

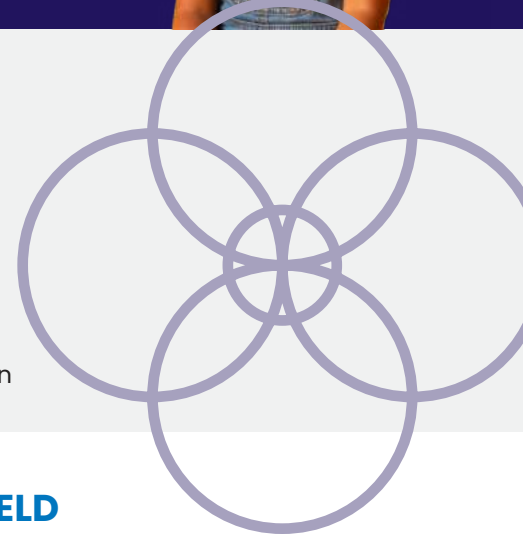


# Plan for Practice Groups to Support Designated ELD Instruction With Proven Lexia® English Language Development®

## How to use this guide

This step-by-step resource will help you:

- Identify your students’ instructional needs and priorities based on their performance in the Lexia® English Language Development® program
- Make instructional resource and student grouping decisions for purposeful peer-to-peer conversation practice
- Establish a clear instructional purpose and plan for teacher-facilitated instruction



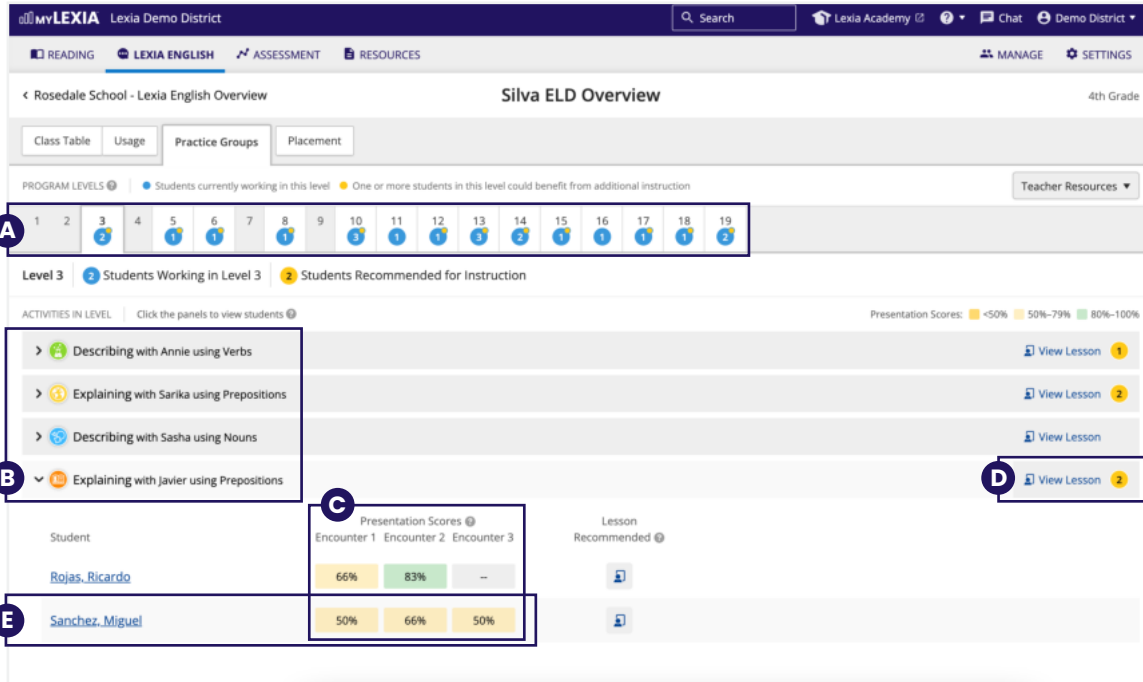
## Step 1: Identify Instructional Priorities for Designated ELD

You may use the Practice Groups Report in myLexia® to strategically group students for conversational practice based on a variety of instructional needs and priorities. Consider the following options before reviewing how to access the relevant data within the report on the next page.

Current Program Level	Recommended Lessons	Activity/Level Completion
<p>Prioritize instruction based on the number of students working in each program level or proficiency band.</p>	<p>Prioritize the lessons automatically recommended in the myLexia educator platform.</p>	<p>Prioritize listening and speaking practice with Lexia Lessons® when students have completed an activity and Lexia Skill Builders® delivery when students have completed a full level in the student program.</p>
<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Reinforce concepts and skills from the student program with small-group or whole-class instruction</li> <li>• Preteach lessons to allow students to preview the skills and language frames they will be learning</li> <li>• Provide opportunities for peer-to-peer conversation practice</li> </ul>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Offer targeted speaking and listening skills practice for students in need of additional support based on their performance in the student program</li> <li>• Personalize instruction and conversation practice to support the varying learning needs of all students</li> </ul>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Consolidate knowledge through academic conversations to help students synthesize language skills</li> <li>• Support and enrich students’ oral and written expression, peer collaboration, and oral presentation skills</li> </ul>



# Identify Instructional Priorities for Designated ELD Using the Practice Groups Report



## Current Program Level

Prioritize instruction based on the number of students working in each program level or proficiency band.

- A** Refer to **Steps 1 and 2** in the [Practice Groups Report Guide](#) to determine your students' current program levels.
- B** Review the **activity names** to understand what speaking, listening, and grammar skills students in that level are learning (e.g. Explaining with Javier using Prepositions).

Even when students haven't yet started an activity, you can still include them in a lesson group. This will allow them to preview the skills and language frames they will be learning.

## Recommended Lessons

Prioritize the lessons automatically recommended in the myLexia® educator platform.

- C** Refer to **Step 3** in the [Practice Groups Report Guide](#) to view students in need of teacher-led instruction to support their learning.
- D** Refer to **Step 4** in the [Practice Groups Report Guide](#) to prioritize lessons to deliver.

### Guide to Presentation Scores

	80–100%
	50–79%
	below 50%
	not yet attempted

## Activity/Level Completion

Prioritize listening and speaking practice with Lexia Lessons when students have completed an activity and Skill Builder delivery when students have completed a full level in the student program.

- E** Presentation Scores for **all three encounters** indicate the activity has been completed. Three encounter scores across **all four activities in the level** indicate the level has been completed.



## Step 2: Select Instructional Resource(s) for Designated ELD

Lexia's teacher-facilitated resources, as a component of Lexia's powerful Adaptive Blended Learning model, provide opportunities to practice the skills introduced in the student program. Lexia Lessons and Lexia Skill Builders can be flexibly integrated into classroom routines based on instructional goals and student needs.

The following instructional resources are available at each program level, accessible from myLexia or in the Lexia English Resources Hub. Choose the resource(s) most relevant to the needs identified in Step 1.

### Lexia Lessons for Speaking Practice

Speaking Lessons provide a time for students to do the talking and for teachers to provide corrective feedback, using language frames to support academic conversations.

**Lexia ENGLISH** (Lexia Lesson) **SPEAKING PRACTICE – LEVEL 4**  
Explaining with Mei Using Verbs  
Activity 2 | Encounter 1  
SOCIAL STUDIES

**OBJECTIVES**  
**Language Purpose:** Through conversation, students will explain how they felt about everyday events.  
**Grammar Statement:** Ask and answer questions about something that happened, using irregular verbs.

**Plan Ahead:** Review the language frames to plan for other content words to use for each encounter (beyond the examples provided). Decide whether to use the board, chart paper, or projection for the language frames and writing.

**LANGUAGE FRAMES**

Encounter 1

**Grammar Focus:** Irregular verbs

Sample 1: How was your school day?  
Sample 2: How was their soccer practice?  
Question: How was \_\_\_\_\_?  
With grammar: How was \_\_\_\_\_ (POSSESSIVE PRONOUN) \_\_\_\_\_ (NOUN 1/ NOUN PHRASE 1)?  
Sample 1: I had a big surprise at school!  
Sample 2: They had a great time at soccer practice.  
Answer: \_\_\_\_\_ had a \_\_\_\_\_ at \_\_\_\_\_.  
With grammar: \_\_\_\_\_ (PRONOUN) had a \_\_\_\_\_ (ADJECTIVE) \_\_\_\_\_ (NOUN 2) at \_\_\_\_\_ (NOUN 1/ NOUN PHRASE 1).

**Content Words**

POSSESSIVE PRONOUN	NOUN 1/ NOUN PHRASE 1	PREPOSITION	ADJECTIVE	NOUN 2
your	school/day/football	at	big	surprise
they	soccer practice	they	great	time

### Lexia Lessons for Listening Practice

Listening Lessons offer students a chance to practice targeted skills in listening comprehension by engaging with select listening passages.

**Lexia ENGLISH** (Lexia Lesson) **LISTENING PRACTICE – LEVEL 4**  
Identifying Supporting Details and Inferring  
Explaining with Mei Using Verbs  
SOCIAL STUDIES

**OBJECTIVES**  
**Comprehension Skill:** Students will identify supporting details while listening to a passage.  
**Comprehension Strategy:** Students will make inferences as they listen.

**Plan Ahead:** You are going to read aloud and have students track as they listen, so prepare the listening passage to be visible to students. Decide whether to make copies for students, project it, or write the passage out in advance on chart paper. You can also do the same for the questions that prompt student conversation. Note: Remember that this is listening practice, so it's important to just to read aloud—even if learners are able to read on their own.

**LISTENING PASSAGE**

Two students had an idea. They could train monkeys to help people. They started Helping Hands. The monkeys were good at opening jars and turning on lights. And they were excited to learn tricks. Their job was great!

The monkeys were small, but they had strong arms. That's why they could open jars easier or carry books. The first person to receive a monkey was very happy. He had a wheelchair and a new friend!

The monkey became a part of the family. She had snacks with the man in the wheelchair. She'd bath in the sink. She even helped the man brush his teeth. They were good friends for life.

**MODEL & PRACTICE**

**Directions:** Look at the above passage. The question cards indicate places to pause. You will read each section about four times, and have students listen for a different purpose each time. Rather than reading the whole passage at once, be sure to read each section separately, completing all four Listen activities before moving on to the next section.

**First Listen—For Words and Phrases:** Tell students that you're going to read aloud a section of the passage. Read aloud slowly. Emphasize each word, and read each phrase with intonation, pausing between words that bring together so that students actively listen to each language unit. Track the text as you read to connect the spoken and written words. If using a projector, you can highlight one sentence at a time. If on chart paper, point to each word.

**Second Listen—For Understanding:** Have students listen again to understand the section. Read aloud, using a natural pace this time. Pause only slightly between sentences to give students a chance to absorb.

### Lexia Lessons Slide Decks

Slide Decks are designed for live participation and can be used as a complement to printable Lexia Lessons in the classroom or in a remote learning environment.

Level 8 | Speaking 51

**Lexia ENGLISH**  
LANGUAGE DEVELOPMENT

**Explaining with Mei Using Verbs**

Encounter 1

### Lexia Skill Builders

Skill Builders help students further engage with content from the student program through writing tasks and speaking routines focused on oral presentation skills.

**Lexia ENGLISH** (Lexia Skill Builder) **LEVEL 10**  
International Text  
Competencies

**DESCRIPTION**

**Objective**  
Students will be able to apply speaking and listening concepts from the student program to an oral presentation based on an independently written script.

**Instructional Focus Area**

- Language purpose: describing similarities between nouns
- Grammar: conjunctions (both...and, in addition)
- Writing Genre: informational
- Oral presentation: speaking about the similarities between two fruits

**Prepare**

- Create the following Anchor Chart with students beforehand (see [Anchor Charts](#) on page 5 in the [Implementation Guide](#) for instructions):
  - What Good Presenters Do
  - TAC Feedback

**PART A: Grammar Practice**

**Step 1: Language Frames Anchor Chart**

☑️ You're going to write and present an informational script that describes the similarities between two fruits. First we'll make an Anchor Chart with the language frames you've learned about. This will help you talk about the topic and help a script for your presentation.

→ Create and display the language frames anchor chart for students to refer to as they complete the activities.

- Example target language frames:
  - Both \_\_\_\_\_ (plural noun 1) and \_\_\_\_\_ (plural noun 2) \_\_\_\_\_ (verb phrase 1).
  - In addition, they both \_\_\_\_\_ (base verb/verb phrase).

**Step 2: Grammar Practice Activity**

→ Distribute the **Grammar Practice** activity page (Reproducible page 1).

→ Review the definitions and examples at the top of the page for the conjunctions both and in addition (see [Scaffolding Suggestions](#) on page 9 in the [Implementation Guide](#)).

→ Have students complete the **Grammar Practice** activity page with the targeted grammar words/phrases.

## Step 3: Make Student Grouping Decisions for Designated ELD

Lexia Lessons and Lexia Skill Builders can each be incorporated into classroom routines in a variety of ways, including whole-class instruction, small-group activities, and independent work. Lexia Lessons and each Skill Builder section can be delivered in 10 to 20 minutes and follow the Gradual Release of Responsibility Model (I do - We do - You do) to build student autonomy and competence with the targeted language skills.

Consider the student grouping options below as you determine how to address the instructional priorities identified in Step 1 using the instructional resource(s) selected in Step 2.

	Individual	Small Group	Whole Class
<b>Lexia Lessons</b>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Target specific skills with individualized instruction to help all students be successful.</li> <li>• The personalized approach of Lexia Lessons Slide Decks supports the varying needs of all students.</li> </ul>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Lessons provide educators with guidance on how to facilitate small-group instruction and academic conversation.</li> </ul>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• All students can benefit from practice engaging in academic conversations.</li> <li>• Engage and motivate students with interactive activities and visual elements by projecting Lexia Lesson Slide Decks in person or through a video conferencing platform.</li> </ul>
<b>Lexia Skill Builders</b>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Several tasks are designed for independent practice in preparation for peer collaboration.</li> </ul>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Opportunities for peer feedback and collaboration are embedded in the design of Skill Builders.</li> </ul>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Scaffolding suggestions support Emergent Bilingual students at different stages of language development.</li> <li>• Oral presentations increase student talk time.</li> </ul>
<b>Both</b>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• A teacher or tutor can serve as a model and conversational partner, targeting specific student needs tasks; activities can be broken down into smaller steps for intensive practice.</li> </ul>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Students are engaged in conversations right away through the use of language frames, a scaffolding technique embedded in the student program and resources.</li> </ul>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Language frames are applicable in a variety of academic contexts when content words are swapped in/out.</li> <li>• More advanced peers can serve as language models.</li> </ul>



## Step 4: Establish an Instructional Purpose and Plan for Designated ELD

Lexia Lessons and Lexia Skill Builders can be used for preteaching, teaching, and reteaching. Consider how the instructional priorities, resource(s), student group(s), and instructional purpose will influence your plan for instruction, including:

- Modifications to the activities
- Additional scaffolding students may require
- Delivery of the material (when, where, and how)
- Preparation required
- Plans to evaluate student progress

Preteaching	Teaching (Targeted Support)	Reteaching (Conversation Practice and Enrichment)
<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Exposing students to content they will encounter in the student program supports motivation and success in activities.</li> <li>• Building background knowledge and schema through scaffolded instruction supports student learning.</li> </ul>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Providing explicit instruction supports students with the precise skills they encounter in the student program.</li> <li>• Target specific speaking and listening skills when students are identified as needing additional support.</li> </ul>	<p><b>Why?</b></p> <ul style="list-style-type: none"> <li>• Reinforcing concepts and skills from the student program through conversation practice, oral and written expression, peer collaboration, and oral presentations consolidates learning and increases language application across a variety of contexts.</li> </ul>



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California Team  
to learn more.**

# Lexia®

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