LUCY CALKINS AND COLLEAGUES

UNITS OF STUDY
Reading ✦ Writing

Supports for English Language Learners

in UNITS OF STUDY *for* TEACHING READING

Grade 3

Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project
with Educators from across the state of California

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Supports for English Learners in Units of Study for Teaching Reading, Grade 3

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Introduction

Welcome!

This document was first drafted by a team comprised of leaders from Teachers College Reading and Writing Project as well as leaders from across the state of California. This team included people who have been especially central as authors of the Units of Study, as well as people with special expertise in supporting English language learners. After the planning team convened, a larger group of teacher-leaders from across the state of California joined in the effort. Each of these teachers, listed below as contributors, provided the data for the detailed discussion of the ELD support strategies within each particular unit that appears in the second part of this booklet.

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Overview

Our goal is to support teachers of children who are learning English as a new language. More specifically, this document will help you recognize the many ways that the Units of Study in Reading and Writing support English language learners, and it will help you adapt your teaching to make it even more helpful.

Core Beliefs

There are some core beliefs that undergird both this document and the Units of Study curriculum.

- We believe that learning another language is an asset, not a deficit.
- We believe that there is no such thing as a typical language learner. English language learners are as unique as any other kind of learner and benefit from teachers who know them well and who use that understanding to plan for their growth.
- We believe that being an English language learner does not necessarily mean that a child should be classified as a struggling student.
- We believe that teachers can accelerate language growth by working to lower the anxiety that can be associated with language learning. Teachers can make the journey towards learning another language more joyful when they welcome language approximations, understand the stages of language acquisition, and allow language learners to use their primary language to engage with content. Language, like all skills, is best learned through practice.

You'll see that this document details how the Reading K-5 and Writing K-8 units already support English language learners and also suggests important revisions to make particular units even more helpful for English language learners. We hope that our effort to identify and elaborate upon some of the supports that are specifically helpful for English learners can help you make the best possible use of those supports, and that doing this can also help you add additional supports as needed.

In summary, our hope is that this document will empower you with a repertoire of teaching methods that will allow you to live the belief that Pauline Gibbons so eloquently describes below:

> *"Treating EL Learners as the people they can become means that we see students not in terms of what they lack—in their case, full control of academic English—but as capable and intelligent learners who, with the right kind of support, are as able to participate in learning and achieve academically as their English-speaking peers."*
>
> —Pauline Gibbons, *Scaffolding Language Scaffolding Learning*, 2015

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Guiding Principles

We want to offer a few overall principles to teachers of English language learners that can help guide you. First, remember that all learners learn language, reading, and writing through practice. Your students will especially need large chunks of time to talk, read, and write. This means that you will want to read through the units of study as they are written and to find ways to tighten and trim them. To do this, ascertain what the main throughline is of the minilesson, and note instances where that main lesson has been elaborated upon in ways that aren't essential for your students right now. For example, if the lesson teaches students to read, paying attention to author's craft, and then lists eight possible craft elements they might notice, that long list can be PD for you and can inform future small group work, but when talking to your whole class of kids, you can highlight only the craft moves that you decide will be most helpful to your whole class.

Our counsel, then, is to tighten, trim, weed, delete—and to avoid adding even more teacher-talk. You'll want to add to your minilessons, yes, but you'll add dramatizations, visuals, time for kids to chorally read with you, time for partner talk, time for kids to try something a second time. That is—you'll tend to add more time for kids to talk, and you'll tend to delete teacher-talk.

It will help if you keep in mind that you are not teaching towards mastery. Learning always involves approximation, and it is clear that students will not fully grasp a writing skill or strat-egy simply because you have talked about it and demonstrated it. They'll need to engage with that strategy during work time before grasping it, and they'll no doubt encounter that strategy repeatedly across days. Because you aren't teaching towards mastery, when you feel that the content of your minilesson is a lot for your learners to grasp, instead of slowing that lesson down, adding in a zillion scaffolds, paraphrasing and discussing each aspect of it, you will want to speed up. Aim only for your learners to grasp the gist of the most important content. Meanwhile, monitor your own teaching. When you feel that a minilesson is caught in the weeds, when it takes a long time to cover the content you are trying to teach, you are probably teaching towards mastery instead of highlighting the most important within-reach content and trusting that approximation matters.

Keep in mind that learners can only get better in a step-by-step way. No amount of scaffolding will enable readers who are reading Level J books to have success with Level U books! Instead, those learners need to progress to Level K books, and they should be able to do that with limited and brief scaffolding. From there, they can progress to level L books. Those readers will need lots of opportunities for high-success reading as they progress along that trajectory. In a reading workshop, those students will be reading the books they need to read. They'll do the work you highlight while reading those within-reach books.

Although writers often progress in similar ways, writing workshops are designed to allow every writer to function at his or her own level. Many fifth grade classrooms, for example, contain a number of writers (and these youngsters may or may not be English language learners) whose drafts resemble those benchmarked at the first grade level. Yet too often, those fifth grade writers, who can be described as working at the first grade level, aren't given the same opportunities for repeated, successful practice at their level that first graders are given. First grade writers are usually given booklets within which to write, with each page including a relatively small number of lines and a space for sketching. Those first graders are encouraged to sketch the content of a

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story before they write and to label key items in those illustrations. They also say aloud the text before they write. Fifth graders who are operating at those writing levels would benefit from more grown up versions of that paper and from similar encouragement to sketch, label, and say aloud the text prior to writing. Too often, instead, fifth grader writers sit in front of a single page of notebook paper, eking out a few tight sentences.

It will help you to know that any skill or strategy taught in an upper-grade reading/writing unit of study is also supported in the earlier grades, and some of the checklists, graphics, and tips that fill the K-3 units could be helpful to teachers of older students who are beginning English learners. Some teachers duplicate relevant bits of books from earlier grades, and use those bits to support small groups.

There is no question that students in upper elementary and middle school grades who have not grown up within writing workshops will find the Units of Study for their grade level challenging. This will be true even for students whose first language is English. The units were written for stu-dents who are growing up within reading and writing workshops. Once your upper grade and middle school students come to you with prior experiences in Units of Study, the grade-specific units will feel appropriate for them. But meanwhile, there are two ways you can respond. First, we encourage you to borrow units from previous grade levels and teach those as ramps prior to teaching your grade specific units. For example, we encourage fifth grade teachers to begin their year's reading workshop by teaching Unit 3 of Grade 3 before embarking on Unit 1 of Grade 5 reading.

Also, in June 2017, a new publication will be released called *Up the Ladder Units: Accessing Upper Grade Narrative, Information and Opinion Writing*. This is a set of three units and a small guide. The units in this set have been especially designed to accelerate learners' progress so they will be ready to prosper in the upper grade units. The *Up the Ladder* units begin by inviting students to write lots of small pieces that contain the essential characteristics of that specific genre, and to do so within especially motivating, supportive, and clear instruction. The sessions are brief, and each minilesson has been videotaped for you so that you can hear how it fits easily into the ten-minute time frame.

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Work Time, Conferring, and Small Group Considerations for English Learners

English language learners benefit from working with the teacher during independent reading and writing time through one-on-one conferences and small groups. You'll want to draw on different methods flexibly within your conferences and small groups, based on students' needs. You can use the *ELD Proficiency Continuum* and the CA ELD Standards to tailor small group learning objectives to individual groups.

For small-group work, you may need to spend time more time with English language learners at higher proficiency levels than with newcomers. Those students with more English proficiency need your help to learn academic English vocabulary, pronouns, and verb tenses, which they cannot learn easily from peers.

That said, you'll also want to spend time with newcomers, supporting them in a variety of ways. Newcomers are not homogeneous. They come with varied levels of formal schooling, literacy in their native language, and life experiences that might involve trauma that will impact their learning. In addition to getting to know who these students are, you'll want to prioritize bringing them into the community, into the social life of the classroom. They'll benefit tremendously from structures you set up for them to work shoulder-to-shoulder with other kids, participating in the social language of the classroom. Channeling other children to help the newcomers label pictures they've drawn showing stories of their lives will also provide important help.

For additional recommendations, be sure to view the Video Orientations on the Units of Study and TCRWP websites.

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English Language Development Toolkit

Key Ways to Ensure Comprehensible Input

When demonstrating a sequence of steps, name the steps. Say the steps, then take them

Oftentimes, you may be bringing students through a sequence of steps without naming the steps explicitly. It helps to turn a complex process into a small list of steps, saying, "First… Second… Third…" You'll want to repeat these steps multiple times. Typically, they are repeated before you teach ("Will you watch how I…"), as you teach ("First… After that I … Then…"), and summed up after you teach ("Did you see how I…?").

Provide a quick demonstration of a key skill or strategy

If you are teaching students that readers reread a piece of writing to determine what craft moves are used, instead of saying, "Reread this writing and see what craft moves are used," you might instead say, "Will you watch me (or join me) as I reread this writing, noticing what craft moves are used?" Then, you could shift into a demonstration and show students how you read a bit of the writing, and muse aloud about what craft moves were used. You note something in the text, then think aloud. "Huh… that's interesting! It feels like the author is using the same exact words she did earlier…Maybe she's doing that because..." This lets students see and participate in the step-by-step process used by a proficient reader/writer.

Make a concept or strategy clear by giving an especially accessible example

If you want to teach students to compare and contrast two texts, for example, you might first help them to compare and contrast an apple and an orange, then you might ratchet up by the task by comparing and contrasting two photographs, and finally you will move to texts.

Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy

When you are introducing a new concept or strategy, you can boost kids' understanding by providing a counter example. This is often done as a quick aside. You might say, "Will I describe this character by saying, 'She is nice' and that's all? No way! I'll need to be more specific, right? Maybe I'll say, 'She is generous with her things, and she is also enthusiastic about ideas, always game for anything'." If you exaggerate and ham things up a bit, kids often find these "don't do" examples are funny.

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In a partner conference, you might demonstrate dysfunctional partner work, then contrast it with highly functional partner work, and then invite kids to name what was different between the two examples. In a writing strategy lesson, you might use a fairly weak piece of writing and then ask students to practice using a writing strategy to strengthen an aspect of that piece of writing. You then have two texts—one that illustrates the "don't do," one that illustrates the "do."

Debrief by summarizing what students said after a turn and talk or club conversation

After you listen in to students talking, you might share out whatever you heard the students discussing, saying, "I heard so and so say…" Your description might use language structures that make the students' language more academic or grammatically correct, or that include higher-level vocabulary. You might also explain to the rest of the class how the example you have just shared goes with the concept you have been teaching. "Notice that Rhea didn't just…. No way! Instead she….I love the way she…., don't you?" Often you will highlight positive examples of students' work at the end of the active engagement when you say, "So I heard so and so saying…"

Use consistent language (e.g., repeat the teaching point, repeat key terms)

It is helpful if you use language in consistent ways. This means clarifying among yourselves whether or not terms are synonyms. Is there a difference between "evidence," "example," "sup-ports," and "reasons," and if so, what is the difference? If several terms mean the same thing, use them as synonyms when talking with kids. For example, you might say, "It helps to add specifics, to add details."

It also helps to repeat the teaching point multiple times, in the same language, so that kids come to know it well.

Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concepts comprehensible

To teach academic language successfully within a session, it helps to identify critical language that may need to be simplified for some students. While teaching, you can use the tricky word, and then provide a synonym or a definition to help students access the academic language. You'll want to keep your paraphrasing short and concise. This allows students access to the critical work of the session/unit without reducing the rigor of the work and without extending the amount of teacher talk by more than a few seconds.

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Dramatize key parts of the lesson in a way that emphasizes meaning

You might dramatize key parts of whatever you are teaching. For instance, if you are doing work around character traits, you might say, "Oh, the character is sneaky," and then move your body in a sneaky way. You could invite students to do the same, recruiting them to briefly act out what "sneaky" looks like. Or, your modeling might relate to the context of the work. For instance, if you want to emphasize that people can retell a book in big or small steps, you can walk across the room in the two ways.

Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures

It can help to locate a few concepts or vocabulary words that recur across the unit, and to create gestures that link to these. You'll want to use those same gestures repeatedly and to invite students to use them as well. For example, you might teach students that when retelling a text, they can start by telling the part they just read, but then as they retell that part, they'll refer to characters or events that happened earlier in the book. At those parts, the reader can literally reach back with his or her hand, physically drawing on and recapping an earlier part of the text that explains the current section. These gestures are especially powerful if they link to the visuals on the anchor charts. Gestures serve as a tool to teach students what you are talking about and also to help students remember the meaning of a term.

Use visuals to draw out the most important vocabulary, concepts, and language structures

You'll want to identify key vocabulary, concepts, and language structures that will help students access a particular skill as they read or write. Then, you'll want to provide visual support (e.g., pictures, photographs, or videos) that captures the key concept and helps demonstrate language forms and functions. This support is critically important across the grades. Visual word banks (which include a word plus a picture) should be accessible in the classroom environment. You may find these on instructional charts, in reading notebooks, or on a social studies or science vocabulary chart in the classroom.

Choose idioms, multiple meaning words, and metaphors carefully and strategically

The important thing is to be aware of when you use idioms such as "head start" or "leg up." Similarly, you need to be aware of when you use metaphors such as talking about rereading with a lens, or zooming in on important examples. You may decide to cut back on the use of some of these, but mostly you'll treat these just as you treat any vocabulary word or phrase that you believe may be new for your students. That is, you might make the terms comprehensible by acting them out, by adding gestures that illuminate, by providing a synonym, by defining the term.

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Selectively choose models and examples to share with the whole class

As much as possible, when you ask one student to share out with the whole class, it's important to carefully select the student who will share his or her ideas. In order for that sharing to be valuable for the whole class, it helps if the student's response is a good example, one that mirrors what you're expecting to hear. Prior to calling on one student, then, it helps if you listen to students as they turn and talk. You might want to prepare the student you select by saying, "In just a minute, can I ask you to share that idea with the class?" Or you might set a student by asking, "Are you saying…" and then rephrasing what the youngster has said so that it will work with the larger audience of the class.

Build on Students' Prior Knowledge

Incorporate references to your students' interests, background knowledge and motivations into your teaching

As you teach, it is particularly powerful to connect new learning to what students already know. One way to do this is to reference topics that relate to students' experiences when you model. When students know the topic you are using in the demonstration well, they can participate more actively—and almost help co-construct your demonstration.

Another way you can connect to what students already know is by bringing in texts that reflect their background knowledge and experiences. This not only gives students a point of reference that aids learning, it also conveys that their life stories and experiences matter.

Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge

Oftentimes your teaching stands on the shoulders of earlier teaching. For example, if you are teaching students yet another way to check on their comprehension as they read, you might first want them to call to mind earlier instruction. You might say, "Will you and your partner list three strategies you have already learned for checking your comprehension as you read?" Then you might say, "I heard you say…" and list what you hope they said. This provides the foundation for you to extend the earlier instruction.

This technique is frequently used in the connection of a minilesson when you ask students to turn and tell their partner what they've learned in a past lesson or in a past unit pertaining to the topic of the day. For instance, when launching a realistic fiction writing unit, you could say, "Will you remind your partner of three things you already learned are especially important when writing a story?"

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Modify examples in the lesson to match your students' background knowledge

As you teach, it is helpful to always think, "Will my students have the background knowledge they need to access these examples?" For instance, if a session refers to ranking items as the "Best in Show," will your students have the knowledge they need to access that example? If not, you might substitute a more relevant example that will give your students access to the skill you are trying to communicate.

Teach new content by relying on shared experiences and texts

During instruction (minilessons, read alouds, conferring, or small groups), it is often helpful to refer to common experiences in the classroom. For example, in order to help students know that a writer focuses on the most important part of an episode, you might refer to a class field trip and point out that if you were writing about it, you wouldn't be apt to focus on lining up to get on the bus, but rather on an interesting thing that happened during the field trip.

In the same way, if you want to explain that readers ask, "What is the most important thing the character learned in the story?" it helps to use a familiar text to make the point. Because students will know that text well, it is more efficient to reference it rather than a new, unknown text. Referencing a familiar text allows the teacher to highlight a new skill or strategy rather than the content of the text.

Read or preview the text prior to referring to it

If you know that a text will be especially key to your teaching, you might decide to orient your English language learners to that text in advance. You could do this on the spot by providing a quick summary of the text to the class before you read it aloud. Or, you might do this in a small group, perhaps by showing kids a video or reading aloud some or all of the text before the group will encounter that same text within the whole class situation. As you preview the text, be sure to highlight key words and phrases.

Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts

Reading across several books on a topic or within a book series introduces students to repeated vocabulary and language structures. Multiple opportunities for exposure to the same language help students learn the new vocabulary words of that topic or book series. Students benefit from not having to learn new schema and vocabulary every time they pick up a book. To prepare text sets on topics, you might look at similarities among texts in a bin. For instance, you might group five texts that all have to do with food and five texts that all have to do with oceans.

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Provide Access to Complex, Academic Concepts and Strategies

Keep your teaching trim, tight, and engaging

Writers sometimes liken the process of writing to the process of frying bacon. The bacon starts like a large slab and ends as a tight, small slice. Moreover, that small slice of bacon packs a mighty punch.

There are instances when the Units of Study books are already written like that cooked bacon, and instances when you may need to don your chef's hat and do some more frying! That is, there are instances when you will need to reduce the volume of a minilesson, mid-workshop, or share. Especially when teaching English language learners, it is helpful to cut unnecessary teacher talk and to avoid saying the same thing too many times (even if this repetition is done in an effort to support understanding), to select only the best examples. It is helpful to trim away tangential ideas or examples. For example, if the connection is long and the metaphor might confuse students, you may decide to cut it. If students are taught one main thing, and then the minilesson adds in three higher-level tips, you might decide to teach those only in the small groups where they'll be relevant. If the active engagement channels students to practice the teaching point in a second text and you think it is more important for students to practice it in their own writing, you might cut the active engagement, move the link up in the session, and get students started doing the work.

As part of this, it is usually important that you don't add much more talk to a session, paraphrasing, explaining, discussing any teaching you do so that what you say expands to three times its length.

Teach content in a chunk-by-chunk way

When you are introducing a heavy concept or lots of new learning, you might decide to teach one part and then to provide students with opportunities to talk before you proceed to teach the second chunk. The interval for talk (or for applying what you taught) can help students synthesize what they are learning. When considering how to break down challenging content, think about the prerequisite skills to the new learning. If you're teaching your students to compare and contrast characters, for example, students must first be able to describe each character. Breaking down content into manageable chunks is important for ELLs. That said, while we support breaking down content within minilessons to make learning more accessible, we strongly caution against making a regular practice of breaking one session in the Units of Study books into two sessions, and hope that you do this only on a few occasions so that no unit lasts longer than 4-5 weeks.

Use think-aloud strategies to demonstrate your thinking process for students

When you are helping students grapple with a challenging concept, it helps to make your thinking visible by saying aloud the language that's in your head so that students can understand the process you are working through. This is especially beneficial when the process is tricky or

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is new to your students. Your language will sound like the language of thinking. It will include "Hmm….ahh….maybe I should….let me try that…"

Build and/or use anchor charts with students and continually refer to them as you teach

Anchor charts are supportive for English language learners in many ways. The anchor chart Post-its are illustrated, so they help clarify the points you have taught and provide a visual reminder to students. Teachers and students can remind themselves of strategies to try, and they can refer to the chart often to help them with their work. Often times, anchor charts give students examples of work that helps clarify important teaching points. If teachers refer to the anchor chart often as they teach, this helps students see clearly what the teaching point is and how they can refer to the chart on their own.

You may decide to build a chart with your class over time, with you adding bits of new teaching to it every day. English learners benefit from seeing these charts built in front of them and with them, as the anchor charts themselves help learners understand how the new teaching connects to the work of the unit. This is more helpful than giving and using a "pre-made" chart with ALL the teaching points exposed. Students often don't know what to do with charts like these, so they are no longer useful as a tool for support. You'll want to refer to the anchor charts again and again, even just by touching them as you mention something you have taught previously.

Anchor charts can be used in whole group instruction, as well as one-to-one conferences and small groups. In a small group or conference, you might provide small copies of the anchor charts to your students, inviting them to reflect on what strategies they are using and what strategies they could use more of in their reading or writing work. This would typically work in strategy lessons or in a small group that uses the read aloud or shared writing as the teaching method.

Provide teacher and student-made exemplars

Just as a picture illustrates a concept, so, too, an exemplar text can illustrate a quality of good writing or a reading skill. When teacher- and student-made exemplars are used, students can see how those texts are made. For example, you can illustrate elaboration by writing a brief text and then showing students how you reread that text, ask questions of it, and add your answers to the questions to the text to elaborate.

In a writing strategy lesson, a teacher can use the exemplar to demonstrate and illustrate a specific writing strategy. That text can be annotated and kids can then use that copy to help them revise their own writing with teacher coaching and support.

In a reading lesson, the teacher may make a Post-it to show a reading skill. The teacher might, for example, make a low-level character inference Post-it (such as, "The character is nice or "The character feels happy,") then show students how to revise that to make a higher-level example ("The character is generous" or "The character is both kind and giving" or "The character is acting friendly."). The teacher could then show students how to make inferences more specific or more complex, or how to develop traits (not just feelings). The ladder of examples can then be annotated and used to illustrate a progression of skills.

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Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports

You may pair students (or place them in triads), doing this deliberately to provide them with important supports. For example, you may decide to pair two students: one who is at the emerging stage and another who speaks that student's first language as well as English. In this situation, the more emergent English speaker will have the support of a partner who speaks that child's first language and understands the teacher's language. The more experienced English speaker can function as a language model (using examples, gestures, dramatization). The English language learner can do this work in English, but with someone who is a stronger language model. Triads are especially supportive for newcomers who might benefit from having a "bilingual buddy" in their trio.

Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts

You might ask students to try something, then coach into that work and ask them to re-try it. For example, you might repeat the active engagement in a minilesson, using a voice-over to coach between students' first and next efforts. This gives students an extra opportunity to practice what you just taught, doing the work at a higher skill level or in a slightly different context. This amps up the engagement and lifts the level of students' work. It is particularly useful if you're demonstrating a new concept and don't want to overload the initial instruction, but do have added points to make.

Voice over during student practice with directions, language stems, or multiple examples

In many lessons, there are suggestions for what you might voice over as students are practicing. To voice over, you usually raise your voice over students' voices so you can be heard or suggest a tip while students work independently. For example, if you are teaching a minilesson around character motivations, you might say, "Okay, everyone, try it with your own text." After a minute, you might voice over, "Once you've named a character trait, ask yourself, 'Why might the character have done that? Was it to solve a problem? Was it to accomplish a goal?' See if you can figure out why the character did that!"

Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work

Structured language stems provide English learners with choices and options of how to use language to access and express ideas. Stems are more open-ended than sentence frames, and for these, the teacher typically provides a sentence starter that students fill in with their own responses. Language stems can be used for reading and writing skills across various genres. These language stems give students a place to start, and they allow students to try out the language functions demanded of the genre.

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For example, you might use language stems with a small group that you pull to do some shared or interactive writing to support opinion writing about a text or a collection of objects. If the kids in the group are writing about a text, the stems might say, "The author shows this….This is important because…" If the students are describing things in a collection, stems such as these could help: "It is… It has... It can…" This small group could be replicated with other genres or language structures to provide stems that students can use within writing.

A sentence frame is a heavier level of temporary scaffolding because students have to drop in specific language. For instance, if the sentence frame is "I believe _____ because _____," students have to drop in specific words and make grammatical decisions that help to fit a frame. Structured language frames help students build more language structures, such as verb tenses. You will want to match the frames you choose to your students' language needs.

Invite students to get started doing their work before they leave the meeting area

If a concept is new or complex, you might invite students to get started doing work in the meeting area, with you there, so that you can coach into and support it before students go off to work independently.

Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session

Especially for beginning and emergent speakers of English, it can be helpful to provide a preview of some of the key points the day before the lesson, perhaps doing so by pulling the students who need this preview into a small group or by asking anyone who needs more help to remain after the minilesson for additional help. This gives kids a chance to hear the language and experience the concepts in a minilesson more than once, thus facilitating accumulation of understanding across time.

Develop a word bank over time to provide students with additional academic language

If you are in a unit focused on developing deeper ideas about characters, you might add to a bank of character traits over time as you introduce students to additional words in the read aloud or the minilesson. You could also make this into a shades-of-meaning ladder, showing in a visual way that "peeved" is milder, "furious" more intense.

Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves

English language learners (like all learners) benefit from the opportunity to build on their strengths. In the predictable structure of a reading/writing workshop, there are many opportunities for peers and the teacher to name what students have already done well. Students learn to

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internalize criteria for good work by both giving and receiving feedback. If the criteria for judging what good work entails is crystal clear and students are given opportunities to self-assess, students can also identify their own strengths.

It is also important for students to know next steps. It is helpful if they have concrete goals, especially if those goals are calibrated to be ambitious, yet within reach. Partners, teachers, and readers/writers themselves can study what students are already doing and name what the next steps might be. Checklists and progressions can help students identify their strengths and crystallize next steps. When the checklists and progressions are illustrated with examples, that is especially helpful.

Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students

If you are working with beginning or emergent speakers, you might ask some yes/no questions so that students can tell you about their work. In a writing conference, while doing research, you might ask, "Is this Poppleton in the picture?" in which case the reader might say, "Yes!" You could then ask, "Should we start reading here (on the back page of the book)?" and the reader might respond, "Noooo." Similarly, you could ask, "Did you go to the park with your dad, or with your teacher?" and the child could then choose from the alternatives you propose. "Are you at the park or at the mall?" Once you get a child answering questions in a conference, you can then say that language back to the child. This allows the students to hear and interact with more expanded and complex language in a meaningful context. It also helps clarify the meaning that they are trying to convey. Some students may even be able to say back and use some of that very same language in their writing.

Ask questions that you hope students will internalize and later ask of their own texts

You can ask generalizable questions that you hope students end up internalizing and asking of their own texts. For example, you can ask, "Why do you think that happened?" or "How do you think that character felt?" or "Why do you think the author might have done that?" If you ask those questions repeatedly, students internalize them and ask those same questions of their own reading and writing.

In a guided reading session, you can use those questions as prompts, and you can plan to move from more highly scaffolded to less scaffolded use of them. For instance, you might start by asking the full question, "Why do you think that happened?" Then, as the child begins to own that question, you might ask, "Why?" and silently prompt with a quizzical look as you wait for the child to answer that question.

Incorporate realia (concrete objects) to build students' schema

It can help to bring realia into your teaching in ways that help build students' schema. For example, if the class is doing opinion writing, you might invite students to practice the language of comparing and rating using small dog figurines, pieces of fruit, or sports equipment. It is helpful

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for students to hold, touch, and feel these objects as they are working on describing what they notice about them. If you are helping students write more descriptively, for example, you can help them practice generating language by recruiting them to generate sensory details to match the realia that you (or they) are holding. Your English language learners benefit from doing this intellectual work using concrete, tangible examples.

Provide students with their own copies of familiar texts that they can then read independently

We know that for English language learners, repeated readings of a text develop stronger word accuracy, fluency, and comprehension. Repeated readings also help these students internalize new language structures and build vocabulary.

Often, teachers set English language learners up to do this work through shared or guided reading or by asking students to reread a passage of a longer read aloud text. When you provide students with access to their own copy of a shared text, they are able to reread that text—even if it is slightly above their independent level—and to do so with some independence. The opportunity to revisit a now familiar text not only helps with fluency and builds vocabulary, it also gives students a feeling of success.

You can also use shared/interactive writing to create a text that students in turn study, adopting it as reading material. When students co-author the text (whether they do so in a small or a large group), this supports them because the text they co-create uses their language structures and vocabulary. Students can develop stronger foundational skills as they read these familiar, co-created texts.

Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized

Learning often involves organizing. For example, a learner may collect steps, kinds, or ways. A learner may identify a big idea and then collect examples or reasons to support that idea. A learner might gather and sort ways two things are the same and are different. Much of this work can be supported if learners are invited to make graphic organizers to help with it. For example, the palm of a learner's hand can represent the big idea, and the learner's fingers, the supportive examples. Similarly, the learner could sketch a box and fill it with the big idea or the word "the same," and then use bullets to list items that fit under that. Students might sketch quick T-charts in their notebook to track what a character is like internally vs. externally or to collect evidence on both sides of an issue. In writing, students can use booklets to organize and display their ideas.

Graphic organizers can also hinder learning. For example, requiring students to spend a day filling out a photocopied storyboard prior to writing a story can slow down the process of writing. It is best if a graphic organizer is not pre-manufactured (such as a worksheet with a Venn diagram). Instead, ask kids to make their own graphic organizers.

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Give Opportunities for Structured Oral Language Practice

Provide students with extra wait time before participating in partnership, club, or whole-class conversation

Sometimes, we expect students to answer or respond immediately, but students would benefit from ample opportunity to think and process before they speak. You'll want to provide wait time when asking questions of the whole class or when asking students to participate in partnership or club conversations. For example, after asking a question such as "What revision strategies have you learned so far? List them across your fingers," give students a minute of silence to fill with their own mental language, as they think and list. After this bit of silence, you can then say, "Turn and talk!"

Remember that, in general, English language learners need more processing time. Resist peppering students with rapid-fire questions that require them to process and then re-process. This could interfere with their processing of the original question.

Provide opportunities for students to turn and talk

Once kids have the structure of think-pair-share internalized, perhaps from guided practice or a graphic organizer, you can ask them to "turn and talk." Turning and talking is especially beneficial for English language learners because it keeps them engaged, gives them time to practice oral language, and supports them in making meaning. To be able to read or write sentences, students need to be able to say them first. Turn and talk also provides a teacher an opportunity for formative assessment; as she listens in, she gets feedback about students' language and about their understanding of content, vocabulary, and structure. Turn and talk provides a low-risk setting for students to use language.

Setup of partner talk matters. To ensure that partner talk goes well, you might first teach the protocols of turn and talk—that partners should turn and face each other, and that when one partner speaks, the other child should make eye contact with him or her and use physical cues to show signs of listening. It helps to establish a signal to begin and end partner talk, so that minilessons stay mini and transitions stay quick. To help partner talk go well, you might assign Partner 1 and Partner 2 roles (and Partner 3 if applicable) to partnerships, and tell students which partner will speak first. Once taking turns is more fluid, partners can decide on the speaking order for themselves, especially if they are older. Students might practice this first with easily accessible topics ("What is your favorite ice cream flavor?") before you ask them to turn and talk in more academic ways. It may benefit students to see this work modeled. You could model it with a student as your partner, and use a fishbowl to show what powerful partner talk looks like.

Provide starter phrases that support skill practice and help to meet language objectives

It is helpful to provide starter phrases (stems) linked to the language objectives for a particular session. An example is the "Ways to Grow Your Thinking" stems from the units, which includes

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stems such as "This makes me think… The thought I have about this is… On the other hand…" Starter phrases should be used consistently enough that learners internalize them and begin to generate these phrases on their own, without the support of a list. Adding to the phrases over time allows students to hear and use different language. Usually you will model using a starter phrase before you ask students to use it (or other options on a list of phrases) themselves. Students will also benefit from producing the language first orally before they use it in writing.

Provide opportunities for students to work in intentional partnerships

During independent reading time, you may decide to partner a proficient English speaker with a less proficient English speaker, both of whom are reading at similar reading levels. The two students could read their book together by first studying the pictures and generating language, and then reading the words. After reading the book, the partnership could study the visuals again, with the more proficient speaker using vocabulary from the text and the less proficient speaker using language produced by the first partner as he talks.

During independent writing time, you may decide to partner a more proficient English speaker with a less proficient one for specific purposes. For instance, the less proficient English speaker could share her writing and the more proficient English speaker could say what he sees in his partner's pictures. Then the newer speaker could try to produce that language as he takes a second try at talking about the writing. This process could repeat a few times.

Strategic partnerships provide opportunities for students to work collaboratively in an effort to support one another as they build confidence toward writing independence. For example, partners could help each other hold onto the details when orally rehearsing a story. "You said…" "Did you tell about …?" The more proficient partner may be able to listen to the less proficient partner rehearse multiple times ("You seem stuck, tell me that part again." "Let me show you how I did it. Now you try it.")

Encourage students to dramatize (use gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing

The use of dramatic techniques can help students to delve into texts and to express concepts and feelings about their reading and in their own writing. In reading, for example, you could coach students to act out characters' actions or use facial expressions to communicate thoughts and feelings. Students can often dramatize concepts that they cannot yet communicate in words. An example of this in writing is that you might help students come up with more to add to a scene, coach them to act out actions or use facial expressions to show feelings they want to include in their story, and then a partner or teacher can help name these. Sometimes students even discover what language they're trying to access as they act it out.

Use visual supports to help students say more or understand more in their reading and writing work

Use of visual supports will help students understand more when reading texts and will also help them elaborate more when they write. For instance, to enhance students' understanding when they read, you might guide them to study the visuals on the page and say what they notice, such

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as in the setting or in characters' actions. When student write, you might ask them to produce sketches for a story (or for an information book or opinion piece) to help them add new details and elaborate on their writing.

Provide tools that support talk

Students will benefit from having tools to support their partnership, club, or whole class conversations. It helps to provide students learning English with mini copies of the sentence frames and language structures that they will use across a unit of study. This is not just beginning-of-the-year work. Instead, it pays to think about how these tools help extend students' talk over time.

For example, students might have a tool that highlights a protocol for book talks, such as ways to respond, ways to ask questions, ways to add information, or ways to give opinions. You might provide students with a list of questions they can ask one another: "Do you think…? I'm wondering…?" You could give students language to connect parts of the text: "This fits with…" "My part connects with your part…"

Provide opportunities for rereading (their own writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group)

It is helpful to provide opportunities for students to reread, both in reading and writing workshop. When English language learners reread their own writing during writing workshop, either with a partner or with a teacher, they often realize words they forgot or parts they want to rewrite that don't quite sound right. The act of rereading one's writing is especially helpful when monitoring for meaning. Rereading (and then revising) helps to clarify ideas and make them more precise.

Providing students with opportunities to reread books during reading workshop supports accuracy, fluency, and comprehension. With each reread of a text, students are able to hold on to more information, use their schema and background knowledge to pay attention to more than they could on a first read, and develop deeper understanding. It is helpful to reread both the books in their own baggies and copies of shared reading books. Consider doing small group shared reading lessons that give students multiple opportunities to read a text.

In book talks with a partner or club, or in read aloud, having an opportunity to say a thought multiple times is helpful because it allows children to be clearer and more precise each time. Students can add in things they may have forgotten the first time or use new vocabulary. Encourage students to restate their ideas as they talk with partners and clubs.

Provide opportunities for students to think/jot/sketch—pair—share

At times, you might ask students to jot (or sketch) to prepare their thoughts for a partner conversation. This method is useful if you want to give students more time to formulate their ideas before they talk, or if students have worked with the content before and are now revisiting it.

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You might ask students to first jot or sketch their thinking on their own (or to bring a jot/sketch they have already made to the whole class or small group meeting). After kids have each done some work on their own, they could share that work—their jots—with a partner. You could add on a layer of additional work, perhaps asking them to talk about ways to improve that work or talking about ways to sort/categorize it.

Provide students with opportunities to talk and listen to multiple partners

Students benefit from repeated opportunities to practice oral language output and to listen to language. You might line students up, have them share with one partner, and then have them rotate and listen to another partner. This allows students to hear multiple voices and different language models.

Ask students to listen to a partner/club and then articulate what they heard the partner/club say

English language learners benefit from opportunities to listen to what someone else is saying and then paraphrase it back. You can teach your students how to listen effectively by providing structures that help students look at their partner, lean in as their partner talks, and listen attentively.

Engage students in a whip around or symphony share or an all-call-out

A symphony share and a whip around are both opportunities for every student's voice to come into the room on a single prompt or topic. You might, for example, ask students to each say a word they'd use to describe a character, or to each name another quality of good writing they have noticed in a draft, or to each name the topic they are researching. In these instances, you ask students the question or issue the invitation ("Think of a word that….In a minute I'm going to ask you to share that word.") Then you either whip around the room with each student saying his or her word, or for a symphony share, you tip your imaginary baton to students, calling forth a response from those you gesture towards.

A symphony share and a whip around might involve sharing something longer than a word—as when you ask students to lift a line from their book or their own writing. You could also invite students to all call out at one time, so that each child has a chance to participate at his or her own level of language development.

Invite students to storytell (or information-tell or opinion-tell) around a shared experience

Storytelling straddles integrated and designated ELD time. Storytelling is embedded in the work of the units and offers a beneficial way for students to practice language. It is especially powerful if the storytelling takes place around a common experience, especially one that recently happened. For instance, maybe everyone just got soaked in a big storm, and the group can then talk about this event in intentional partnerships, taking turns listening and storytelling, continually elaborating on the story. Over time, the language students are using to storytell is extended.

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The teacher's role in storytelling is to create an experience for students to share. The teacher models the story first for students, then one child in each partnership models, and then the other partner says it back. There is repeated oral rehearsal with storytelling, not just within a day but across a week, which makes the strategy particularly powerful. There's also total buy-in because everyone can relate to the story. Plus, students get multiple opportunities to practice academic language.

Use the components of balanced literacy to practice and develop oral language skills in whole class or small group

Reading and writing workshop occur within a balanced literacy approach, with daily time set aside outside of the workshop for read aloud and, depending on the grade level and the needs of your students, also for shared reading, shared writing, and interactive writing.

These same methods can be used within small group work during the reading or writing workshop. For instance, the teacher might pull a small group of English language learners and read aloud the first chapter of a book those kids will read in their book club. The teacher will provide more support with the language and content by thinking aloud and embedding turn and talks.

The teacher might also gather a small group to do shared reading with a text at those students' instructional reading level. Small group shared reading engages students and supports them in orchestrating reading strategies and building fluency.

Provide opportunities for oral language rehearsal inside a conference or small group

Students benefit from repeated practice saying something and then immediately transferring this into their writing. Of course, you can't expect students to write down everything they say word for word, but rehearsing what they will write in small chunks can lead them to be more successful. Encourage students to use visuals as they orally rehearse.

One particularly purposeful small group is one that supports students with oral language rehearsal. You might say to a student, "Tell me what you want to say on this first page, and then we'll write it." After the student says what she'll write, you might restate it and then invite the student to say it again. Then, have the student write it! Repeat this with a few more pages.

Touch and tell is an important strategy that is also highlighted in the units, especially for writing in the primary grades. Physically touching something activates part of your brain, and it focuses you on what you're talking about. If a student with limited language is talking about a picture he labeled, if he can touch the bird on the page, this provides a touch point around what he is going to say. When kids retell, we ask them to touch their fingers and retell across their hand. That physical reminder helps them recall the events in a text. Later, the teacher can suggest that same gesture nonverbally as a scaffold for students.

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Recast language with writers or readers in whole group, one to one, and small groups

Teachers or students can recast language to target specific academic language or to practice hearing and saying a specific language structure. Recasting language allows students the opportunity to hear ideas multiple ways. This builds meaning and understanding of the nuances of the target language structure. "Let's see how the author said that…""How might we say that using…?""How else might we say this idea?""Are there some words from the text that we might borrow?"

For instance, in a guided reading lesson, when you are having a comprehension conversation after kids read independently, you might recast their attempts to express understanding. When children are struggling with grammar in their speech, you can recast to give a model of the correct language form. In a small group shared writing, you might include intentional grammatical errors that match the type your students tend to make, and then work together to correct those by recasting that language into a correct form.

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Reference Guide to English Learner Supports in the Units of Study

Guide-Based Support

There are many supports for English learners detailed in the Units of Study books (especially A Guide to the Common Core Writing Workshop (GWW) and A Guide to the Reading Workshop (GRW), both primary and upper grade versions, and A Guide to the Common Core Writing Workshop (GWW) for Middle School). The pages in the Guides where you can find more support for minlessons, partnerships & book clubs, small groups, conferring, shared reading, read aloud, and differentiating for English learners are listed in the table below.

For more support with...	Primary	Intermediate	Middle School
Minilessons	GRW: p. 50-51, 79-88 GWW: p. 59-69	GRW: p. 28-29, 35-47 GWW: p. 60-69	GWW: p. 48-52, 60-71
Partnerships & Book Clubs	GRW: p. 52-53	GRW: p. 51-52, 104-112, 145-146 GWW: p. 44	GWW: p. 50, 75
Small groups	GRW: p. 103-112	GRW: p. 69-81 GWW: p. 70-72	GWW: p. 57-58, 82-84
Conferring	GRW: p. 113-121 GWW: p. 70-78	GRW: p. 58-68, 148 GWW: p. 72-77	GWW: p. 55-58, 72-82
Shared Reading	GRW: p. 54-55, 99-100, 135-143		
Read Aloud	GRW: p. 53, 144-151	GRW: p. 113-124, 138-140	
Differentiating for English Learners	GRW: p. 160-166 GWW: p. 79-86	GRW: p. 153-161 GWW: p. 78-85	

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Online Support

Spanish Language Resources

You'll also want to access the online digital resources for each unit on Heinemann.com. These resources contain Spanish versions of the writing checklists, reading and writing anchor charts, and reading and writing progressions.

Videos

The videos listed below may also be helpful for your work with English language learners.

Grades K-2

- Interactive Read Aloud of Bugs! Bugs! Bugs! (close reading and text-based questions)
- https://vimeo.com/album/2776933/video/55950927
- Accountable Talk Discussion of Bugs! Bugs! Bugs!
- https://vimeo.com/55950928

Grades 3-8

- Envisioning to Write with Detail—Minilesson https://vimeo.com/141188488
- A Writing Conference: Teaching a Student to Write for Audience https://vimeo.com/55966096
- Partners Read an Excerpt from Old Yeller Closely: Interpretive Text-Based Reading https://vimeo.com/55954403
- A Inquiry Group of Students Synthesize their Findings on the Clothing Worn by Pilgrims and Cavaliers https://vimeo.com/55965892

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Grade 3, Unit 1, Session 1

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Debrief by summarizing what students said after a turn and talk or club conversation.
- Dramatize key parts of the lesson in a way that emphasizes meaning.

Additional recommended support for the Minilesson

- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.

Conferring and Small-Group Work

This section can be used for running records, which will help identify learning goals for EL learners.

The Mid-Workshop Teaching Point and Share

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.

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- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts

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Grade 3, Unit 1, Session 2

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Choose idioms, multiple meaning words, and metaphors carefully and strategically

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Minilesson

- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.

Conferring and Small-Group Work

This section provides positive and negative examples to illustrate the key concept of fluency.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

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Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Provide teacher and student-made exemplars.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 1, Session 3

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Additional recommended support for the Minilesson

- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Use visual supports to help students say more or understand more in their reading and writing work.

Conferring and Small-Group Work

Providing book introductions for students during conferring time (examples from the online resources).

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.

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- Debrief by summarizing what students said after a turn and talk or club conversation.
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 1, Session 4

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

Conferring and Small-Group Work

Small group or individual coaching of methods to accelerate reading progress.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Share

- Provide a quick demonstration of a key skill or strategy.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Invite students to get started doing their work before they leave the meeting area.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Use visual supports to help students say more or understand more in their reading and writing work.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 1, Session 5

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Engage students in a whip around or symphony share or an all-call-out.

Conferring and Small-Group Work

Teaching students to reread sentences or parts of their book to support comprehension.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).

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- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Provide teacher and student-made exemplars.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Share

- Build and/or use anchor charts with students and continually refer to them as you teach.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.

Additional recommended support for the Share

- Use visual supports to help students say more or understand more in their reading and writing work.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 1, Session 6

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Additional recommended support for the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.

Additional recommended support for the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Invite students to get started doing their work before they leave the meeting area.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

Conferring and Small-Group Work

Time to provide 1-1 scaffolding/reteach interviewing and partnership goals.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.

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ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 1, Session 7

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

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Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Conferring and Small-Group Work

Work with a small group to create a timeline or cause/effect chart of what they have read so far.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Make a concept or strategy clear by giving an especially accessible example.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Share

- Voice over during student practice with directions, language stems, or multiple examples.

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- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline

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Grade 3, Unit 1, Session 8

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.

Additional recommended support for the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide students with their own copies of familiar texts that they can then read independently.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.

Conferring and Small-Group Work

During this time, scaffolding key vocabulary in ELL students' texts to help them with envisioning.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Paraphrase unfamiliar words and concepts.

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.

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- Make a concept or strategy clear by giving an especially accessible example.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

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Grade 3, Unit 1, Session 9

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Read or preview the text prior to referring to it in a minilesson.

Additional recommended support for the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

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Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

Conferring and Small-Group Work

Work with EL students individually or in small groups to check that their predictions are accurate and on track. If not, make predictions together.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

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Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for students to jot/sketch—pair—share.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

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Grade 3, Unit 1, Session 10

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Develop a word bank over time to provide students with additional academic language.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.

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- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

Conferring and Small-Group Work

The use of a teacher toolkit with familiar texts and charts give ELL students the opportunity to build better understanding of key concepts.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

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- Provide opportunities for students to jot/sketch—pair—share.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide students with opportunities to talk and listen to multiple partners.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 1, Session 11

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Read or preview the text prior to referring to it in a minilesson.

Additional recommended support for the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

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Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

Conferring and Small-Group Work

Practice the skill of retelling with students by ""retelling the story across your fingers"", flip through and skim parts of the book, or tell about the most important parts.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

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Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

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Grade 3, Unit 1, Session 12

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Invite students to get started doing their work before they leave the meeting area.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

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Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

Part III Foundational Skills That Are Integrated in the Session

Phonics and Word Concepts, Fluency

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Grade 3, Unit 1, Session 13

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Provide teacher and student-made exemplars.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.

Additional recommended support for the Minilesson

- Provide opportunities for students to jot/sketch—pair—share.

Conferring and Small-Group Work

Work with a small group on a targeted skill, such as fluency, ""pause after reading a group of words.""

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Share

- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.
- Provide opportunities for students to jot/sketch—pair—share.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.

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ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 1, Session 14

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.

Build on Students' Prior Knowledge

Already in the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Invite students to get started doing their work before they leave the meeting area.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Minilesson

- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.

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Conferring and Small-Group Work

During small group time, the teacher can support ELL learners with instruction on strategies to help them understand academic vocabulary, and literary language.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part III Foundational Skills That Are Integrated in the Session

Phonics and Word Concepts, Fluency

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Grade 3, Unit 1, Session 15

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Develop a word bank over time to provide students with additional academic language.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Minilesson

- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.

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- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

Conferring and Small-Group Work

There is an opportunity to teach common prefixes or suffixes and how they help you figure out unknown words.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Additional recommended support for the Share

- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

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Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide students with their own copies of familiar texts that they can then read independently.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail

Part III Foundational Skills That Are Integrated in the Session

Phonics and Word Concepts

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Grade 3, Unit 1, Session 16

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Invite students to get started doing their work before they leave the meeting area.
- Provide students with their own copies of familiar texts that they can then read independently.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Develop a word bank over time to provide students with additional academic language.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Engage students in a whip around or symphony share or an all-call-out.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

Part III Foundational Skills That Are Integrated in the Session

Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 1, Session 17

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.

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Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.
- Recast language with writers or readers in whole group, one to one, and small groups.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

Conferring and Small-Group Work

The teacher can pull a small group and work on how understanding characters can help with comprehension. Students can compare how characters are similar/dissimilar to themselves.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

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Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

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Grade 3, Unit 1, Session 18

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.

Conferring and Small-Group Work

Provide ELL students with author purpose bookmarks as a visual support.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing

Part III Foundational Skills That Are Integrated in the Session

Phonics and Word Concepts, Fluency

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Grade 3, Unit 1, Session 19

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Provide teacher and student-made exemplars.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Engage students in a whip around or symphony share or an all-call-out.

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Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide tools that support talk.
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.

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ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area

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Grade 3, Unit 2, Session 1

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Additional recommended support for the Minilesson

- Paraphrase unfamiliar words and concepts.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Additional recommended support for the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Additional recommended support for the Minilesson

- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.

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Conferring and Small-Group Work

This session draws explicit attention to the structure of text and how the features within the informational structure can be used to help readers' comprehension.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Make a concept or strategy clear by giving an especially accessible example.

Additional recommended support for the Share

- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Additional recommended support for the Share

- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.

Additional recommended support for the Share

- Provide opportunities for students to work in intentional partnerships.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline

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Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 2, Session 2

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Additional recommended support for the Minilesson

- Debrief by summarizing what students said after a turn and talk or club conversation.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Additional recommended support for the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Minilesson

- Provide teacher and student-made exemplars.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Use visual supports to help students say more or understand more in their reading and writing work.

Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to jot/sketch—pair—share.

Conferring and Small-Group Work

Activating background knowledge

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Additional recommended support for the Share

- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Share

- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.

Additional recommended support for the Share

- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 2, Session 3

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Minilesson

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.

Additional recommended support for the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Minilesson

- Develop a word bank over time to provide students with additional academic language.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

Additional recommended support for the Minilesson

- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.

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Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.

Additional recommended support for the Share

- Build and/or use anchor charts with students and continually refer to them as you teach.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.

Additional recommended support for the Share

- Provide students with opportunities to talk and listen to multiple partners.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Productive: C9: Expressing information and ideas in formal oral presentations on academic topics

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline

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Grade 3, Unit 2, Session 4

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Dramatize key parts of the lesson in a way that emphasizes meaning.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Additional recommended support for the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Voice over during student practice with directions, language stems, or multiple examples.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.

Additional recommended support for the Share

- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.

Additional recommended support for the Share

- Provide students with opportunities to talk and listen to multiple partners.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Productive: C9: Expressing information and ideas in formal oral presentations on academic topics, Productive: C10: Productive: Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

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Grade 3, Unit 2, Session 5

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Additional recommended support for the Minilesson

- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Additional recommended support for the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.

Additional recommended support for the Minilesson

- Provide teacher and student-made exemplars.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Use visual supports to help students say more or understand more in their reading and writing work.

Additional recommended support for the Minilesson

- Provide tools that support talk.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Share

- Make a concept or strategy clear by giving an especially accessible example.

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Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.

Additional recommended support for the Share

- Voice over during student practice with directions, language stems, or multiple examples.

Additional recommended support for the Share

- Provide opportunities for students to turn and talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B6: Reading closely literary and informational texts and viewing multi-media to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline

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Grade 3, Unit 2, Session 6

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Minilesson

- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Invite students to get started doing their work before they leave the meeting area.

Additional recommended support for the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Voice over during student practice with directions, language stems, or multiple examples.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

Conferring and Small-Group Work

Provides a closer look at the process of using the Learning Progression to support either the content of the tool or the language embedded within

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Make a concept or strategy clear by giving an especially accessible example.

Additional recommended support for the Share

- Selectively choose models and examples to share with the whole class.

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Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Additional recommended support for the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.

Additional recommended support for the Share

- Provide tools that support talk.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

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Grade 3, Unit 2, Session 7

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Dramatize key parts of the lesson in a way that emphasizes meaning.

Additional recommended support for the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Incorporate realia (concrete objects) to build students' schema.

Additional recommended support for the Minilesson

- Build and/or use anchor charts with students and continually refer to them as you teach.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Use visual supports to help students say more or understand more in their reading and writing work.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide students with opportunities to talk and listen to multiple partners.

Conferring and Small-Group Work

Teaching students to ask questions

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Share

- Dramatize key parts of the lesson in a way that emphasizes meaning.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide tools that support talk.
- Provide opportunities for students to jot/sketch—pair—share.

Additional recommended support for the Share

- Provide opportunities for students to work in intentional partnerships.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Productive: C9: Expressing information and ideas in formal oral presentations on academic topics

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Grade 3, Unit 2, Session 8

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Minilesson

- Paraphrase unfamiliar words and concepts.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.

Additional recommended support for the Minilesson

- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.

Additional recommended support for the Minilesson

- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for students to jot/sketch—pair—share.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

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Additional recommended support for the Share

- Provide a quick demonstration of a key skill or strategy.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide starter phrases that support skill practice and help to meet language objectives.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.

Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to work in intentional partnerships.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Productive: C9: Expressing information and ideas in formal oral presentations on academic topics, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses

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Grade 3, Unit 2, Session 9

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Minilesson

- Paraphrase unfamiliar words and concepts.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Share

- Paraphrase unfamiliar words and concepts.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

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Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Use visual supports to help students say more or understand more in their reading and writing work.

Additional recommended support for the Share

- Provide opportunities for students to turn and talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing

Part II ELD Standards That Are Integrated in the Session

Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses

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Grade 3, Unit 2, Session 10

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Build and/or use anchor charts with students and continually refer to them as you teach.

Additional recommended support for the Minilesson

- Voice over during student practice with directions, language stems, or multiple examples.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

Additional recommended support for the Minilesson

- Provide tools that support talk.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

Conferring and Small-Group Work

Teach how to ask questions to promote conversation

The Mid-Workshop Teaching Point and Share

Additional recommended support for the Share

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

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Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.

Additional recommended support for the Share

- Build and/or use anchor charts with students and continually refer to them as you teach.
- Voice over during student practice with directions, language stems, or multiple examples.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.

Additional recommended support for the Share

- Provide tools that support talk.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Productive: C9: Expressing information and ideas in formal oral presentations on academic topics

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses

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Grade 3, Unit 2, Session 11

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.

Additional recommended support for the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Additional recommended support for the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Build and/or use anchor charts with students and continually refer to them as you teach.

Additional recommended support for the Minilesson

- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

Additional recommended support for the Minilesson

- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Make a concept or strategy clear by giving an especially accessible example.

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- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Dramatize key parts of the lesson in a way that emphasizes meaning.

Additional recommended support for the Share

- Provide a quick demonstration of a key skill or strategy.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Additional recommended support for the Share

- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Invite students to get started doing their work before they leave the meeting area.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Share

- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Use visual supports to help students say more or understand more in their reading and writing work.

Additional recommended support for the Share

- Recast language with writers or readers in whole group, one to one, and small groups.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline

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Grade 3, Unit 2, Session 12

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Dramatize key parts of the lesson in a way that emphasizes meaning.

Additional recommended support for the Minilesson

- Provide a quick demonstration of a key skill or strategy.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.

Additional recommended support for the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.

Additional recommended support for the Minilesson

- Provide opportunities for students to work in intentional partnerships.

Conferring and Small-Group Work

invites use of prior knowledge/experience as a catalyst for new learning

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

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Additional recommended support for the Share

- Provide a quick demonstration of a key skill or strategy.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Share

- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.

Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B6: Reading closely literary and informational texts and viewing multi-media to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

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Grade 3, Unit 2, Session 13

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

The Mid-Workshop Teaching Point and Share

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail

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Grade 3, Unit 2, Session 14

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.

Additional recommended support for the Minilesson

- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

Additional recommended support for the Minilesson

- Recast language with writers or readers in whole group, one to one, and small groups.

The Mid-Workshop Teaching Point and Share

Additional recommended support for the Share

- Provide a quick demonstration of a key skill or strategy.

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Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.

Additional recommended support for the Share

- Use think aloud strategies to demonstrate your thinking process for students.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.

Additional recommended support for the Share

- Provide tools that support talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline

Part III Foundational Skills That Are Integrated in the Session

Phonics and Word Concepts

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Grade 3, Unit 2, Session 15

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.

Additional recommended support for the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Minilesson

- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Build and/or use anchor charts with students and continually refer to them as you teach.

Additional recommended support for the Minilesson

- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Share

- Dramatize key parts of the lesson in a way that emphasizes meaning.

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Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Share

- Use think aloud strategies to demonstrate your thinking process for students.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Engage students in a whip around or symphony share or an all-call-out.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

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Grade 3, Unit 2, Session 16

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Minilesson

- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Build and/or use anchor charts with students and continually refer to them as you teach.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

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Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Build and/or use anchor charts with students and continually refer to them as you teach.

Additional recommended support for the Share

- Invite students to get started doing their work before they leave the meeting area.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.

Additional recommended support for the Share

- Provide students with opportunities to talk and listen to multiple partners.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type)

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses

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Grade 3, Unit 2, Session 17

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Minilesson

- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Build and/or use anchor charts with students and continually refer to them as you teach.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Use visual supports to help students say more or understand more in their reading and writing work.

The Mid-Workshop Teaching Point and Share

Additional recommended support for the Share

- Make a concept or strategy clear by giving an especially accessible example.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

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Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Additional recommended support for the Share

- Use think aloud strategies to demonstrate your thinking process for students.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

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Grade 3, Unit 2, Session 18

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Provide a quick demonstration of a key skill or strategy.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Additional recommended support for the Minilesson

- Provide teacher and student-made exemplars.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Recast language with writers or readers in whole group, one to one, and small groups.

Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Use visual supports to help students say more or understand more in their reading and writing work.

The Mid-Workshop Teaching Point and Share

Additional recommended support for the Share

- Provide a quick demonstration of a key skill or strategy.

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Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Break down content into more manageable, meaningful chunks to provide support.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.

Additional recommended support for the Share

- Provide opportunities for students to work in intentional partnerships.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Productive: C9: Expressing information and ideas in formal oral presentations on academic topics, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part III Foundational Skills That Are Integrated in the Session

Phonics and Word Concepts, Fluency

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Grade 3, Unit 2, Session 19

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Additional recommended support for the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Dramatize key parts of the lesson in a way that emphasizes meaning.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.

Additional recommended support for the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

Additional recommended support for the Minilesson

- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.
- Engage students in a whip around or symphony share or an all-call-out.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Make a concept or strategy clear by giving an especially accessible example.
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Share

- Provide a quick demonstration of a key skill or strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.

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Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Share

- Provide tools that support talk.
- Provide opportunities for oral language rehearsal inside a conference or small group.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Productive: C9: Expressing information and ideas in formal oral presentations on academic topics

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Grade 3, Unit 3, Session 1

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.

Additional recommended support for the Minilesson

- Provide teacher and student-made exemplars.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

Conferring and Small-Group Work

This session references back to prior learning from the first unit, such as providing a sequence of steps for choosing a just-right book, and other charts.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.

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- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 3, Session 2

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Develop a word bank over time to provide students with additional academic language.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

Additional recommended support for the Minilesson

- Provide tools that support talk.

Conferring and Small-Group Work

Supports students with using precise language by using a word wall. Supports growing vocabulary around traits. Supports moving from retelling to growing ideas with sentence starters and questions students can internalize.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

Part III Foundational Skills That Are Integrated in the Session

Phonics and Word Concepts

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Grade 3, Unit 3, Session 3

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Provide teacher and student-made exemplars.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

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- Recast language with writers or readers in whole group, one to one, and small groups.

Conferring and Small-Group Work

Provides opportunities for teacher and peers to provide feedback and for students to self-assess.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Dramatize key parts of the lesson in a way that emphasizes meaning.

Build on Students' Prior Knowledge

Already in the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

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Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 3, Session 4

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Provide teacher and student-made exemplars.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Additional recommended support for the Share

- Provide teacher and student-made exemplars.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C10: Productive: Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

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Grade 3, Unit 3, Session 5

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Invite students to get started doing their work before they leave the meeting area.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

Conferring and Small-Group Work

Provides an opportunity for students to self-assess using the progression.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

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Additional recommended support for the Share

- Selectively choose models and examples to share with the whole class.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Additional recommended support for the Share

- Provide teacher and student-made exemplars.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for students to jot/sketch—pair—share.

Additional recommended support for the Share

- Provide tools that support talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

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Grade 3, Unit 3, Session 6

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for students to jot/sketch—pair—share.

The Mid-Workshop Teaching Point and Share

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.

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- Provide students with opportunities to talk and listen to multiple partners.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

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Grade 3, Unit 3, Session 7

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Provide teacher and student-made exemplars.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Use visual supports to help students say more or understand more in their reading and writing work.

The Mid-Workshop Teaching Point and Share

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

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Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Voice over during student practice with directions, language stems, or multiple examples.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 3, Session 8

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Additional recommended support for the Minilesson

- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

Conferring and Small-Group Work

The conferring section details strategies to help children who dominate the conversation to invite other children to participate, engaging members with questions like ""Do you agree or disagree?"" This can help encourage language learners to participate, and give them the space to do so.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.
- Provide students with opportunities to talk and listen to multiple partners.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 3, Session 9

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Develop a word bank over time to provide students with additional academic language.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

Conferring and Small-Group Work

This section references some work to support solving vocabulary issues on-the-run or in student's clubs, as well as following up on the fluency that ELLs may need.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Share

- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C9: Expressing information and ideas in formal oral presentations on academic topics

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases

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to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 3, Session 10

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.

Conferring and Small-Group Work

This section supports vocabulary work around mood. Students are explicitely taught advanced vocabulary words, they sort those words into two groups--positive or negative--and then they apply those words to their books with their partners. The repetition and ranking helps to solidify the new words in student's vocabulary.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

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Build on Students' Prior Knowledge

Already in the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 3, Session 11

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.

Build on Students' Prior Knowledge

Already in the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

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The Mid-Workshop Teaching Point and Share

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Productive: C9: Expressing information and ideas in formal oral presentations on academic topics, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 3, Session 12

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide students with opportunities to talk and listen to multiple partners.

Conferring and Small-Group Work

This section provides sentence stems and frames to help children at low levels do the same kind of thinking work in their book.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

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Build on Students' Prior Knowledge

Already in the Share

- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C9: Expressing information and ideas in formal oral presentations on academic topics, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

Part III Foundational Skills That Are Integrated in the Session

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Grade 3, Unit 3, Session 13

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Build on Students' Prior Knowledge

Already in the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Additional recommended support for the Minilesson

- Voice over during student practice with directions, language stems, or multiple examples.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.

Conferring and Small-Group Work

This section reminds teachers to support student's vocabulary with a shades of meaning chart.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

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Build on Students' Prior Knowledge

Already in the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Share

- Provide tools that support talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C9: Expressing information and ideas in formal oral presentations on academic topics, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

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Part III Foundational Skills That Are Integrated in the Session

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Grade 3, Unit 3, Session 14

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

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Conferring and Small-Group Work

This section suggests creating a concrete, visual tool to help students think more about author's craft. The matching game it suggests helps make the abstract thinking concrete for students.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases

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to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

Part III Foundational Skills That Are Integrated in the Session

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Grade 3, Unit 3, Session 15

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Paraphrase unfamiliar words and concepts.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

Conferring and Small-Group Work

Incorporates realia to build students' schema. Provides opportunities for students to talk and listen to additional partners. Provides structured language stems or frames for English learners to refer to during instruction as well as independent and group work. Supports vocabulary development.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Share

- Provide a quick demonstration of a key skill or strategy.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide tools that support talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

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Grade 3, Unit 3, Session 16

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.

Conferring and Small-Group Work

Revisits past learning. Provides coaching into a group discussion.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide tools that support talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

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Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

Part III Foundational Skills That Are Integrated in the Session

Fluency

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Grade 3, Unit 3, Session 17

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Paraphrase unfamiliar words and concepts.

Build on Students' Prior Knowledge

Already in the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

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- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

Conferring and Small-Group Work

Provides a fishbowl or an additional model of how to show full focus. Provides extra support by coaching students to find evidence from the text. provides additional models with a read aloud text.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Additional recommended support for the Share

- Provide a quick demonstration of a key skill or strategy.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Provide opportunities for oral language rehearsal inside a conference or small group.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and

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academic contexts, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

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Grade 3, Unit 3, Session 18

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

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Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.

Conferring and Small-Group Work

Provides opportunities for teacher and peers to provide feedback and for students to self-assess.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Share

- Provide a quick demonstration of a key skill or strategy.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

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Grade 3, Unit 3, Session 19

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Debrief by summarizing what students said after a turn and talk or club conversation.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide students with opportunities to talk and listen to multiple partners.

The Mid-Workshop Teaching Point and Share

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

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Grade 3, Unit 4, Session 1

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Minilesson

- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Invite students to get started doing their work before they leave the meeting area.
- Develop a word bank over time to provide students with additional academic language.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.

Additional recommended support for the Minilesson

- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

Conferring and Small-Group Work

Students are given time to talk collaboratively within their research groups. Students share texts to orally decide the purpose of their reading for that day. For any group that is struggling to speak back and forth it is suggested that they fishbowl around another group that seems to example what is expected of them.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Provide teacher and student-made exemplars.
- Develop a word bank over time to provide students with additional academic language.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline

Part III Foundational Skills That Are Integrated in the Session

Print Concepts

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Grade 3, Unit 4, Session 2

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.

Additional recommended support for the Minilesson

- Provide tools that support talk.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

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Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.

Additional recommended support for the Share

- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 3

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Develop a word bank over time to provide students with additional academic language.

Additional recommended support for the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.

Conferring and Small-Group Work

The conferring and small-group work encourages students to read through a book and stop to focus on the technical vocabulary related to their subject. The student is encouraged to use these words both orally and written in their notes to help explain what it means and to practice using vocabulary words in context.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Paraphrase unfamiliar words and concepts.

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Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Develop a word bank over time to provide students with additional academic language.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Additional recommended support for the Share

- Provide tools that support talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part III Foundational Skills That Are Integrated in the Session

Print Concepts

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Grade 3, Unit 4, Session 4

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Additional recommended support for the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

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Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to work in intentional partnerships.
- Engage students in a whip around or symphony share or an all-call-out.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 5

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Voice over during student practice with directions, language stems, or multiple examples.

Additional recommended support for the Minilesson

- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to jot/sketch—pair—share.
- Engage students in a whip around or symphony share or an all-call-out.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Conferring and Small-Group Work

The conferring work asks students to pick one fact they found interesting in their reading and then expand on that. Students use both verbal language and written organized note structures to articulate their own ideas about a topic.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

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- Choose idioms, multiple meaning words, and metaphors carefully and strategically

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Share

- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to jot/sketch—pair—share.

Additional recommended support for the Share

- Engage students in a whip around or symphony share or an all-call-out.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 6

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Make a concept or strategy clear by giving an especially accessible example.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Provide teacher and student-made exemplars.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to work in intentional partnerships.

Additional recommended support for the Minilesson

- Provide tools that support talk.
- Provide students with opportunities to talk and listen to multiple partners.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

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Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.

Additional recommended support for the Share

- Use visual supports to help students say more or understand more in their reading and writing work.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 7

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.

Additional recommended support for the Minilesson

- Provide students with opportunities to talk and listen to multiple partners.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Share

- Dramatize key parts of the lesson in a way that emphasizes meaning.

Build on Students' Prior Knowledge

Already in the Share

- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness

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Grade 3, Unit 4, Session 8

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Paraphrase unfamiliar words and concepts.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.

Additional recommended support for the Minilesson

- Provide students with their own copies of familiar texts that they can then read independently.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

Additional recommended support for the Minilesson

- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.

Conferring and Small-Group Work

Students are invited to practice club work whatever way they feel fit. ELLs can still with a strategic partner to listen to fluency, practice reading orally, and then conversing to identify and write what they learned.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

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Additional recommended support for the Share

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Invite students to get started doing their work before they leave the meeting area.

Additional recommended support for the Share

- Provide students with their own copies of familiar texts that they can then read independently.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 9

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Share

- Selectively choose models and examples to share with the whole class.

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Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Voice over during student practice with directions, language stems, or multiple examples.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

Additional recommended support for the Share

- Engage students in a whip around or symphony share or an all-call-out.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 10

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for students to jot/sketch—pair—share.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.

Conferring and Small-Group Work

Pull students into small groups who seem to make surface level comparisons. Use one example to then demonstrate and model how to dive deeper.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Share

- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

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Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 11

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Minilesson

- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Develop a word bank over time to provide students with additional academic language.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

Conferring and Small-Group Work

This conferring session focuses on using signal words to guide student thinking/talking.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Develop a word bank over time to provide students with additional academic language.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

Additional recommended support for the Share

- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

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Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 12

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

Additional recommended support for the Minilesson

- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Make a concept or strategy clear by giving an especially accessible example.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

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Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.

Additional recommended support for the Share

- Provide tools that support talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts

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Grade 3, Unit 4, Session 13

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

Additional recommended support for the Minilesson

- Recast language with writers or readers in whole group, one to one, and small groups.

The Mid-Workshop Teaching Point and Share

Build on Students' Prior Knowledge

Already in the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Voice over during student practice with directions, language stems, or multiple examples.

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- Invite students to get started doing their work before they leave the meeting area.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Share

- Use think aloud strategies to demonstrate your thinking process for students.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 14

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Paraphrase unfamiliar words and concepts.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

Additional recommended support for the Minilesson

- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Recast language with writers or readers in whole group, one to one, and small groups.

Conferring and Small-Group Work

During the conference/small group time, students who need extra support are placed with intentional partners and walked step by step through the process to help generate ideas and theories. This is done with oral conversations and direct modeling.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Build on Students' Prior Knowledge

Already in the Share

- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

Additional recommended support for the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for oral language rehearsal inside a conference or small group.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

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Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 15

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Selectively choose models and examples to share with the whole class.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to work in intentional partnerships.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

Additional recommended support for the Minilesson

- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

The Mid-Workshop Teaching Point and Share

Build on Students' Prior Knowledge

Already in the Share

- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Additional recommended support for the Share

- Provide students with their own copies of familiar texts that they can then read independently.

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Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 16

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Ask questions that you hope students will internalize and later ask of their own texts.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

Additional recommended support for the Minilesson

- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

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Build on Students' Prior Knowledge

Already in the Share

- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Provide teacher and student-made exemplars.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

Additional recommended support for the Share

- Provide opportunities for students to jot/sketch—pair—share.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C10: Productive: Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts

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Grade 3, Unit 4, Session 17

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Dramatize key parts of the lesson in a way that emphasizes meaning.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Voice over during student practice with directions, language stems, or multiple examples.

Additional recommended support for the Minilesson

- Provide students with their own copies of familiar texts that they can then read independently.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Additional recommended support for the Minilesson

- Provide opportunities for students to jot/sketch—pair—share.

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Conferring and Small-Group Work

The conferring time challenges and supports students to explain their ideas and theories by incorporating key technical vocabulary.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Debrief by summarizing what students said after a turn and talk or club conversation.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Share

- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for students to jot/sketch—pair—share.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

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Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 18

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.

Additional recommended support for the Minilesson

- Keep your teaching trim, tight, and engaging.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

Conferring and Small-Group Work

This conferring time offers different tools students can use to solve a research question.

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The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Provide teacher and student-made exemplars.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide tools that support talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C10: Productive: Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

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Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, Unit 4, Session 19

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Additional recommended support for the Minilesson

- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Additional recommended support for the Minilesson

- Provide teacher and student-made exemplars.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.

Conferring and Small-Group Work

This conferring time helps guide students to reread their own notes before they contribute to a group.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Selectively choose models and examples to share with the whole class.

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Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Additional recommended support for the Share

- Provide students with their own copies of familiar texts that they can then read independently.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Provide opportunities for oral language rehearsal inside a conference or small group.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C9: Expressing information and ideas in formal oral presentations on academic topics, Productive: C10: Productive: Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, If... Then..., Session 1

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

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Additional recommended support for the Minilesson

- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

Conferring and Small-Group Work

Opportunity for pair-share. Opportunity for Choral response. Gestures to convey meaning. Gathering readers of the same series and read aloud, talk about elements.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Share

- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

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Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

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ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail

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Grade 3, If... Then..., Session 2

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Additional recommended support for the Minilesson

- Paraphrase unfamiliar words and concepts.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

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- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for oral language rehearsal inside a conference or small group.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Additional recommended support for the Share

- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

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- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Share

- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for oral language rehearsal inside a conference or small group.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A4: Adapting language choices to

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various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail

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Grade 3, If... Then..., Session 3

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

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Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.

Conferring and Small-Group Work

Small group work to focus on comprehension.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Share

- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

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Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.

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- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, If... Then..., Session 4

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

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- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Additional recommended support for the Minilesson

- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Conferring and Small-Group Work

Pulling small groups to support word solving.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Share

- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

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Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

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Additional recommended support for the Share

- Provide tools that support talk.
- Provide opportunities for oral language rehearsal inside a conference or small group.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A2: Interacting with others in written English in various communicative forms (print, communicative technology and multimedia), Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C10: Productive: Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision, Connecting and Condensing Ideas: C6: Connecting ideas with sentences by combining clauses, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

Part III Foundational Skills That Are Integrated in the Session

Phonics and Word Concepts, Fluency

Grade 3, If... Then..., Session 5

Data for this Session is forthcoming.

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Grade 3, If... Then..., Session 6

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Minilesson

- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

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- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Minilesson

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Provide tools that support talk.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Conferring and Small-Group Work

Small group time to teach fluency, check comprehension, and teach pronouns.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Share

- Dramatize key parts of the lesson in a way that emphasizes meaning.

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- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.

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- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Additional recommended support for the Share

- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for oral language rehearsal inside a conference or small group.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, If... Then..., Session 7

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.

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- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Minilesson

- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.

Conferring and Small-Group Work

Check for comprehension of and reteach Parts of Bend 1 in small group before moving on to Bend 2.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically

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- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Share

- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Share

- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

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- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A3: Offering and supporting opinions and negotiating with others in communicative exchanges, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing, Productive: C12: Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas

Part II ELD Standards That Are Integrated in the Session

Structuring Cohesive Texts: A1: Understanding text structure and organization based on purpose, text type, and discipline, Structuring Cohesive Texts: A2: Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows, Expanding and Enriching Ideas: B3: Using verbs and verb phrases to create precision and clarity in different text types, Expanding and Enriching Ideas: B4: Using nouns and noun phrases to expand ideas and provide more detail, Expanding and Enriching Ideas: B5: Modifying to add details to provide more information and create precision, Connecting and Condensing Ideas: C7: Condensing ideas with sentences using a variety of language resources

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, If... Then..., Session 8

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Keep your teaching trim, tight, and engaging.

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- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Develop a word bank over time to provide students with additional academic language.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to jot/sketch—pair—share.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Provide opportunities for oral language rehearsal inside a conference or small group.

Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Conferring and Small-Group Work

It reminds the EL's how to accomplish their task step-by-step. However, if there was a visual to go with directions, it will be helpful as well.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Share

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.

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- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.

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Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Collaborative: A1: Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics, Collaborative: A4: Adapting language choices to various contexts (based on task, purpose, audience, and text type), Interpretive: B5: Listening actively to spoken English in a range of social and academic contexts, Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area, Productive: C11: Supporting own opinions and evaluating others' opinions in speaking and writing

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, If... Then..., Session 9

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Minilesson

- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Additional recommended support for the Minilesson

- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Provide teacher and student-made exemplars.

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- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Minilesson

- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Share

- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.

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- Debrief by summarizing what students said after a turn and talk or club conversation.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Additional recommended support for the Share

- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

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Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Share

- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, If... Then..., Session 10

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Paraphrase unfamiliar words and concepts.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

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Additional recommended support for the Minilesson

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Conferring and Small-Group Work

Teacher models recording brief notes.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

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Additional recommended support for the Share

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Paraphrase unfamiliar words and concepts.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.

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- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.

Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

Part III Foundational Skills That Are Integrated in the Session

Print Concepts, Phonological Awareness, Phonics and Word Concepts, Fluency

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Grade 3, If... Then..., Session 11

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Minilesson

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.

Additional recommended support for the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Voice over during student practice with directions, language stems, or multiple examples.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

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Additional recommended support for the Minilesson

- Keep your teaching trim, tight, and engaging.
- Provide teacher and student-made exemplars.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for students to jot/sketch—pair—share.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.
- Engage students in a whip around or symphony share or an all-call-out.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Share

- Provide a quick demonstration of a key skill or strategy.

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- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Develop a word bank over time to provide students with additional academic language.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

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Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide tools that support talk.
- Provide opportunities for students to jot/sketch—pair—share.
- Engage students in a whip around or symphony share or an all-call-out.

Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

ELD Standards Alignment for This Session

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Grade 3, If... Then..., Session 12

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Minilesson

- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Minilesson

- Keep your teaching trim, tight, and engaging.

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- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.
- Engage students in a whip around or symphony share or an all-call-out.

Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Conferring and Small-Group Work

Providing sentence frames to help students tack the new skill of part-to-whole relationships.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.

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- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Share

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

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Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.

Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

ELD Standards Alignment for This Session

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Grade 3, If... Then..., Session 13

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.

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- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

Additional recommended support for the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.

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- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Develop a word bank over time to provide students with additional academic language.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Provide teacher and student-made exemplars.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Incorporate realia (concrete objects) to build students' schema.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.

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Additional recommended support for the Share

- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

ELD Standards Alignment for This Session

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Grade 3, If... Then..., Session 14

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Selectively choose models and examples to share with the whole class.

Additional recommended support for the Minilesson

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically

Build on Students' Prior Knowledge

Already in the Minilesson

- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Keep your teaching trim, tight, and engaging.
- Use think aloud strategies to demonstrate your thinking process for students.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.

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- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

Additional recommended support for the Minilesson

- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Paraphrase unfamiliar words and concepts.

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- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Additional recommended support for the Share

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Provide teacher and student-made exemplars.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Ask questions that you hope students will internalize and later ask of their own texts.

Additional recommended support for the Share

- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide starter phrases that support skill practice and help to meet language objectives.
- Engage students in a whip around or symphony share or an all-call-out.

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Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

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Grade 3, If... Then..., Session 15

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

Additional recommended support for the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Minilesson

- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Invite students to get started doing their work before they leave the meeting area.

Additional recommended support for the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Build and/or use anchor charts with students and continually refer to them as you teach.

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- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.

Additional recommended support for the Minilesson

- Provide starter phrases that support skill practice and help to meet language objectives.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Engage students in a whip around or symphony share or an all-call-out.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.

Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.

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- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

Additional recommended support for the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Read or preview the text prior to referring to it in a minilesson.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Provide teacher and student-made exemplars.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Additional recommended support for the Share

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with their own copies of familiar texts that they can then read independently.

Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.

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- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.

Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

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Grade 3, If... Then..., Session 16

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.

Additional recommended support for the Minilesson

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

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Additional recommended support for the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide students with opportunities to talk and listen to multiple partners.
- Engage students in a whip around or symphony share or an all-call-out.

Additional recommended support for the Minilesson

- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Conferring and Small-Group Work

Chart of transitional words to support summarizing.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

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Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Additional recommended support for the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Provide teacher and student-made exemplars.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

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Give Opportunities for Structured Oral Language Practice

Already in the Share

- Provide opportunities for students to turn and talk.
- Provide opportunities for students to work in intentional partnerships.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).

Additional recommended support for the Share

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Provide tools that support talk.
- Provide opportunities for students to jot/sketch—pair—share.
- Provide students with opportunities to talk and listen to multiple partners.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Engage students in a whip around or symphony share or an all-call-out.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

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Grade 3, If... Then..., Session 16

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Key Ways to Provide Comprehensible Input

Already in the Minilesson

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Provide a quick demonstration of a key skill or strategy.
- Make a concept or strategy clear by giving an especially accessible example.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.
- Paraphrase unfamiliar words and concepts.

Additional recommended support for the Minilesson

- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Minilesson

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Minilesson

- Use think aloud strategies to demonstrate your thinking process for students.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Provide teacher and student-made exemplars.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Invite students to get started doing their work before they leave the meeting area.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Provide students with their own copies of familiar texts that they can then read independently.

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Additional recommended support for the Minilesson

- Keep your teaching trim, tight, and engaging.
- Break down content into more manageable, meaningful chunks to provide support.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide students with extra wait time before participating in partnership, club, or whole-class conversation.
- Provide opportunities for students to turn and talk.
- Provide starter phrases that support skill practice and help to meet language objectives.
- Provide students with opportunities to talk and listen to multiple partners.
- Engage students in a whip around or symphony share or an all-call-out.

Additional recommended support for the Minilesson

- Provide opportunities for students to work in intentional partnerships.
- Encourage students to dramatize (use language, gestures, facial expressions, and intonation) to communicate and develop ideas in reading and writing.
- Use visual supports to help students say more or understand more in their reading and writing work.
- Provide tools that support talk.
- Provide opportunities for rereading (their writing or a book they are reading) and restating ideas during instruction (read aloud, conference, small group).
- Provide opportunities for students to jot/sketch—pair—share.
- Ask students to listen to a partner/club and then articulate what they heard the partner/club say.
- Invite students to storytell (or information-tell or opinion-tell) around a shared experience.
- Use the components of balanced literacy to practice and develop oral language skills in whole class or small group.
- Provide opportunities for oral language rehearsal inside a conference or small group.
- Recast language with writers or readers in whole group, one to one, and small groups.

Conferring and Small-Group Work

Chart of transitional words to support summarizing.

The Mid-Workshop Teaching Point and Share

Key Ways to Provide Comprehensible Input

Already in the Share

- Provide a quick demonstration of a key skill or strategy.
- Use consistent language (e.g., repeat the teaching point, repeat key terms).
- Restate a key part of the lesson (e.g., the teaching point, a key vocabulary word) in simpler language that helps to make tricky concept comprehensible.

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Additional recommended support for the Share

- When demonstrating a sequence of steps, name the steps. Say the steps, then take them.
- Make a concept or strategy clear by giving an especially accessible example.
- Provide a positive and also a negative example to illustrate a key concept or word, or to explain a strategy.
- Debrief by summarizing what students said after a turn and talk or club conversation.
- Paraphrase unfamiliar words and concepts.
- Dramatize key parts of the lesson in a way that emphasizes meaning.
- Attach clear and consistent gestures and motions to specific concepts or vocabulary words, inviting students to use those same gestures.
- Use visuals to draw out the most important vocabulary, concepts, and language structures.
- Choose idioms, multiple meaning words, and metaphors carefully and strategically
- Selectively choose models and examples to share with the whole class.

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.
- Use common shared experiences and texts (such as pictures, videos, and written words), referring to things students know well.
- Provide students with books to read in text sets or within book series, so they can apply their background knowledge to new texts.

Additional recommended support for the Share

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.
- Read or preview the text prior to referring to it in a minilesson.

Provide Access to Complex, Academic Concepts and Strategies

Already in the Share

- Keep your teaching trim, tight, and engaging.
- Build and/or use anchor charts with students and continually refer to them as you teach.
- Group students into strategic partnerships (and sometimes triads) to provide individuals with helpful supports.
- Incorporate a double active engagement (or other form of practice), with coaching between students' first and next efforts.
- Voice over during student practice with directions, language stems, or multiple examples.
- Invite students to get started doing their work before they leave the meeting area.
- Provide opportunities for teacher and peers to provide feedback and for students to self-assess. This can lead learners to know their strengths and to identify clear goals for themselves.

Additional recommended support for the Share

- Break down content into more manageable, meaningful chunks to provide support.
- Use think aloud strategies to demonstrate your thinking process for students.
- Provide teacher and student-made exemplars.
- Provide structured language stems or frames for English learners to refer to during instruction as well as independent and group work.
- Provide opportunities for previewing reading and writing lessons BEFORE the session OR conduct a review AFTER a session.
- Develop a word bank over time to provide students with additional academic language.
- Ask questions that are easily answered because the answers are embedded, so as to elicit student involvement, while providing support, and to learn from students.
- Ask questions that you hope students will internalize and later ask of their own texts.
- Incorporate realia (concrete objects) to build students' schema.
- Provide students with their own copies of familiar texts that they can then read independently.
- Provide students with graphic organizers that help them explore and express ways that information/texts are (or can be) organized.

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Grade 3, If... Then..., Session 17

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Build on Students' Prior Knowledge

Already in the Minilesson

- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow you to build on that knowledge.

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

The Mid-Workshop Teaching Point and Share

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students' interests, background knowledge and motivations into your teaching.

ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language, Interpretive: B8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

Grade 3, If... Then..., Session 18

Lenses for Planning this Session with English Language Learners in Mind

The Minilesson

Give Opportunities for Structured Oral Language Practice

Already in the Minilesson

- Provide opportunities for students to turn and talk.

The Mid-Workshop Teaching Point and Share

Build on Students' Prior Knowledge

Already in the Share

- Incorporate references to your students,Äô interests, background knowledge and motivations into your teaching.

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ELD Standards Alignment for This Session

Part I ELD Standards That Are Integrated in the Session

Interpretive: B6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

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