

## 1. LANGUAGE USE

→ How everyday languages or language varieties (e.g., dialects, vernaculars, creoles) are incorporated into the classroom—in order to enhance social relations, facilitate instruction, and reinforce cultural identities.

everyday Language(s):

		Disconnected (1)	(3)	Well-Connected (5)
T e a c h e r	<b><u>1a. Instructional Discourse</u></b> - Presents content in everyday language - Incorporates everyday language in discussion - Provides feedback in everyday language	Teacher does not use everyday language in instructional discourse.	Teacher sometimes uses everyday language in instructional discourse.	Teacher often uses everyday language in instructional discourse.
	<b><u>1b. Social Conversation</u></b> - Expresses affection in everyday language - Reinforces rules or discipline in everyday language - Provides encouragement in everyday language	Teacher does not use everyday language for social conversation.	Teacher sometimes uses everyday language for social conversation.	Teacher often uses everyday language for social conversation.
S t u d .	<b><u>1c. Students' Use</u></b> - Initiate use of everyday language - Reciprocate use - Code-switch - Translanguage	Students do not use everyday language with teacher or peers.	Students sometimes use everyday language with teacher or peers.	Students often use everyday language with teacher and peers.
C li m a t e	<b><u>1d. Language Inclusion</u></b> - Inquiry about everyday language - Activity incorporates everyday language - Encourages and affirms students' use of everyday language	The classroom environment does not include everyday language.	The classroom sometimes includes everyday language.	The classroom often includes everyday language.

Notes: