Fostering Academic Interactions: ELD TK-12

HIGH-IMPACT PRACTICE	• Build conversation skills • Provide extended and scaffolded opportunities for student-to-student academic interactions		
CROSS-CUTTING PRACTICES	**Facilitating Acquisition of Academic Language** • Introduce and/or refer to academic language demands of texts and tasks • Provide multiple and scaffolded opportunities for students to acquire and use the features of academic language	**Fostering Metacognition for Academic Language Development** • Visibly enact metacognitive processes and/or strategies students are expected to use in support of academic learning language • Deconstruct metacognitive processes and/or strategies that support academic language learning	**Monitoring and Guiding Language Learning** • Monitor academic language learning and adjust instruction, supports, and tasks to meet the needs of student • Provide written and/or oral feedback during lessons to promote academic language learning
FOUNDATIONAL PRACTICE	**Designing Instruction for Academic Language and Literacy Development** • Set academic language and literacy learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice • Structure and connect tasks that support the academic language and literacy learning targets • Design supports to help students meet the academic language demands of texts and tasks		

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SOAR

Fortifying Academic Communication: ELD TK-12

HIGH-IMPACT PRACTICE

- Provide multiple and scaffolded opportunities for oral communication that requires academic language
- Provide multiple and scaffolded opportunities for written communication that requires academic language

CROSS-CUTTING PRACTICES

Facilitating Acquisition of Academic Language

- Introduce and/or refer to academic language demands of texts and tasks
- Provide multiple and scaffolded opportunities for students to acquire and use the features of academic language

Fostering Metacognition for Academic Language Development

- Visibly enact metacognitive processes and/or strategies students are expected to use in support of academic learning language
- Deconstruct metacognitive processes and/or strategies that support academic language learning

Monitoring and Guiding Language Learning

- Monitor academic language learning and adjust instruction, supports, and tasks to meet the needs of student
- Provide written and/or oral feedback during lessons to promote academic language learning

FOUNDATIONAL PRACTICE

Designing Instruction for Academic Language and Literacy Development

- Set academic language and literacy learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice
- Structure and connect tasks that support the academic language and literacy learning targets
- Design supports to help students meet the academic language demands of texts and tasks

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Interacting with Complex Text: ELD TK-12

HIGH-IMPACT PRACTICE

- Engage students in analysis of text to examine how its language features work together to convey meaning and/or purpose
- Provide scaffolded opportunities for students to interact with complex text to build academic language and literacy

CROSS-CUTTING PRACTICES

Facilitating Acquisition of Academic Language

- Introduce and/or refer to academic language demands of texts and tasks
- Provide multiple and scaffolded opportunities for students to acquire and use the features of academic language

Fostering Metacognition for Academic Language Development

- Visibly enact metacognitive processes and/or strategies students are expected to use in support of academic learning language
- Deconstruct metacognitive processes and/or strategies that support academic language learning

Monitoring and Guiding Language Learning

- Monitor academic language learning and adjust instruction, supports, and tasks to meet the needs of student
- Provide written and/or oral feedback during lessons to promote academic language learning

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Designing Instruction for Academic Language and Literacy Development

- Set academic language and literacy learning targets that are aligned with ELA/Literacy CCSS and the target high-impact practice
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