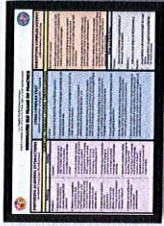
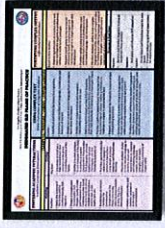
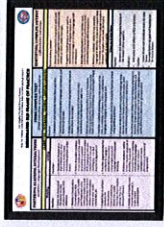
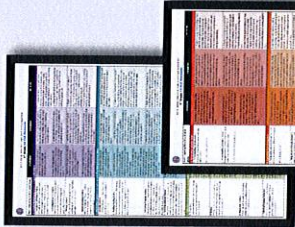
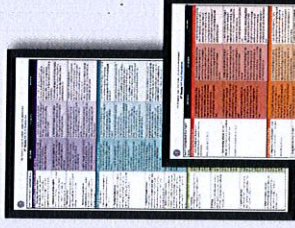


Start Smart 1.0	Designated ELD Lessons	Start Smart 2.0	Designated ELD Lessons	Disciplinary Discussions Using Text Sets	Designated ELD Lessons
August/September 15 Lessons	September/ October	October/November 15 Lessons	December	January - February 20 Lessons	February - June
Construtive Conversation Skills Skills taught in isolation	 Plan and teach lessons using the Designated ELD Framework of Practice* and the CA ELD Standards - Part I & Part II	Construtive Conversation Skills Paraphrasing is emphasized Create and Clarify together	 Plan and teach lessons using the Designated ELD Framework of Practice* and the CA ELD Standards - Part I & Part II	Construtive Conversation Skills All CC skills applied	 Plan and teach lessons using the Designated ELD Framework of Practice* and the CA ELD Standards - Part I & Part II
Visual Texts		Visual Texts Info Graphics		Text Sets Multiple Visuals Written Text Audio Text Video	
SPF		SPF 2.0		SPF 2.0	
Code Models Revise Non-Model	 Plan and teach lessons using the Designated ELD Framework of Practice* and the CA ELD Standards - Part I & Part II	Code Models Revise Non-Model Graphic Organizer	 Plan and teach lessons using the Designated ELD Framework of Practice* and the CA ELD Standards - Part I & Part II	Code Models Graphic Organizers	
				Close Reading	
				Critical Analysis Questions (SBAC)	
				Research and Writing	
Oral Presentation of Poster		Oral Presentation & PPT		Oral Presentation Multimedia Presentation	



Los Angeles Unified School District
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT
DESIGNATED ELD FRAME OF PRACTICE



FOSTERING ACADEMIC INTERACTIONS <i>Academic Language Development</i>		USING COMPLEX TEXT <i>Direct Instruction of Linguistic Features</i>	FORTIFYING COMPLEX OUTPUT <i>Differentiated Instruction</i>
CLARIFYING / MODELING / GUIDING- COMPLEX LANGUAGE			
Modeling	Guiding		
Teacher: - States the purpose of the lesson and the student-friendly ELD objective - Models a Constructive Conversation Skill (Create, Clarify, Fortify and Negotiate) using language models based on previously observed student conversations, mentor text, multi-media text, etc. - Establishes or reviews routines for Constructive Conversations (ex. <i>Model/non-model listening comprehension activity, Pro/Con, Stronger/Clearer</i>) - Models and clarifies oral complex language to make output understandable	Teacher: - Introduces prompt on a high interest topic that connects to the direct instruction portion of the lesson - Guides & models students to use language of the topic to practice a targeted Constructive Conversation Skill (<i>engaging, relevant, intellectually rich and challenging – CA-ELD Standards Appendix C</i>) - Provides opportunities for students to engage in extended interactions using target academic language and disciplinary thinking. - Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)	Teacher: - Introduces and charts the lesson focus question - Introduces and clarifies text language, vocabulary, and features of the text. - Models how to read and use language from the text to think about the content. - Models how to keep track of and remember information from the text for later use. - Delivers lessons based on Part II ELD Standards (<i>Learning about How English Works</i>) supported by Part I ELD Standards (<i>Interacting in Meaningful Ways</i>) - Provides scaffolds depending on the nature of the task, knowledge of content, and/or proficiency in language to engage in and complete task - Prompts students about the linguistic features of text using guiding questions - Guides student to practice using the language from the text and the Constructive Conversation Skills while analyzing complex/mentor text (Part I) - Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)	
		Based on data, teacher: - Extends opportunities to practice skills with tools and linguistic supports to produce oral, written or multi-media messages. - Supports (small group or one-on-one) to students to fortify complex output and vocabulary usage or to target language skill development - Provides collaborative oral/written work activities/tasks based on proficiency level and needed language skill development - Monitors students' ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students' strengths and needs (<i>formative assessment of output skills</i>)	
		Wrap-up & Next Steps	
		Teacher: - Reviews and clarifies linguistic feature of the lesson's focus question Students: - Self-assess and reflect on ELD objectives Teacher: - Closes lesson and introduces topic for next lesson - Develops follow-up goal and experiences for future lessons	