

Grouping for Elementary MELD Instruction

Students should be grouped for MELD with other SELs. These students will carry the language identification of EO or IFEP.

The recommendation for instructional minutes is 45-60 minutes, or one period of daily MELD instruction.

At the elementary level, this would optimally take place concurrently while ELs receive Designated ELD Instruction. (Walk-to Model)



Secondary MELD Instruction

Small Group instruction in the form of MELD-“Grammar Mini-Lessons” provide targeted language support for SELs in secondary settings.

Grammar Mini-lessons are a responsive way to address language differences when students are using SEL language instead of Standard English. Code-switching and situational appropriateness can provide enrichment opportunities as students analyze why different varieties of English are used in different contexts.

These 15 -20 Minute MELD “Grammar Mini-Lessons”:

- Use the Scientific-Method Approach to Contrastive Analysis
- Compare and Contrast the Standard English and SEL Language Rules being studied
- Provide students with Code-Switching Strategies
- Provide opportunities for students to apply their understanding of Situational Appropriateness

Oral Language Development :

Using the work of Jeff Zwiers, students will be given multiple opportunities to engage in Constructive Conversations that support their access to content by creating, clarifying, fortifying, and negotiating their understanding of ideas.



Mainstream English Language Development (MELD) 5x8 Observation Tool

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The application of language skills is demonstrated through rigorous coursework.

	<p style="text-align: center;">College & Career Readiness Anchor Standard Language #3</p> <p><i>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</i></p>	<p style="text-align: center;">College & Career Readiness Anchor Standard Speaking and Listening #1</p> <p><i>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i></p>
Student Vital Actions		
<p style="text-align: center;">College & Career Readiness Anchor Standard Speaking and Listening #6</p> <p><i>Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal English when indicated or appropriate</i></p>	<ul style="list-style-type: none"> • Students look for more precise ways of expressing their thinking, supporting each other to look for and use academic language, and focus on the knowledge and/or skills of the discipline and task. [TLF 1a2, 3c2, 5a2] • Students develop linguistic awareness and adjust language choices according to purpose, social setting, and audience. (i.e., Contrastive Analysis) [TLF: 3a4, 3d3] • Students develop an understanding of how content is organized in different text types across disciplines using text structure, language features, and vocabulary, depending upon purpose and audience in preparation for oral presentations and writing tasks. (i.e., Personal Thesaurus, graphic organizer) [TLF: 1d2, 3b1, 3c1] • Students use the register of the discipline in sustained dialogue to extend and explain their thinking across the disciplines. [TLF: 1a2, 3a4, 3b1, 3b2, 3c1, 3c2] • Students engage in rigorous tasks and texts: written, spoken, or multimodal and in print or digital form focused on content knowledge and linguistic development [TLF: 1a2, 1d1, 3c1] • Students participate in class, group and partner discussions by using constructive conversation skills: create, clarify, fortify and negotiate, to build on other ideas/thinking, asking relevant questions, affirming others and adding relevant information. [TLF: 1d1, 2c1, 3b2] • Students participate in sustained dialogue on a variety of topics and content areas; explain their thinking and build on others' ideas; construct arguments and justify their positions with sound evidence; and effectively produce written and oral texts in a variety of informational and literary text types. [TLF: 1b1, 3b1, 3d3] 	

Actionable Feedback:



Mainstream English Language Development (MELD) 5x8 Observation Tool



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	College & Career Readiness Anchor Standard Language #3 <i>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</i>	College & Career Readiness Anchor Standard Speaking and Listening #1 <i>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</i>
Student Vital Actions		
College & Career Readiness Anchor Standard Speaking and Listening #6 <i>Adapt speech to a variety of contexts and communicate tasks, demonstrating command of formal English when indicated or appropriate</i>	<ul style="list-style-type: none"> Look for more precise ways of expressing their thinking [TLF 1a2, 3c2, 5a2] Linguistic awareness and adjust language choices according to the situation (exp. Contrastive Analysis) [TLF: 3a4, 3d3] Understand using text structure, language features, and vocabulary for oral presentations and writing tasks [TLF: 1d2, 3b1, 3c1] Use the register of the discipline in sustained dialogue across the disciplines. [TLF: 3a4, 3b2] Engage in rigorous tasks and texts: written, spoken, or multimodal and in print or digital form [TLF 1a2, 1d1, 3c1] Students engage in a variety of collaborative discussions, build awareness about language and build skills and abilities to use language [TLF:1a2, 3a4, 3b1, 3b2, 3c1, 3c2] Participate in constructive conversation skills: create, clarify, fortify and negotiate, to build on other ideas/thinking, asking relevant questions, affirming others and adding relevant information. [TLF: 1d1, 2c1, 3b2] Students construct arguments and justify their positions with sound evidence; and effectively produce oral and written texts [TLF: 1b1, 3b1, 3d3] 	

Actionable Feedback:

**Culturally and Linguistically Responsive Classroom Walkthrough Tool
“Look Fors”**

Date:	Course/Content:
Time:	Subject:
Grade:	Focus Area:
Area 1: Focus on Curriculum	
1a. What is the learning objective(s) for the lesson?	
1b. Learning objective(s) is evident to students (select one) Evident <input type="checkbox"/> Not evident <input type="checkbox"/> Unable to determine	
1c. Learning objective(s) on target for grade-level standard (Select one) <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unable to determine	
1d. Key Common Core State Standard(s) addressed-If available:	
1e. Essential Question(s) –if applicable:	
Area 2: Focus on Instruction	
2a. Identify the format for instructional delivery	
<input type="checkbox"/> Coaching <input type="checkbox"/> Discussion <input type="checkbox"/> Hands-on experiences <input type="checkbox"/> Informal assessment <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Presentation <input type="checkbox"/> Teacher-directed <input type="checkbox"/> Testing <input type="checkbox"/> Culturally Responsive Learning Centers <input type="checkbox"/> Providing directions or instructions <input type="checkbox"/> Providing opportunities for practice <input type="checkbox"/> None	
2b. Identify grouping format	
<input type="checkbox"/> Whole group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Individual	
2c. Identify research-based access strategies	
T S	T S
<input type="checkbox"/> <input type="checkbox"/> Making Cultural Connections	<input type="checkbox"/> <input type="checkbox"/> Instructional Conversations
<input type="checkbox"/> <input type="checkbox"/> Contrastive Analysis	<input type="checkbox"/> <input type="checkbox"/> Advanced Graphic Organizers
<input type="checkbox"/> <input type="checkbox"/> Cooperative/Communal Learning	<input type="checkbox"/> <input type="checkbox"/> Academic Vocabulary Development
T : Teacher S: Student	
2d: Determine level(s) of student work (Based on revised Bloom's)	
<input type="checkbox"/> Remember <input type="checkbox"/> Understand <input type="checkbox"/> Apply <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Create	

2e. Depths of Knowledge

- Level 1: Recall and Reproduction
- Level 2: Skills and Concepts
- Level 3: Strategic Thinking/Reasoning
- Level 4: Extended Thinking

2f. Determine levels of engagement:

- Highly engaged- Most students are authentically engaged.
- Well-manage- Students are willingly compliant, ritually engaged.
- Disengaged/Dysfunctional- Many students actively reject the assigned tasks or substitute another activity.

2g. CLR Instructional Activities (Hollie, 2015)**Responsive Classroom Management**

- Use of attention getting signals strategically
- Use of protocols for responding
- Use of protocols for discussing
- Use of movement activities
- Use of extended collaboration activities

Responsive Academic Vocabulary

- Tiered vocabulary Instruction - Level 2 and Level 3 words
- Use of vocabulary acquisition strategies
- Use of reinforcement activities

Responsive Academic Literacy

- Use of culturally responsive supplemental text
- Use of engaging read-alouds
- Use of effective literacy strategies across content areas

Responsive Academic Language

- Providing opportunities for situational appropriateness
- Use of sentence lifting for situational appropriateness
- Use of retellings for situational appropriateness
- Use of role-playing for situational appropriateness
- Using teachable moments for situational appropriateness

Area 3. Focus on a Culturally Responsive Classroom Environment

- Classroom is Reflective of the Students' Culture
- Routines and Procedures are Evident, Affirmative, and Culturally Relevant
- Students Interact with Classroom Environment
- Model/Exemplars of Quality Work Posted.
- Scoring Rubrics are Displayed/Provided
- An Instructionally Relevant Print Rich Environment (i.e., Advanced Graphic Organizers, Academic Language Development Frames/Stems)
- Materials are available in the classroom
- Classroom has a Well-Organized Culturally Relevant Library
- Technology Resources Present and Ready for Use
- Relevant Bulletin Boards (Relevant to content and cultural diversity of students.)
- Classroom is arranged to facilitate collaboration and small group instruction
- None

Area 4: Focus on the Learner through MELD Instruction

4a. Identify student actions as related to the development of Standard English and Academic English Mastery.

- Listening
- Speaking
- Reading
- Writing

4b. Identify Contrastive Analysis Technique

- Sentence Lifting
- Retellings
- Role Playing
- Teachable Moments
- None

4c. Identify MELD Instructional Materials

- MELD Instructional Blocks/Lessons
- Instructional Technology
- Linguistic Feature Matrix
- Targeted Language Stations
- Writer's Workshop
- None
- Culturally Relevant Literature
- Protocol Posters
- Graphic Organizers
- Personal Thesaurus
- Other: _____

Area 5: Focus on the Needs of All Learners

The teacher is responding to specific learning needs through differentiation of:

- Content
- Product
- Learning Environment
- Process
- Unable to Determine