Lesson Exemplars for English Language Learners/Multilingual Language Learners in Grades 3-9: Introduction

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Introduction

The lesson exemplars for English Language Learners (ELLs)/Multilingual Language Learners (MLLs) in Grades 3-9 demonstrate ways to support these students in mastering the English language arts lessons listed in the table below developed by Core Knowledge, Expeditionary Learning and Public Consulting Group for EngageNY. There are links to the original EngageNY lessons in each lesson exemplar.

Name of Prototype	Module/Component	Lesson	Grade Span
Determining the Main Idea and Key Details: "Tackling the Trash"	4	3	3
Launching the Mystery: What's that Symbol?	1	1	4
The Value of Sports in People's Lives, Part 1	3A	1	5
Identifying an Author's Opinions and Evidence: "The Value of Sports in People's Lives"	3A	2	5
Analyzing a Model Position Paper: "Facebook: Not for Kids"	4A	1	7
"A Work of Art Is Good if It Has Arisen Out of Necessity"	1	1	9-10
St Lucy's Home for Girls Raised by Wolves	1	1	9-10
Wisely and Slow; They Stumble that Run Fast	1	3	9-10

Attaining Core Competencies for English Language Learners

The routines and supports used in the lesson exemplars are based on the Attaining Core Competencies for English Language Learners (ACCELL) model that is described more fully in the Overview to the Resources[1]. ACCELL is an evidence-based model developed by AIR specialists to support ELLs/MLLs in mastering core grade-level content delivered in English. The ACCELL routines and supports used in these lessons are specifically focused on English language arts. The routines include Introducing the Lesson, Building Background Knowledge, Supporting Vocabulary Development, Enhancing Comprehension, and Strengthening Written Expression. A variety of scaffolds are used in the context of implementing these routines.

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[1] *EngageNY ELA Resources for English Language Learners/Multilingual Language Learners: Overview*

Scaffolds are defined as temporary instructional supports that help make rigorous grade-level core curriculum accessible to all students, including ELLs/MLLs.

Conventions Used in the Lesson Exemplars

The conventions that follow describe how the AIR routines and scaffolds have been superimposed on these lessons. An example follows the description of these conventions.

AIR has added additional supports to almost all existing lesson components. These are labeled *AIR additional supports*. However, in some instances, as demonstrated in the example below, AIR has added new activities as well. *AIR new activity* refers to an activity not in the original lesson that AIR has inserted into the original lesson. For example, Background Knowledge (AIR New Activity 2 for Work Time) is a new activity AIR has added to the Work Time component of the Expeditionary Learning lesson. Because it is the second AIR new activity associated with Work Time, it is labeled activity 2. If there is only one new activity associated with a component of the original lesson, it is not numbered. *AIR instructions for teachers* are instructions AIR has added that describe how a teacher might implement the activity. *AIR instructions for students* are instructions AIR has added for students. In some instances AIR has added student activities that accompany the instructions for students. The following example from the Expeditionary Learning curriculum demonstrates *AIR additional supports*, *AIR instructions for teachers, AIR instructions for students*, and *AIR student activity* for an AIR activity that has been inserted into the original lesson.

The *AIR additional supports* and *AIR instructions for teachers* are highlighted in gray to differentiate them from *AIR instructions for students* and *AIR student activities*. The latter have no highlighting. While this example does not include the text used in the original lesson, information that describes the original lesson, or instructions for teachers in the original lesson, other examples in this resource guide include this information. In these instances, this information is highlighted in blue. The lessons are formatted so teachers can create student materials by deleting all the rows except *AIR instructions for students* and the student activities that follow this row.

Example: Background Knowledge (AIR New Activity 2 for Work Time)

AIR Additional Supports   Students look at a map and picture of the Mississippi and read a brief description of the river; they watch a short video clip about the river; they answer questions about both to develop background knowledge. Providing a glossary offers additional support for all students. Sentence frames support ELLs/MLLs at entering (EN) and emerging (EM) levels of proficiency. Sentence frames support ELLs/MLLs at transitioning (TR) levels of proficiency.
AIR Instructions for Teachers   Show students the picture and map of the Mississippi.   Ask students to read the short text using the glossary as needed. Then students should answer the questions provided.

To provide additional background information on flooding, show the short clip. Have students read the questions before watching the video. Show the video once or twice. After watching the video have students answer the questions using the glossary as needed.

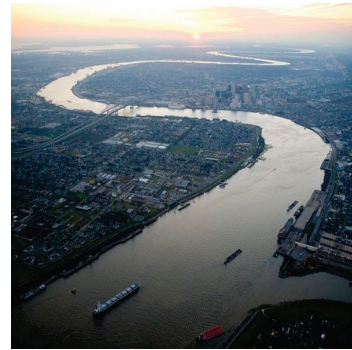**AIR Instructions for Students**

Look at the picture and map of the Mississippi.

Read the short text and answer the questions. Use the glossary to look up unfamiliar words.

Watch the short video clip. Before you watch, read the questions about the video. Answer the questions. Use the glossary to look up unfamiliar words that appear in the video.

AIR Student Activity

The Mississippi River

The Mississippi River	Glossary
The Mississippi River is the largest river in the United States. The part of the Mississippi River from its **headwaters** to St. Louis is called the **Upper** Mississippi. East Moline, Chad's hometown, **is located on** the Upper Mississippi. The Mississippi River has experienced a lot of **pollution**, and there is a lot of trash in the river and along the **shoreline**.	*headwaters*—the beginning of a river *upper*—higher in place *is located on*—is next to *pollution*—poisons, waste, or other things that hurt the environment *shoreline*—the place where land and water meet

Questions

1. What is the longest river in the United States? [ALL]
   The largest river in the United States is _____. [TR]
   The _____ is the longest river in the United States. [EN, EM]

The Upper Mississippi runs between which two points? [ALL]
   The Upper Mississippi runs between _____ [TR].
   The Upper Mississippi runs between _____ and _____. [EN, EM]

Where is Chad's hometown? [ALL]
   Chad's hometown is _____. [TR]
   Chad's hometown is located on the _____ _____. [EN, EM]

What is a problem the Mississippi has experienced? [ALL]
   A problem the Mississippi has experienced is _____. [TR]
   The river has experienced _____. [EN, EM]

Where is the trash located? [ALL]

    The trash is located _____. [TR]

    The trash is located in the _____ and along the _____. [EN, EM]

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