

The Student	Explain Activities	Corresponding ELPS	Classroom Applications for English Learners
<p>Explains possible solutions or answers to other students.</p> <ul style="list-style-type: none"> • Listens critically to other students' explanations. • Questions other students' explanations. • Listens to and tries to comprehend explanations offered by the teacher. • Refers to previous activities. • Uses recorded observations in explanations. • Uses previous observations and findings. • Provides reasonable responses to questions. 	<p>Focus students' attention on a particular aspect of their engagement and exploration experiences, and provide opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to introduce a concept, process, or skill.</p> <ul style="list-style-type: none"> • Connect prior knowledge and background to new discoveries • Communicate new understandings • Connect informal language to formal language 	<p>1d. Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</p> <p>3a. Practice using English sound system in new vocabulary and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.</p> <p>3c. Speak using a variety of grammatical structures, sentence lengths, sentence types and connecting words with increasing accuracy</p> <p>3d. Speak using grade-level content vocabulary in context to internalize new English words and build academic language proficiency.</p> <p>3e. Share information in cooperative learning interactions</p> <p>3f. Ask and give information ranging from using a very limited bank of high-frequency, high need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> <p>3g. Express opinions, ideas and feelings</p> <p>3h. Narrate, describe and explain.</p> <p>3i. Adapt spoken language for formal and informal purposes</p> <p>3j. Respond orally to information from a variety of media sources.</p>	<ul style="list-style-type: none"> • Introduce and explicitly teach students the new vocabulary they will need for the lesson. • Give English learners ample opportunity to practice pronunciation of new words • Make sure students have the opportunity to tie new vocabulary to visuals and realia provided. • Use cooperative learning strategies like Think, Pair, Share and Numbered Heads Together to structure sharing and speaking activities so that all students have the opportunity to develop academic language. • Use sentence stems displayed visually to give students scaffolded language supports to boost academic language development.