

Strategic Grouping for Home Language Supports

GRADES K-12

GUIDELINE KEY	SUBJECT	AREA OF FOCUS	GUIDELINE
This resource is related to the following ELSF Guidelines:	ELA	III IV	9 12

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: