Figure 3G: Examples of Sensory, Graphic and Interactive Supports

<table>
<thead>
<tr>
<th>Sensory Supports</th>
<th>Graphic Supports</th>
<th>Interactive Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Real-life objects (realia)</td>
<td>• Charts</td>
<td>• In pairs or partners</td>
</tr>
<tr>
<td>• Manipulatives</td>
<td>• Graphic organizers</td>
<td>• In triads or small groups</td>
</tr>
<tr>
<td>• Pictures &amp; photographs</td>
<td>• Tables</td>
<td>• In a whole group</td>
</tr>
<tr>
<td>• Illustrations, diagrams &amp; drawings</td>
<td>• Graphs</td>
<td>• Using cooperative group structures</td>
</tr>
<tr>
<td>• Magazines &amp; newspapers</td>
<td>• Timelines</td>
<td>• With the Internet (Web sites) or software programs</td>
</tr>
<tr>
<td>• Physical activities</td>
<td>• Number lines</td>
<td>• In the native language (L1)</td>
</tr>
<tr>
<td>• Videos &amp; Films</td>
<td></td>
<td>• With mentors</td>
</tr>
<tr>
<td>• Broadcasts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Models &amp; figures</td>
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</tr>
</tbody>
</table>

Sensory Supports

Some sensory supports are applicable across all ELP standards, as exemplified in Figure 3G. Others are specific to the language of a content area. Figure 3H expands the notion of the use of sensory support by giving specific examples for ELP standards 2 through 5. The use of these sensory supports in activities, tasks and projects helps promote the development of students’ academic language proficiency.

Figure 3H: Specific Examples of Sensory Supports

<table>
<thead>
<tr>
<th>Supports related to the language of Language Arts</th>
<th>Supports related to the language of Mathematics</th>
<th>Supports related to the language of Science</th>
<th>Supports related to the language of Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrated word/phrase walls</td>
<td>Blocks/Cubes</td>
<td>Scientific instruments</td>
<td>Maps</td>
</tr>
<tr>
<td>Felt or magnetic figures of story elements</td>
<td>Clocks, sundials and other timekeepers</td>
<td>Measurement tools</td>
<td>Globes</td>
</tr>
<tr>
<td>Sequence blocks</td>
<td>Number lines</td>
<td>Physical models</td>
<td>Atlases</td>
</tr>
<tr>
<td>Environmental print</td>
<td>Models of geometric figures</td>
<td>Natural materials</td>
<td>Compasses</td>
</tr>
<tr>
<td>Posters or displays</td>
<td>Calculators</td>
<td>Actual substances, organisms or objects of investigation</td>
<td>Timelines</td>
</tr>
<tr>
<td>Bulletin boards</td>
<td>Protractors</td>
<td>Posters/Illustrations of processes or cycles</td>
<td>Multicultural artifacts</td>
</tr>
<tr>
<td>Photographs</td>
<td>Rulers, yard/meter sticks</td>
<td></td>
<td>Arial &amp; satellite photographs</td>
</tr>
<tr>
<td>Cartoons</td>
<td>Geoboards</td>
<td></td>
<td>Video clips</td>
</tr>
<tr>
<td>Audio books</td>
<td>Counters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Songs/Chants</td>
<td>Compasses</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Calendars</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coins</td>
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<td></td>
</tr>
</tbody>
</table>

Graphic Supports

The most commonly used graphic support associated with social, instructional and academic language is the graphic organizer. Graphic organizers, such as semantic maps, venn diagrams or T charts, are useful tools for ELLs. These graphic supports allow students to demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse. It cannot be assumed, however, that ELLs understand the concept behind and automatically know how to use particular graphic organizers. Therefore, teachers must model examples of their use and give students time to practice with each one.

Figure 3J provides specific ideas of how graphic organizers may be used with each language proficiency standard. As it does not delineate examples by grade level cluster, teachers’ knowledge of their students and the curriculum is important in translating these suggestions into instructional assessment activities.
### Figure 3J: Examples of Use of Graphic Organizers across the ELP Standards

<table>
<thead>
<tr>
<th>ELP standard</th>
<th>1- Social and Instructional language</th>
<th>2- The language of Language Arts</th>
<th>3- The language of Mathematics</th>
<th>4- The language of Science</th>
<th>5- The language of Social Studies</th>
</tr>
</thead>
</table>

**Venn Diagrams - Comparing and Contrasting Two Entities**
- Two friends or family members
- Two traditions
- Two characters
- Two settings
- Two genres
- Two operations
- Two geometric figures
- Two forms of proportion
- Two body systems or organs
- Two animals or plants
- Two conflicts
- Two forms of government
- Two forms of transportation

**T-Charts - Sorting or Categorizing Objects or Concepts**
- Colors
- Classroom objects
- Facts/Opinions
- Points of view
- Pros/Cons
- Area/Perimeter
- Fractions/
- Decimals
- Addition/
- Subtraction
- Forms of matter
- Forms of energy
- Senses
- Vertebrates/
- Invertebrates
- Types of transportation
- Types of habitats

**Cycles - Producing a Series of Connected Events or a Process**
- Conflict/
- Resolution
- School or
- classroom routines
- Plot lines
- Steps in problem-
- solving
- Scientific
- inquiry
- Life cycles
- Water cycle
- Elections in a democracy
- Passage of a law

**Cause and Effect - Illustrating a Relationship**
- Classroom or
- school rules
- Health and safety
- at home or in school
- Responses of
- characters to events
- Variables in algebraic
- equations
- Geometric
- theorems
- Chemical
- reactions
- Adaptation
- Weather events
- Political
- movements
- Economic trends

**Semantic Webs - Connecting Categories to Themes or Topics**
- Personal interests
- Idiomatic
- expressions
- Multiple meanings of words and phrases
- Root words and affixes
- Main idea/
- Details
- Types and features of polygons
- Types and characteristics of angles
- Foods and their nutritional ingredients
- Types and characteristics of rocks
- Types of human and civil rights
- Impact of economic policies

Interactive Supports

All students benefit from opportunities to discuss and confirm prior knowledge with each other in pairs or groups or by using interactive multimedia such as the Internet. These interactive supports are especially useful for ELLs. Their participation in interactive activities and tasks can promote comprehension and expose them to a variety of communication styles. We also know that instructional strategies that incorporate interactive supports facilitate the exchange of cultural values, norms and behaviors and challenge students at every level of English language proficiency to meet expectations in situations that they find meaningful.

ELLs come to school with diverse languages and cultures. These resources should be recognized, preserved and strengthened even if they may not coincide with the language of instruction. Although not formally recognized within the frameworks, the Consortium acknowledges the students’ historical backgrounds and prior educational experiences as springboards for their English language development. We deem it important to honor the cultural perspectives of our ELLs and their contributions to our multicultural society within curriculum, instruction and assessment.

Taking this into account, the student’s native language (L1) has been included as a type of interactive support within the Formative Framework, especially at the first two stages of English language development. In doing so, we encourage students with a common language of origin to communicate with each other to clarify, recap or extend meaning of ideas and concepts presented in English. In this way, native language may serve to facilitate and enrich the students’ process of acquiring an additional language. Figure 3K illustrates how native language support is incorporated into the strands of MPIs.

**Figure 3K: Native Language Support**
The following partial strand of MPIs suggests the use of native language (L1) support.

<table>
<thead>
<tr>
<th>Level 1 Entering</th>
<th>Level 2 Beginning</th>
<th>Level 3 Developing</th>
<th>Level 4 Expanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify environmental print related to hygiene or safety around school (e.g., boys/girls washroom, fire extinguisher) in L1 or L2</td>
<td>Find real-life objects or pictures related to hygiene or safety that match environmental print around classroom or school (e.g., labels for soap, sink) in L1 or L2</td>
<td>Identify icons, symbols and words related to hygiene or safety found in environmental print or pictures around classroom or school in L1 or L2</td>
<td>Connect environmental print or pictures related to hygiene or safety to teacher reading of illustrated books in L1 or L2</td>
</tr>
</tbody>
</table>

**Standards Reference**
Framework: Formative
Standard: 1- Social and Instructional language
Grade level cluster: PreK-K
Language domain: Reading
Example Topic: Hygiene & safety