

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

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Core Knowledge Tell It Again! Read-Aloud Anthologies

Teaching Core Vocabulary.

despair, v. to feel very sad that what you wanted will not happen or occur

: 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.

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

Define the word

Example

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 exemplar lessons that follow, to support teachers definitions for 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 1A4: **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 relevant to answering that question is inserted and help students come up with their answers. The following routine is suggested: Ask students the guiding question, read the inserted text to help with 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:

In the Core Knowledge Skills routines, the level of scaffolding is the same for ELLs/MLLs at all four levels of proficiency to ensure 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 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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