



## Using GoVenture to Develop Language Skills

GoVenture can be used to teach English language learners (ELL) the foundational skills for developing an effective financial plan while simultaneously expanding vocabulary and practicing critical reading, writing, and visual literacy skills necessary for college and career readiness.

When using GoVenture as an ELL teaching tool, it is helpful to frame instruction based on cooperative learning, vocabulary development, oral language, written communication, and visual support. Review the sections below for suggestions of using GoVenture resources to increase the language skills of ELL students.

### Cooperative Learning

Having students share information in cooperative learning interactions will allow them to demonstrate comprehension of increasingly complex English. For instance, students can be tasked to retell or summarize *Learning Guide* material, commensurate with content area and grade level needs. Students should also be encouraged to respond to questions and take notes during instruction.

It is also helpful to provide opportunities for ELL students to express opinions and ideas about personal financial topics. Help students progress from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics, for example by modeling a successful interaction in a group discussion.

When leading cooperative learning activities, explain personal finance topics with increasing specificity and detail as more English is acquired. Include more thorough information as comprehension progresses, or provide students with more complex illustrative examples. Support from peers and teachers is particularly critical as ELL students master personal finance proficiency. This can be achieved by challenging students to complete the following.

- Read grade-appropriate content area text: ask students to read *Learning Guide* narratives aloud in small or large group settings.
- Confirm understanding: have students complete *Activities* to confirm understanding. You may also decide to challenge students with questions as you present information in class.
- Comprehend increasingly challenging language through vocabulary: have students complete the *Define Key Terms Activities* to assess vocabulary. Emphasize how acquiring new vocabulary helps unlock new information, such as how knowing tax terminology enables students to comprehend filing personal taxes.

## Vocabulary Development

ELL students will learn basic and academic vocabulary heard during classroom instruction and interactions, making it imperative to emphasize and model appropriate use of the personal finance terminology used throughout GoVenture. Consider the following strategic learning techniques to help students acquire basic and grade-level personal finance vocabulary.

- Use prior knowledge and experiences to help students understand meanings in English. For instance, ask students what experiences they have had accompanying parents or guardians to the bank.
- Use accessible and routine language in classroom communication to guide students in learning new and essential language. For instance, if students are unfamiliar with the term “currency,” use accessible language such as “money” as an introduction into “currency.”
- Challenge students to retell simple stories and basic information represented or supported by pictures to help them expand and internalize English vocabulary. Use the tables, charts, and figures as opportunities to allow students to demonstrate how textual information is summarized and represented visually.
- Have students 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.
- Encourage students to speak using a variety of connecting words with increasing accuracy and ease as more English is acquired. For instance, prompt students to compare two terms, such as debit cards and credit cards, by using words like “and” or “but.”

## Oral Language

To help students acquire and refine oral language skills, monitor oral language production during classroom instruction and interactions, and encourage students to employ self-corrective techniques. Students often learn new language structures and expressions based on what they hear during classroom instruction and interactions. Learning strategies to promote speaking and listening skills include the following.

- Encourage students to seek clarification of spoken language as needed by asking questions of their classmates.

- Use the *Listen and Speak* Activities as linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.
- Have students take notes of what they hear during classroom instruction and peer presentations in *Listen and Speak* Activities to demonstrate listening comprehension.
- Promote collaborating with peers to provide ample opportunities to increase spoken English, such as by assigning the *Listen and Speak* Activities. You may also modify some Activities to be done in group settings where students may collaborate.
- Ask prompting discussion questions, such as those found in the *Test Your Knowledge* Activities.

## Written Communication

GoVenture provides a format for students to read content area material with a decreasing need for linguistic support as more English is learned. For instance, Activities can initially be completed through whole-class instruction and transition into independent practice as students master their linguistic skills. Strategies to support written communication during instruction include the following.

- Use prereading supports to enhance comprehension of written text. For example, have students make predictions about what they will read based on the chapter introductions and circle back to their predictions upon completing *Learning Guide* narratives.
- Routinely reference environmental print to help students derive meaning between what they read and what they see in their everyday lives. For example, bring signs or advertising relating to banking offers into class to analyze.
- Use written classroom materials, such as the *Define Key Terms* or *Read and Write* Activities, to help students develop and comprehend basic sight vocabulary and language structures.

## Visual Support

Reading grade-appropriate content is critical in developing linguistic skills. Visual and contextual support is layered throughout GoVenture to help students enhance, confirm, and comprehend their understanding and vocabulary. Use the following visual and contextual supports to help students develop background knowledge needed to comprehend increasingly challenging personal finance language.

- **Figures:** For easy visual reference, figures stand out from *Learning Guide* content to illustrate key ideas. Emphasize how the figures relate to the written content of the *Learning Guide*.
- **Photos:** Images are paired with written content throughout the text to help “tell the story” of personal finance.
- **Features:** Learning Guide content provides information that is visually separated from text narratives.
- **Key Terms:** Important vocabulary is highlighted in each section of the *Learning Guide*.