



## SAMPLE MATERIAL

### Professional Development for English Language Development Strategies

Marshall Elementary School, California

**Topic:** Increased Learning Time: Beyond the Regular School Day

**Practice:** Organize Instruction

This professional development workshop guide is designed to help after-school teachers at Marshall Elementary School think about the English language development (ELD) strategies they use with students.

The guide lists specific objectives, such as understanding the rationale behind Two-Way Immersion (TWI) and planning a lesson incorporating ELD strategies. Teachers are asked to brainstorm in pairs, read research provided by the lead teacher, and participate in group discussion. There is also an activity designed to help teachers understand the use of prompts and frames when teaching English language learners.

For additional context regarding this document and to learn more about professional development sessions that incorporate English language development strategies using prompts and frames, watch *Coaching for Capacity Building*, a video interview with the ExCEL lead teacher at Marshall Elementary.

## **Mission Graduates Professional Development ELD and Using Prompts and Frames in the After School Program**

### **Objectives:**

1. ASP coordinators will understand the rationale behind TWI program and the definition of ELD instruction.
2. ASP coordinators will understand the different levels of ELD and the levels of their students.
3. ASP coordinators will learn 2 Structured Language Practice (SLPs) strategies and the importance of using them with EL students
4. ASP coordinators will plan for an upcoming lesson incorporating ELD strategies into their instruction.

### **15 minutes**

Think Pair Share (TPS): Do you believe that Two Way Immersion is the best program for our EL students to succeed?

### **30 minutes**

10 minutes silent reading / 20 minutes for Final Word

The Final Word Protocol – Research from the Center for Applied Linguistics

<http://www.cal.org/resources/digest/ResBrief10.html>

### **25 minutes**

**Teaching in English is not enough! We have to teach them English.**

What is ELD?: Students **learning** how to read, write, listen and speak in Academic English

## **ELD – English Language Development**

**Expected learning outcome:** explicit, concise, and in-line with appropriate CA ELD and/or Content standards.

**Focus:** Academic English Language Development.

### **Lesson Characteristics**

- Emphasis is on developing academic English vocabulary and language structures.
- Accessing prior knowledge is essential.
- Incorporating and valuing the home culture of the student and the student's family.
- Several opportunities for students to practice all 4 ELD strands – Reading, Writing, Speaking and Listening.
- 50% of the lesson should be devoted to student oral practice

**1 hour (at least)**

**Our Students and What You Can Do!!**

- I. 11:15 – 11:30 ELD levels – summary of levels, matrix of grammatical forms, ELD instruction during the school day
  1. Looking at the Matrix of Grammatical Forms find the grammar that is being tested with each question on the video of David and Christian.
- II. 11:30 – 11:45 Your students – MG student lists and their current ELD grouping
  1. Identify your students' ELD levels and some of their learning needs.
  2. Introduction of SLPs and practice (Lines of Communication)

Prompt: What have you learned today about your EL students? What is one grammatical form you can teach to your EL students?

Frame:

Today I have learned \_\_\_\_\_ about  
my students. (Present Perfect Tense)

One grammatical form I (could/might) work on

\_\_\_\_\_  
(Auxiliary Verbs)

- III. 11:45 – 12:30 Frames, Prompts and SLPS (Ms. Erica will join us for planning)
  1. Sample lessons (ie. appreciations at I and EA)
  2. Planning your next poetry lessons incorporating ELD frames and planning a SLP for sharing poetry
  3. Exit Slip – feedback and next steps