

Topic 3: Language Learning through Content Instruction

Instructional Supports

WIDA believes that support is important for all learners to gain access to meaning through multiple modalities, but it is absolutely essential for ELLs. Sensory, graphic, and interactive resources are embedded in instruction and assessment, which assist students in constructing meaning from the language and content of classroom experiences.

Sensory Supports

(Visual, Auditory, Taste, Touch, Smell, Movement)

Sensory supports provide alternative ways to process information, other than via written or oral language.

- Real-life objects (realia)
- Manipulatives
- Pictures & photographs
- Illustrations, diagrams, drawings
- Magazines & newspapers
- Physical activities
- Video & films
- Broadcasts
- Models & figures

Graphic Supports

(Venn diagrams, T-charts, Cycles, Cause and effect flow charts, Semantic webs)

Graphic supports are pictorial representations used to organize or summarize information.

- Charts
- Graphic Organizers
- Tables
- Graphs
- Timelines
- Number lines

Interactive Supports

(Discussion, Exchange of ideas and information)

Interactive supports promote comprehension and expose students to a variety of communication styles.

Using students' native languages, also known as first language or L1, can provide opportunities to clarify, recap, or extend meaning.

Technology allows interaction beyond the classroom community.

- In pairs or partners
- In triads or small groups
- In a whole group
- Using cooperative group structures
- Using the Internet (websites) or software programs
- In the native language (L1)
- With mentors