

## Daily Lessons

The daily lessons lay out a vision of what effective instruction “looks like.” The lessons include several “voices.” The regular text provides guidance for each lesson element and directions for structuring interaction. The italicized text is the teacher’s voice, with suggested ways to model and explain points of language use. This is not intended to be a script. Each teacher must make instruction their own and apply their unique skills and talents in developing authentic, trusting relationships with students. Finally – and importantly – there is the student voice, as shown in example sentences.

The Systematic ELD lesson architecture is brought to life to create a picture of how to teach language and engage students – not only in learning the language, but also in becoming conscious and metacognitive about how they use language in reading, writing, listening, and speaking.

Each lesson purposefully follows an instructional sequence:

- ***Open the Lesson ~ 4–6 minutes***

The opening of the lesson is used to bring language to life, link to prior learning, and state the lesson objective. This quick check-in can also serve to pre-assess students’ current language use and background knowledge, allowing teachers to confidently know whether the lesson pace is just right or needs to be adjusted.

- ***Teach the Language for the Lesson (I Do/We Do) ~ 5–15 minutes***

In this section of the lesson, the teacher introduces, models, and demonstrates how the target language works. Students practice alongside the teacher and receive additional support as needed.

Teaching points are strategically chunked to prevent cognitive overload.

- ***Practice the New Language in Context (We Do) ~ 10–15 minutes***

Teachers use structured interactive routines to ensure that students are given ample guided practice. While students practice together, the teacher is freed up to walk around and listen in, provide corrective feedback, and collect daily assessment data.

- ***Take Language to Application (You Do Together/You Do On Your Own) ~ 5–8 minutes***

Students apply the language in realistic ways and practice moving from oral to print. The teacher circulates the room to provide corrective feedback and collect daily assessment data.

- ***Close the Lesson ~ 3–5 minutes***

To end the lesson, the teacher and students work together to summarize the lesson objective, discuss application in other contexts, and build metacognitive and metalinguistic awareness.

While key instructional points are always explained in the lessons, providing meaningful connections between ELD and other content learning is often left up to the teacher. This is to ensure that the connections are relevant and that students’ day-to-day learning and interactions are validated and reinforced in authentic ways.

Color-coding and symbols are used to call attention to the language taught in the lessons.

Key to color-coding: **Nouns and noun phrases**

**Pronouns**

**Descriptive words and phrases**

**Verbs and verb phrases**

**Adverbs**

**Conjunctions**

**Prepositions**

Key to symbols: ↻ = Review, ⚡ = Challenge

Throughout the five-day Systematic ELD Institute, teachers engage in plan-teach-reflect cycles to learn to maximize the use of the units. They analyze the data they collect through their teaching to refine upcoming lessons in order to better find their students’ instructional sweet spots and to accelerate their language learning.