**EL LESSON DEVELOPMENT TOOL**

1. **Theme (Unifying element):**
2. **Language proficiency level:**
3. **Complex Reading Selection:**
4. **Main CCR Standards:**
5. **Corresponding ELP Standards:**
6. **Complexity of the focus text**
   1. Quantitative measures

Lexile …

* 1. Qualitative features:

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| --- | --- |
| Meaning/purpose | Structure |
| Language | Knowledge |

1. **Academic Vocabulary** words that demand attention and are related to the big ideas.

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| --- | --- |
| These words merit less time and attention  (They are concrete and easy to explain, or describe events, ideas, processed, concepts, or experiences that arte familiar to your students.) | These words merit more time and attention  (They are abstract, have multiple meanings, and/or are part of a large family of words with related meanings. They are likely to describe events, ideas, processes, or experiences that are unfamiliar to most of your students) |
| e.g., page number – word- definition | e.g., page number – word- definition |

1. **Preparing the learner**

* Selected short readings and discussions (not just lectures) to build background knowedge
* Visuals and movies help build understanding and pace
* Volume and variety of reading contribute to word knowedge and topic understanding.

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| *Activity Name* | *Description* |
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1. **Interacting with the text**

* Read the text multiple times allowing students to recognize new information each time.
* Scaffold the reading for students who need support, not just everyone
* Stop often and discuss what you read; the meaning of the text, summarizing what is read.

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| *Activity Name* | *Description* |
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1. **Extending understanding**

* Ask students to share their understanding with others
* Provide ways for the students to apply what they have read
* Focus on explicit language building and practice
* Provide opportunities to write about their text and their understanding

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| *Activity Name* | *Description* |
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1. **Include “Just right” scaffolding**

Create instructional opportunities that recognize all students including beginning ELs have linguistics resources that can be used to engage in activities designed to meet academic content standards

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| *Activity Name* | *How does it meet all students at various levels?* |
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1. **Focus on language**

Focus on language is a resource for meaning making and as a “craft” for communicating with different audiences for different purposes.

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| *Activity Name* | *What is the language focus and why?* |
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1. **Plan for student to student conversations**

Build in opportunities for students to discuss what they are learning. Activities need to include

* + A clear structure
  + Generative prompts
  + Accountability for all students
  + Claims and evidence

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| *Activity Name* |  |
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