



Elementary Language Arts/Reading

Framework for ELs in Grades 2-5

Routines	Instructional Design	
<p>Opening Routine (Whole Group)</p>	<p>Language Warm-Up: Daily Language Practice (ALWAYS related to previously taught subject)</p>	
	<ul style="list-style-type: none"> • High-frequency words • Idioms • Rhyming Words • Quick Writes with Scaffolding • Educational Games to Learn English: “Hangman”; “Head, Shoulders, Knees and Toes”; “Old MacDonald”; “Jeopardy”; “Simon Says”; “Password”; “Family Feud”; “Twenty Questions”; etc. 	<ul style="list-style-type: none"> • Language Development Activities: Team Competitions; Memory; Flashcards; Puzzles; Spelling Attack • Grammatical Structures • Phonemic Awareness • Concepts of Print • Fluency • Phonics • Vocabulary: Social/Instructional and Academic Language
<p>Laying the Groundwork (Whole Group)</p>	<p>Set a Purpose/Introduce Focus Task</p> <ul style="list-style-type: none"> • Explore essential question (introduce theme, big idea) • Prepare for learning: activate prior knowledge • Present language objective and student learning goal (Focus Standard) • Preview the text and make a prediction • Introduce new concepts <p>Explicit Vocabulary Instruction</p> <ul style="list-style-type: none"> • Prefixes, roots, suffices • Synonyms, antonyms, analogies, homophones, homonyms • Syntactic application (multiple meaning words, context clues) <p>Formative Assessment</p>	

<p style="text-align: center;">Direct Instruction</p>	<p>Teach the Skill: Modeling through listening, speaking, reading, and writing</p> <p>Construct the text Deconstruct the text Close reading Language forms and functions</p> <p><i>Domain: Listening</i></p> <ul style="list-style-type: none"> • Listening for a purpose based on focus standard <p><i>Domain: Speaking</i></p> <ul style="list-style-type: none"> • Structured Oral Practice Collaborative Discussions Routines • Conversation Practice • Prompt, cue, question <p><i>Domain: Reading</i></p> <ul style="list-style-type: none"> • Model comprehension strategies (previewing, annotation, (note-taking), summarizing, graphic organizers) • Reading fluency practice (teacher read aloud, jump-in reading, echo/choral reading) <p><i>Domain: Writing</i></p> <ul style="list-style-type: none"> • Access 2.0 Writing (Based on WIDA Standards and Student Proficiency Level) • The Writing Process • FSA Writing • Paraphrasing • Citing Evidence <p>Formative Assessment</p>
<p style="text-align: center;">Guided Instruction</p>	<p>Practice with Students: Putting It all Together/Application</p> <ul style="list-style-type: none"> • Revisit essential question & predictions • Oral and written summarizing • Make text connections (text to text, text to self, text to world) • Review language patterns • Apply learned vocabulary to real-life context • Analyze author’s perspective, choice of words, craft and structure • Metacognitive strategies <p>Engage and Transform</p> <p><i>Domain: Listening</i></p> <ul style="list-style-type: none"> • Listening for a purpose based on focus standard <p><i>Domain: Speaking</i></p> <ul style="list-style-type: none"> • Structured Oral Practice • Collaborative Discussions Routines • Conversation Practice • Prompt, cue, question <p><i>Domain: Reading</i></p> <ul style="list-style-type: none"> • Model comprehension strategies (previewing, annotation, (note-taking), summarizing, graphic organizers) • Reading fluency practice (teacher read aloud, jump-in reading, echo/choral reading)

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Differentiated Instruction, Small Group Collaborative Learning	Group A	Group B	Group C
	Technology Station Imagine Learning-ESOL level 1 I-Ready-ESOL levels 2-4	Independent Station Apply and reinforce learning Peer collaboration Skill building practice	Teacher Led Station Language development focus lessons Data-driven instruction Focus lessons: phonemic awareness, phonics, fluency, vocabulary, comprehension
Independent	Formative and Summative Assessments: <ul style="list-style-type: none"> • Independent application of skill or standard taught 		
Closing Routine (Whole Group)	Reiterate, Redirect, Review & Reflect Review key points, vocabulary, literary terms Metacognitive routines Home learning assignment (extension of lesson that student can do independently)		

Note: *Instructional Design activities presented in this Expanded Framework are suggestions and examples.*

Newcomers may benefit from the exclusive use of the Literature Big Book Main Selection in order to build a solid reading foundation.

Whole (grade level) group and small (instructional level) groups will use the WIDA CAN DO indicators to facilitate instruction.