**FOSTERING ACADEMIC INTERACTIONS**  
*Academic Language Development*

**Teacher:**
- States the purpose of the lesson and the student-friendly ELD objective
- Models a Constructive Conversation Skill (Create, Clarify, Fortify and Negotiate) using language models based on previously observed student conversations, mentor text, multimedia text, etc.
- Establishes or reviews routines for Constructive Conversations (ex. Model/non-model listening comprehension activity, Pro/Con, Stronger/Clearer)
- Models and clarifies oral complex language to make output understandable

**Using Complex Text**  
*Direct Instruction of Linguistic Features*

**Teacher:**
- Introduces prompt on a high interest topic that connects to the direct instruction portion of the lesson
- Guides & models students to use language of the topic to practice a targeted Constructive Conversation Skill (engaging, relevant, intellectually rich and challenging – CA-ELD Standards Appendix C)
- Provides opportunities for students to engage in extended interactions using target academic language and disciplinary thinking.
- Monitors students’ ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students’ strengths and needs (formative assessment of output skills)

**Fortifying Complex Output**  
*Differentiated Instruction*

**Teacher:**
- Introduces and charts the lesson focus question
- Introduces and clarifies text language, vocabulary, and features of the text.
- Models how to read and use language from the text to think about the content.
- Models how to keep track of and remember information from the text for later use.
- Delivers lessons based on Part II ELD Standards (Learning about How English Works) supported by Part I ELD Standards (Interacting in Meaningful Ways)
- Provides scaffolds depending on the nature of the task, knowledge of content, and/or proficiency in language to engage in and complete task
- Prompts students about the linguistic features of text using guiding questions
- Guides student to practice using the language from the text and the Constructive Conversation Skills while analyzing complex/mentor text (Part I)
- Monitors students’ ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students’ strengths and needs (formative assessment of output skills)

**CLARIFYING / MODELING / GUIDING- COMPLEX LANGUAGE**

**Modeling**  
- Based on data, teacher:
  - Extends opportunities to practice skills with tools and linguistic supports to produce oral, written or multi-media messages.
  - Supports (small group or one-on-one) to students to fortify complex output and vocabulary usage or to target language skill development
  - Provides collaborative oral/written work activities/tasks based on proficiency level and needed language skill development
  - Monitors students’ ability to use complex language to describe, shape and support ideas by listening and collecting language sample of students’ strengths and needs (formative assessment of output skills)

**Guiding**  
- **Wrap-up & Next Steps**
  - Teacher:
    - Reviews and clarifies linguistic feature of the lesson’s focus question
  - Students:
    - Self-assess and reflect on ELD objectives
  - Teacher:
    - Closes lesson and introduces topic for next lesson
    - Develops follow-up goal and experiences for future lessons

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Los Angeles Unified School District  
MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT

**DESIGNATED ELD FRAME OF PRACTICE**

**REVISED 6/11/15  Elementary EL Instruction**

*Adapted from work by Zwiers, O’Hara, & Pritchard, 2014*