



Elementary Language Arts/Reading

Framework for ELs in Grades K-1

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 • Rhyming Words (Nursery Rhymes) • Activating Prior Knowledge (Visuals and Realia) • Educational Games to Learn English: “Head, Shoulders, Knees and Toes”; “Old MacDonald”; “Simon Says”; etc. • Handwriting 	<ul style="list-style-type: none"> • Language Development Activities: Flashcards/Games • Concepts of Print • Fluency • Phonics • Vocabulary Activities • Phonemic Awareness • Grammatical Structures
<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"> • Phonemic Awareness • Phonics • High-Frequency Words • Vocabulary Strategy <p>Formative Assessment</p>	

<p style="text-align: center;">Direct Instruction</p>	<p>Teach the Skill: Modeling through listening, speaking, reading, and writing Close reading/Close Listening Paired Selection Genres <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"> • Retell and Respond <p><i>Domain: Reading</i></p> <ul style="list-style-type: none"> • Model comprehension strategies • Reading fluency practice (teacher read aloud, echo/choral reading) <p><i>Domain: Writing</i></p> <ul style="list-style-type: none"> • Access 2.0 Writing • Writing Trait Purpose • Handwriting • The Writing Process <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 predictions • Oral summarizing • Make text connections (text to text, text to self, text to world) • Review language patterns • Apply learned vocabulary to real-life context <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 <p><i>Domain: Reading</i></p> <ul style="list-style-type: none"> • Apply skills and strategies • Reading fluency practice (teacher read aloud, echo/choral reading) <p><i>Domain: Writing</i></p> <ul style="list-style-type: none"> • Access 2.0 Writing • Writing Trait Practice • Handwriting • The Writing Process <p>Formative Assessment</p>

	Group A	Group B	Group C
Differentiated Instruction, Small Group Collaborative Learning	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.