engage ny

Our Students. Their Moment.

Samplers of Lesson Exemplars for English Language Learners/Multilingual Learners: Introduction

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Introduction

This introduction to the samplers describes the content of the two samplers, explains the model used to scaffold the lessons for English Language Learners/Multilingual Language Learners in the samplers, and provides information on the conventions used to scaffold the lessons. The purpose of the samplers is to showcase lesson exemplars across the grade levels.

Content in the Samplers

Sampler 1 includes one Core Knowledge lesson exemplar, three Expeditionary Learning lesson exemplars, and one Public Consulting Group lesson exemplar. Sampler 2 includes two Expeditionary Learning lesson exemplars and two Public Consulting Group lesson exemplars. The original EngageNY lessons are posted on the Engage^{NY} website, and AIR provides links to these lessons in each of the lesson exemplars.

Attaining Core Competencies for English Language Learners (ACCELL)

The supports used in the lessons in the two samplers are based on the Attaining Core Competencies for English Language Learners (ACCELL) model. ACCELL is an evidence-based model developed by AIR specialists to support ELLs/MLLs in mastering core grade-level content. The ACCELL routines used in these lessons include Introducing the Lesson, Building Background Knowledge, Supporting Vocabulary Development, Enhancing Comprehension, and Strengthening Written Expression. A variety of scaffolds are used in the context of implementing these routines. Scaffolds are defined as temporary instructional supports that help make rigorous grade-level curriculum accessible to all students, including ELLs. There is a more complete description of ACCELL in the overview to the resources[1].

Conventions Used in the Exemplars

The conventions that follow describe how the AIR routines and scaffolds have been superimposed on these lessons. An example follows the description of these conventions.

AIR has added additional supports to almost all existing lesson components. These are labeled *AIR additional supports*. However, in some instances, as demonstrated in the example below, AIR has added new activities as well. *AIR new activity* refers to an activity not in the original lesson that AIR has inserted into the original lesson. For example, Background Knowledge (AIR New Activity 2 for Work Time) is a new activity AIR has added to the Work Time component of the Expeditionary Learning lesson. Because it is the second AIR new activity associated with Work Time, it is labeled activity 2. If there is only one new activity associated with a component of the original lesson, it is not numbered. *AIR instructions for teachers* are instructions AIR has added that describe how a teacher might implement the activity. *AIR instructions for students* are instructions AIR has added for students. In some instances AIR has added student activities that accompany the instructions for students. The following example from the Expeditionary

[1] *EngageNY ELA Resources for English Language Learners/Multilingual Language Learners: Overview*

Learning curriculum demonstrates *AIR additional supports*, *AIR instructions for teachers, AIR instructions for students*, and *AIR student activity* for an AIR activity that has been inserted into the original lesson.

The *AIR additional supports* and *AIR instructions for teachers* are highlighted in gray to differentiate them from *AIR instructions for students* and *AIR student activities*. The latter have no highlighting. While this example does not include the text used in the original lesson, information that describes the original lesson, or instructions for teachers in the original lesson, other examples in this resource guide include this information. In these instances, this information is highlighted in blue. The lessons are formatted so teachers can create student materials by deleting all the rows except *AIR instructions for students* and the student activities that follow this row.

Example: Background Knowledge (AIR New Activity 2 for Work Time)

AIR Additional Supports

Students look at a map and picture of the Mississippi and read a brief description of the river; they watch a short video clip about the river; they answer questions about both to develop background knowledge. Providing a glossary offers additional support for all students. Sentence frames support ELLs/MLLs at entering (EN) and emerging (EM) levels of proficiency. Sentence frames support ELLs/MLLs at transitioning (TR) levels of proficiency.

AIR Instructions for Teachers

Show students the picture and map of the Mississippi.

Ask students to read the short text using the glossary as needed. Then students should answer the questions provided.

To provide additional background information on flooding, show the short clip. Have students read the questions before watching the video. Show the video once or twice. After watching the video have students answer the questions using the glossary as needed.

AIR Instructions for Students

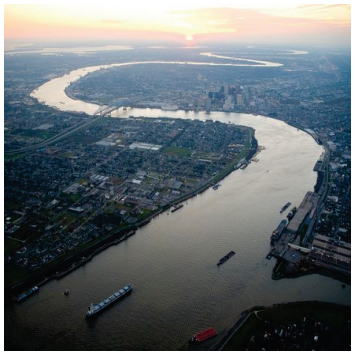
Look at the picture and map of the Mississippi.

Read the short text and answer the questions. Use the glossary to look up unfamiliar words.

Watch the short video clip. Before you watch, read the questions about the video. Answer the questions. Use the glossary to look up unfamiliar words that appear in the video.

AIR Student Activity

The Mississippi River



The Mississippi River	Glossary
The Mississippi River is the largest river in the United States. The part of the Mississippi River from its **headwaters** to St. Louis is called the **Upper** Mississippi. East Moline, Chad's hometown, **is located on** the Upper Mississippi. The Mississippi River has experienced a lot of **pollution**, and there is a lot of trash in the river and along the **shoreline**.	*headwaters*—the beginning of a river *upper*—higher in place *is located on*—is next to *pollution*—poisons, waste, or other things that hurt the environment *shoreline*—the place where land and water meet

Questions

1. What is the longest river in the United States? [ALL]
   The largest river in the United States is _____. [TR]
   The _____ is the longest river in the United States. [EN, EM]

The Upper Mississippi runs between which two points? [ALL]
   The Upper Mississippi runs between _____ [TR].
   The Upper Mississippi runs between _____ and _____. [EN, EM]

Where is Chad's hometown? [ALL]
   Chad's hometown is _____. [TR]
   Chad's hometown is located on the _____ _____. [EN, EM]

What is a problem the Mississippi has experienced? [ALL]
   A problem the Mississippi has experienced is _____. [TR]
   The river has experienced _____. [EN, EM]

Where is the trash located? [ALL]
   The trash is located _____. [TR]
   The trash is located in the _____ and along the _____. [EN, EM]

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