



## DESIGNATED ELD FRAME OF PRACTICE

FOSTERING ACADEMIC INTERACTIONS <i>Academic Language Development</i>		USING COMPLEX TEXT <i>Direct Instruction of Linguistic Features</i>	FORTIFYING COMPLEX OUTPUT <i>Differentiated Instruction</i>
CLARIFYING / MODELING / GUIDING- COMPLEX LANGUAGE			
<i>Modeling</i>	<i>Guiding</i>		
<p>Teacher:</p> <ul style="list-style-type: none"> <li>States the purpose of the lesson and the student-friendly ELD objective</li> <li>Models a Constructive Conversation Skill (Create, Clarify, Fortify and Negotiate) using language models based on previously observed student conversations, mentor text, multi-media text, etc.</li> <li>Establishes or reviews routines for Constructive Conversations (<i>ex. Model/non-model listening comprehension activity, Pro/Con, Stronger/Clearer</i>)</li> <li>Models and clarifies oral complex language to make output understandable</li> </ul>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>Introduces prompt on a high interest topic that connects to the direct instruction portion of the lesson</li> <li>Guides &amp; models students to use language of the topic to practice a targeted Constructive Conversation Skill (<i>engaging, relevant, intellectually rich and challenging – CA-ELD Standards Appendix C</i>)</li> <li>Provides opportunities for students to engage in extended interactions using target academic language and disciplinary thinking.</li> <li>Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)</li> </ul>		<p>Based on data, teacher:</p> <ul style="list-style-type: none"> <li>Extends opportunities to practice skills with tools and linguistic supports to produce oral, written or multi-media messages.</li> <li>Supports (small group or one-on-one) to students to fortify complex output and vocabulary usage or to target language skill development</li> <li>Provides collaborative oral/written work activities/tasks based on proficiency level and needed language skill development</li> <li>Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)</li> </ul>
		<p>Teacher:</p> <ul style="list-style-type: none"> <li>Introduces and charts the lesson focus question</li> <li>Introduces and clarifies text language, vocabulary, and features of the text.</li> <li>Models how to read and use language from the text to think about the content.</li> <li>Models how to keep track of and remember information from the text for later use.</li> <li>Delivers lessons based on Part II ELD Standards (<i>Learning about How English Works</i>) supported by Part I ELD Standards (<i>Interacting in Meaningful Ways</i>)</li> <li>Provides scaffolds depending on the nature of the task, knowledge of content, and/or proficiency in language to engage in and complete task</li> <li>Prompts students about the linguistic features of text using guiding questions</li> <li>Guides student to practice using the language from the text and the Constructive Conversation Skills while analyzing complex/mentor text (Part I)</li> <li>Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)</li> </ul>	Wrap-up & Next Steps
			<p>Teacher:</p> <ul style="list-style-type: none"> <li>Reviews and clarifies linguistic feature of the lesson's focus question</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>Self-assess and reflect on ELD objectives</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>Closes lesson and introduces topic for next lesson</li> <li>Develops follow-up goal and experiences for future lessons</li> </ul>