**Elementary ELD Push-In Support**

**Guiding Standards:**

State Standards

[English Language Proficiency Standards (ELPs)](http://www.k12.wa.us/migrantbilingual/eld.aspx) (use [ELP Progress Monitoring Charts)](https://www01.nwrdc.wa-k12.net/scripts/cgiip.exe/WService%3Dwissaqus71/seplog01.w)

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| **Lesson Component**  | **ELD Support Looks Like** | **GLAD Strategies Used**  | **Instructional Materials Used**  |
| Read-aloud/direct instruction  | * Turn and talk partner with ELL student 1:1
* Preview or review vocab. from texts – using more TPR
* Discuss questions teacher asked during lesson (both speaking and writing)
* Use sentence stems to guide student responses and simplify questions asked (write on small white board)
* Leveled Questions
 | * Picture file cards of key vocabulary from read aloud or content area
* Chants
* Cognitive Content Dictionary
* Narrative Inputs
 | * Core content
* Sentence stems on chart or small white board
* Classroom anchor charts
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| Partner Sharing  | * Use sentence stems to guide student responses and simplify questions asked
* Further discuss academic vocab.
* Guide group discussion
 | * Numbered spoons
 | * Sentence stems on chart or white board (EL Achieve Discussion cards; Linguistic Patterns chart; teacher created stems)
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| Work time  | In small group:* Use sentence stems to guide student responses/extend learning with oral language practice
* Further teach vocab. meaning and provide structured practice using new language
* Review skill taught in another way if needed (re-read text in narrative form)
* Scaffold academic language around language functions that support core text (i.e. compare/contrast)
* Preview upcoming lesson target or vocab
 | * Narratives
* ELD Review and Group Frame
* Sentence Patterning Chart
* Team Tasks
 | * Sentence stems on chart or white board (see tools listed above)
* Academic Vocabulary Toolkit (new books this year)
* Supplemental Making Meaning texts for each unit (each school will receive sets of Grade 1 supplemental texts this year; see Making Meaning teacher’s guides and your school librarian for other grade level supplemental texts)
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| Content block | * Work with ELL students on expert group tasks
* Review pictorials
* Assess content understanding and language development using ELD Group Frame
* Scaffold academic language of content (i.e., sequence/ transition words)
* Read big books
* Create co-op strip paragraphs
 | * Pictorials
* Expert Groups/Process Grid
* ELD Review and Group Frame
* Big Books
* Co-op Strip Paragraphs
* Cognitive Content Dictionary
 | * Core texts
* Alternate paired texts on core content (i.e. Okapi or Rigby texts)
* Sentence stems
* Cloze paragraphs (key content words to be filled in)
* Academic Vocabulary Toolkit
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