



**Elementary Language Arts/Reading**

**Framework for ELs in Grades K-1**

<b>Routines</b>	<b>Instructional Design</b>	
<b>Opening Routine (Whole Group)</b>	<b>Language Warm-Up: Daily Language Practice (ALWAYS related to previously taught subject)</b>	
	<ul style="list-style-type: none"> <li>• High-frequency words</li> <li>• Rhyming Words (Nursery Rhymes)</li> <li>• Activating Prior Knowledge (Visuals and Realia)</li> <li>• Educational Games to Learn English: “Head, Shoulders, Knees and Toes”; “Old MacDonald”; “Simon Says”; etc.</li> <li>• Handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Language Development Activities: Flashcards/Games</li> <li>• Concepts of Print</li> <li>• Fluency</li> <li>• Phonics</li> <li>• Vocabulary Activities</li> <li>• Phonemic Awareness</li> <li>• Grammatical Structures</li> </ul>
<b>Laying the Groundwork (Whole Group)</b>	<p><b>Set a Purpose/Introduce Focus Task</b></p> <ul style="list-style-type: none"> <li>• Explore essential question (introduce theme, big idea)</li> <li>• Prepare for learning: activate prior knowledge</li> <li>• Present language objective and student learning goal (Focus Standard)</li> <li>• Preview the text and make a prediction</li> <li>• Introduce new concepts</li> </ul>	
	<p><b>Explicit Vocabulary Instruction</b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• Phonics</li> <li>• High-Frequency Words</li> <li>• Vocabulary Strategy</li> </ul> <p><b>Formative Assessment</b></p>	

<p style="text-align: center;"><b>Direct Instruction (I Do)</b></p>	<p><b>Teach the Skill: Modeling through listening, speaking, reading, and writing</b>  Close reading/Close Listening Paired Selection  Genres  <i>Domain: Listening</i></p> <ul style="list-style-type: none"> <li>• Listening for a purpose based on focus standard</li> </ul> <p><i>Domain: Speaking</i></p> <ul style="list-style-type: none"> <li>• Retell and Respond</li> </ul> <p><i>Domain: Reading</i></p> <ul style="list-style-type: none"> <li>• Model comprehension strategies</li> <li>• Reading fluency practice (teacher read aloud, echo/choral reading)</li> </ul> <p><i>Domain: Writing</i></p> <ul style="list-style-type: none"> <li>• Access 2.0 Writing</li> <li>• Writing Trait Purpose</li> <li>• Handwriting</li> <li>• The Writing Process</li> </ul> <p><b>Formative Assessment</b></p>
<p style="text-align: center;"><b>Guided Instruction (We Do)</b></p>	<p><b>Practice with Students: Putting It all Together/Application</b></p> <ul style="list-style-type: none"> <li>• Revisit predictions</li> <li>• Oral summarizing</li> <li>• Make text connections (text to text, text to self, text to world)</li> <li>• Review language patterns</li> <li>• Apply learned vocabulary to real-life context</li> </ul> <p><b>Engage and Transform</b></p> <p><i>Domain: Listening</i></p> <ul style="list-style-type: none"> <li>• Listening for a purpose based on focus standard</li> </ul> <p><i>Domain: Speaking</i></p> <ul style="list-style-type: none"> <li>• Structured Oral Practice</li> <li>• Collaborative Discussions Routines</li> </ul> <p><i>Domain: Reading</i></p> <ul style="list-style-type: none"> <li>• Apply skills and strategies</li> <li>• Reading fluency practice (teacher read aloud, echo/choral reading)</li> </ul> <p><i>Domain: Writing</i></p> <ul style="list-style-type: none"> <li>• Access 2.0 Writing</li> <li>• Writing Trait Practice</li> <li>• Handwriting</li> <li>• The Writing Process</li> </ul> <p><b>Formative Assessment</b></p>

	Group A	Group B	Group C
<b>Differentiated Instruction, Small Group Collaborative Learning (They Do)</b>	<b>Technology Station</b> Imagine Learning-ESOL level 1 i-Ready-ESOL levels 2-4	<b>Independent Station</b> Apply and reinforce learning Peer collaboration Skill building practice	<b>Teacher Led Station</b> Language development focus lessons Data-driven instruction Focus lessons: phonemic awareness, phonics, fluency, vocabulary, comprehension
<b>Independent (You Do)</b>	Formative and Summative Assessments: <ul style="list-style-type: none"> <li>Independent application of skill or standard taught</li> </ul>		
<b>Closing Routine (Whole Group)</b>	<b>Reiterate, Redirect, Review &amp; Reflect</b> 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.*