

Lesson Exemplars for English Language Learners/Multilingual Language Learners in Grades K-2: Introduction

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Introduction

This introduction describes the lesson exemplars that demonstrate ways to support ELLs/MLLs in mastering lessons in the three Core Knowledge Tell It Again! Read-Aloud Anthologies. Additionally, the lesson exemplars demonstrate ways to support ELLs'/MLLs' in learning skills routines. There are hyperlinks in the exemplar lessons to the Core Knowledge anthologies and learning skills routines.

The supports used in the lessons are based on the Attaining Core Competencies for English Language Learners (ACCELL) model. ACCELL is an evidence-based model developed by AIR to support ELLs/MLLs in mastering core grade-level content. ACCELL is described in the Overview to the Resources.

Core Knowledge Tell It Again! Read-Aloud Anthologies

The lesson exemplars support ELLs/MLLs in mastering the lessons in the Greek Myths Tell It Again! Read-Aloud Anthology, the Human Body Tell It Again! Read-Aloud Anthology, and the Native Americans Tell It Again! Read-Aloud Anthology. For each anthology, additional supports are provided for ELLs/MLLs with entering and emerging levels of proficiency. The supports have been added to three parts of each Core Knowledge lesson: Teaching Core Vocabulary, Presenting the Read Aloud, and Discussing the Read Aloud. The additional supports added to the lessons are in italicized red font. Examples follow.

Teaching Core Vocabulary. In the lesson exemplars, supports include clarifying the meanings of definitions that may prove challenging to ELLs/MLLs, providing comprehensible examples, and directly instructing words that are more conceptually complex.

Clarifying Definitions: **despair, v.** To give up hope; *to feel very sad that what you wanted will not happen or occur*

Providing Examples: *Maria despairs because of her lost kitten. She has looked and looked but has not found it. She does not think she will find it.*

Using a teaching routine (target word is spectator):

Show picture of spectators (ideally young children) and say: This picture shows spectators. The spectators are watching a soccer game.

Define the word: Spectators are people who look at or watch events like sports games or shows.

Example: There were many spectators at the music concert.

Partner Talk: Spectators look at or watch events like sports games, concerts, or plays. If you were a spectator, what would you like to watch?

Presenting the Read Aloud. In the lesson exemplars, teachers are instructed to point to key elements of the pictures as they read them, define challenging words in context, and ask additional questions about the text as it is read. Through answering these questions during the read aloud, students are helped to come to a better understanding of the text as it is read.

In the exemplar lessons that follow, to support teachers definitions for some challenging words and phrases are inserted into the text. Teachers should use the same methods to provide additional definitions if students are struggling. Questions that ask students about important information presented in the text have also been inserted.

Show image 1A-4: *Say: Olympians on their thrones. [Point to the Olympians.] Thrones are special chairs. Look at the picture. These are thrones. [Point to the thrones in the picture.] Who are the people in the thrones?*

Discussing the Read Aloud. After each comprehension question, the text relevant to answering that question is inserted to help students come up with their answers. The following routine is suggested: Ask students the guiding question, read the inserted text relevant to the guiding question, and ask students the guiding question again. We emphasize the importance of the current instructions that state the following: If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses and then expand students’ responses using richer and more complex language. Ask students at the emerging levels of proficiency to answer in complete sentences.

Inferential Why were Leonidas and his father tending to and securely harnessing the horses? (Anticipated Response: They were preparing them for the journey to the sanctuary at Olympia) *Listen first. Leonidas woke up early on the day of the footraces, or running races. Still lying in bed, he could hear his father, Cyrus, outside tending the horses. Cyrus was taking care of the horses. “He’s probably feeding them,” Leonidas thought to himself. “And then we’ll harness, or connect, them to the cart and make our way to Olympia.” (p. 7) Leonidas and his father would take their pottery to sell to the people at the races, and when they had sold all they could, they would watch the races. (p. 7) Why were Leonidas and his father tending to and securely harnessing the horses?*

Core Knowledge Skills Routines

These lesson exemplars demonstrate ways to support ELLs’/MLLs’ learning skills routines. Supports include teachers defining target words in context, teachers modeling routines before students try them, students repeating target words and phrases, teachers providing pictures to accompany target words, and teachers using gestures and visuals to help reinforce word meanings.

A suggestion for teachers is that they learn about the sounds in English that do not appear in students’ home languages because students might have trouble pronouncing these English sounds. The Core Knowledge *Introducing the Sound* technique will help students make and practice these sounds.

For ELLs/MLLs, additional practice is very helpful. Another suggestion is that the words students are learning to read be put on one side of a small flash card with pictures representing each word put on the back so that students can practice reading words to build word-reading automaticity. The pictures help ensure that students know the meanings of words they are reading. Teachers might mark in some way words that are *not* decodable. Word cards can be put on a metal ring so students can flip through them. Word rings can be customized for students.

In the Core Knowledge Skills routines, the level of scaffolding is the same for ELLs/MLLs at all four levels of proficiency to ensure all ELLs/MLLs learn to decode and name words with automaticity. However, teachers should consider differentiating further to meet the specific needs of students in their classrooms. For example, ELLs/MLLs with transitioning and expanding levels of proficiency probably do not need to learn the labels for the words they are learning to read because they tend to be high-frequency words in English.

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