

Sample 45 Minute ELD Daily Schedule

This is a model of the 45 minute instructional block. Times may vary based on need. Examples bulleted are not comprehensive.

- Skill Building (8 Minutes):
Fill in language gaps that may not happen in tier one instruction based on the disparity between grade level language expectations and actual language proficiency. Some skills can be taught in isolation to maximize repetition, exposure, etc. This time should be brief.
 - alphabet
 - individual sounds, blends/digraphs
 - sight words
 - rhythm (using poems, chants, etc.)

- Access Background Knowledge (5 Minutes):
At the beginning of EVERY lesson, background knowledge must explicitly be, supporting students in pulling up their schema. If it is at the start of a new unit/study you will *build* background knowledge, supporting students in creating a schema to organize new information and language, for an entire lesson.
 - Turn to your partner and tell them three things about...
 - Find Your Partner/Group
 - Journal writing

- Explicit Vocabulary (4 Minutes):
At the beginning of EVERY lesson, students should explore the vocabulary that will be used throughout the lesson. This is NOT copying definitions or teacher explanations. Vocabulary is internalized when students are provided opportunities to make their own meanings and connections about and with new words. This may actually be part of the Background Knowledge phase.
 - Turn to your partner and explain three of these terms...
 - Find Your Partner/Group
 - Visualizing
 - Concept mapping
 - Listing synonyms/antonyms/related words, etc.
 - Charades

- Presentation of Language and Concepts (23 Minutes):
This is the “meat” of the lesson. ELD lessons should explicitly teach language forms and functions in a context focused on academic communication, written and oral. Language and concepts being learned should be built upon what the students bring to the classroom and built by the scaffolding that teachers use to deliver instruction. Language and concepts should also be cognitively challenging and age appropriate. Within the meat of the ELD lesson students should be developing reading, writing, speaking and listening skills. Language objective should make explicit the language expectation.
 - Base ELD lessons on a text
 - Use manipulatives, realia and supplementary materials to make the text come to life
 - Explore vocabulary within the text
 - Pull language forms and functions from the text
 - Use text as a model for writing
 - Make connections to students’ lives and experiences

- Review (5 Minutes):
At the end of EVERY lesson, students should be provided the opportunity to summarize critical pieces of the lesson, to metacognate about their learning and assess their attainment of language objective(s).
 - Outcome Sentences
 - Turn to your partner and tell them two important things about ...
 - L on the KWL
 - Journal entry