



Los Angeles Unified School District
Multilingual and Multicultural Education Department
Designated ELD Model Sentences Database

What are Designated ELD Model Sentences?

Designated ELD model sentences are identified from a selection that has been used during ELA or another content area, after being read for students to get basic comprehension of the selection. The model sentences passage contains several connected sentences (4-8) in which each sentence can lend itself to teaching the Part II ELD Standard that has been selected to teach during the Designated ELD time block. The sentences should be complex and rich enough to have discussions about the structure, meaning, word choice, etc.

Why was the Designated ELD Model Sentences Database developed?

To support the use of model sentences to teach the Part II ELD Standards during Designated ELD, MMED has commenced the collection and sharing of model sentences passages used by teachers across our district. On the MMED website, teachers will find model sentences for each of the Part II ELD Standards, as examples for teachers' use and reference. MMED will continue to add additional model sentences to the MMED website.

The purpose of this resource is twofold. First, teachers can peruse the database to find model sentences resources for titles they teach during content instruction. Teachers should remember that before model sentences can be used during Designated ELD for students to learn about linguistic features, the focus of the Part II ELD Standards, the selection from which the model sentences come must first be taught during content instruction for instructional/comprehension purposes.

The second purpose of the Model Sentences Database is to support teachers' deeper understanding of the standards. Teachers can look at multiple model sentences examples along with the questioning protocol to better comprehend how to increase ELs' understanding of how specific linguistic features add meaning to a text. After looking at several examples, teachers will more easily be able to identify their own model sentences passages within the selections they use during content instruction to plan the "Using Complex Text" portion of Designated ELD lessons.

Teachers should reference their grade level ELD Standards as they design their instruction to support students to learn "About How English Works."

Designated ELD Frame of Practice

Model sentences are utilized to teach the Part II ELD Standards during the "Using Complex Text" portion of the Designated ELD Frame of Practice.

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