

ExC-ELL Lesson Integration Tool: IHE Edition

Instructor _____ Subject _____ Date _____

Content Standard _____

Content Objective _____

Language Standard _____

Language Objective _____

Differentiation _____

Title of mentor text _____

Ancillary Materials _____

POST ON WALL: _____

PRETEACHING VOCABULARY & DISCOURSE: Targeted words & clusters for reading comprehension, discussions and text-based writing		
Tier 1	Tier 2	Tier 3
METHODS & PROCEDURES (10 minutes) 7 Steps		
1. Instructor says the word or phrase. Asks students to repeat 3 times.	1.	
2. Instructor states the word in context from the text.	2.	
3. Instructor provides the dictionary definition(s).	3.	
4. Instructor explains the meaning with student-friendly definitions.	4.	
5. Instructor highlights features of the word: grammar (e.g., tense, prefixes), spelling, polysemy, cognates, etc.	5.	
6. Students engage in INSTRUCTOR provided word/concept knowledge frame using the target vocabulary.	6.	
7. Instructor informs students how/when to use word: Peer Summaries, Exit Passes or other writing assignments	7.	

Word/Phrase #2	
1. Instructor says the word or phrase. Asks students to repeat 3 times.	1.
2. Instructor states the word in context from the text.	2.
3. Instructor provides the dictionary definition(s).	3.
4. Instructor explains the meaning with student-friendly definitions.	4.
5. Instructor highlights features of the word: grammar (e.g., tense, prefixes), spelling, polysemy, cognates, etc.	5.
6. Students engage in INSTRUCTOR provided word/concept knowledge frame using the target vocabulary.	6.
7. Instructor informs students how/when to use word: Peer Summaries, Exit Passes or other writing assignments	7.
Word/Phrase #3	
1. Instructor says the word or phrase. Asks students to repeat 3 times.	1.
2. Instructor states the word in context from the text.	2.
3. Instructor provides the dictionary definition(s).	3.
4. Teacher explains the meaning with student-friendly definitions.	4.
5. Instructor highlights features of the word: grammar (e.g., tense, prefixes), spelling, polysemy, cognates, etc.	5.
6. Students engage in INSTRUCTOR provided word/concept knowledge frame using the target vocabulary.	6.
7. Instructor informs students how/when to use word: Peer Summaries, Exit Passes or other writing assignments	7.

Word/Phrase #4	
1. Instructor says the word or phrase. Asks students to repeat 3 times.	1.
2. Instructor states the word in context from the text.	2.
3. Instructor provides the dictionary definition(s).	3.
4. Instructor explains the meaning with student-friendly definitions.	4.
5. Instructor highlights features of the word: grammar (e.g., tense, prefixes), spelling, polysemy, cognates, etc.	5.
6. Students engage in INSTRUCTOR provided word/concept knowledge frame using the target vocabulary.	6.
7. Instructor informs students how/when to use word: Peer Summaries, Exit Passes or other writing assignments	7.
Word/Phrase #5	
1. Instructor says the word or phrase. Asks students to repeat 3 times.	1.
2. Instructor states the word in context from the text.	2.
3. Instructor provides the dictionary definition(s).	3.
4. Instructor explains the meaning with student-friendly definitions.	4.
5. Instructor highlights features of the word: grammar (e.g., tense, prefixes), spelling, polysemy, cognates, etc.	5.
6. Students engage in INSTRUCTOR provided word/concept knowledge frame using the target vocabulary.	6.
7. Instructor informs students how/when to use word: Peer Summaries, Exit Passes or other writing assignments	7.

Team Formation and *Team Building* Activities:

Discourse strategy throughout the lesson (Corners, Clock Buddies, Circle of Friends, etc.)

Instructor Read-Aloud-Think-Aloud to model strategy students need to use: (3 minutes)

Partner Reading + Summary (pages ____) (10 or 15 minutes)

Student reading approach after Partner Reading:

Choral reading (pages ____) (5 minutes)

Silent reading + buddy summaries (pages ____) (10 minutes)

After-Reading Strategies to Anchor Knowledge, Language, and Literacy:

(Formulating Questions, Numbered Heads Together, Round Table, Graphic Organizer, Team Presentation, Jigsaws, etc.) (20 + minutes)

Writing Strategies for:

Drafting (**Write Around** 8 to 10 minutes)

Revising (15 minutes)

Editing (15 minutes plus mini-lesson)

Publishing (computer)

Performance Assessments for:

Vocabulary

Reading

Writing

Content Knowledge

Instructor Reflection with the WISEcard:

Targeted EOP Indicators:

Reflection:

Next steps: