

## English Language Development Lesson Framework

Theme \_\_\_\_\_

Topic \_\_\_\_\_

### **To Consider in Every Lesson Stage:**

Assess conceptual and language learning	Ensure students are speaking
Provide Think-Time	Make expectations clear
Group/partner students	Teach learning strategies explicitly
Use supplementary materials	Teach concepts and language in a context
Distribute questions purposefully	Monitor own speech
Connect the language from each activity to the next	
Provide explicit instruction of language form for speaking and writing through models/prompts	

**Into:** *Prepare students to participate and learn in the lesson.*

- **Objective**

The objectives are usually stated in the introduction of the lesson and should be reviewed before the students begin working on it, as they work on it and reflected upon when they finish working on it.

- **Build Background**

Here you will build background for the vocabulary. Find out ways to see what students already know about the words you will explicitly teach. Connect words to prior experiences and previous learning.

- **Introduce Vocabulary**

Introduce each term focusing on pronunciation, spelling, forms (in grammar). Let them spend some time working on the words in text before you jump to the meaning of words. This is not a TEACHING of vocabulary, it is an introduction.

You may then need to build background for diving into the text if the vocabulary background building work did not do that.

**Through:** *Deliver knowledge and language through intentional instructional strategies that scaffold conceptual and language learning.*

- **Presentation**

This is where you read the text. ALWAYS set a specific purpose for their listening to the text. Identify what you want them to pay attention to while they listen to you read.

For Read Alouds to impact language and thinking, there needs to be repeated exposure to the text. You may need to read it 3-4 times, each time with a different purpose regarding language and/or comprehension.

- **Practice**

(This is where your Powerful Vocabulary instruction happens.) Have students work with words out of context focusing on spelling, pronunciation and meaning. Examples ways to do this:

- Have students sort vocabulary by the ending sounds /d/, /t/ and irregular verb
- Describe or explain the meaning of a word in Find your Partner with words and matching pictures, or Find Your Group with words, matching pictures and meanings (connect words and meanings)
- Determine which words belongs in the context in a cloze activity (use words in context)
- Identify relations between words in a Four Square Meaning Maker
- Use the information from a question to write an informative answer in Question and Answer
- Describe or explain meaning of a word through charades.

**Beyond:** *Create opportunities for students to internalize and personalize conceptual knowledge and language to become part of the students' schema.*

- Application

Have students write a text using a certain % of the vocabulary words. The writing should be an extension from the text. Identify the following before writing, each should vary with every writing assignment:

- Writer's role
- Intended audience
- Purpose for writing
- Format of writing
- Expectation of vocabulary use

- Reflection

Students metacognate on the process and product of their learning: what did they know before, what do they know now, how did they learn it, what worked, what was a struggle, etc.

- Review Concepts, Language and Objective(s)

Have students summarize the critical pieces of learning (content and language) and assess their meeting of the objectives.