instructions in the classroom. Sometimes he uses the command form (Write two sentences.), sometimes he uses the conditional (I would like you to write two sentences.), and sometimes he uses more complex sentences (It’s important for you to write two sentences so that you practice correct punctuation.).*

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| **My notes about this strand:** |
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| **Goals I have:** |
| **What I’d like to know more about /questions:**  |
| **Resources:** |