



# Language Studio

Grade 3–5

## Program Guide

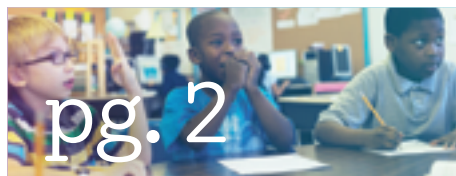
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# 3-5 Program Guide

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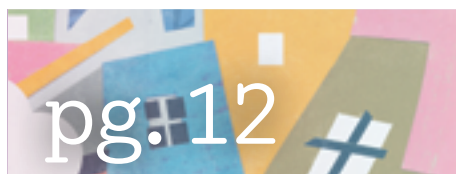


# Table of Contents



## Welcome to Language Studio

|                  |   |
|------------------|---|
| Program Overview | 4 |
|------------------|---|



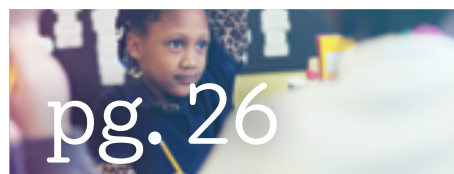
## The Components

|                        |    |
|------------------------|----|
| Component Descriptions | 14 |
| Icon Key               | 15 |



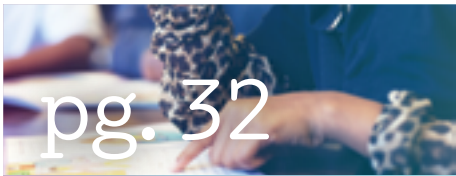
## Lesson Facilitation

|                                       |    |
|---------------------------------------|----|
| Lesson Overview                       | 18 |
| Lesson Segments                       | 20 |
| Instructional Strategies              | 23 |
| The Core Connection                   | 24 |
| Keeping Pace with Primary Instruction | 25 |



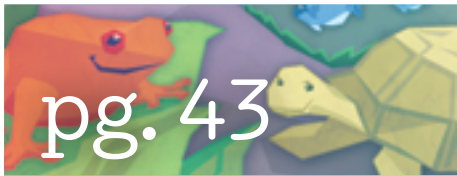
## Differentiation

|                               |    |
|-------------------------------|----|
| Features of Academic Language | 28 |
| Embedded Supports             | 30 |



## Assessment

|                                       |    |
|---------------------------------------|----|
| Student Performance Assessment        | 34 |
| Check for Understanding               | 35 |
| Formative Assessment                  | 36 |
| Language Proficiency Assessment       | 37 |
| Language Proficiency Recording Sheets | 38 |
| Research and References               | 40 |



## Teacher Resources

|  |    |
|--|----|
| Formative Assessment Informal Observation Record Sheet | 44 |
| Family Letter  | 50 |



# Welcome to Language Studio





Language Studio is the designated English Language Development companion for Core Knowledge Language Arts (CKLA). Language Studio provides effective, targeted instruction to address the specific needs of English Language Learners (ELLs). Lessons preview or reinforce language and content introduced during Primary Instruction so that ELLs of all proficiency levels are able to access grade-level content knowledge as they develop academic English and effective expression across domains.



ELLs comprise a diverse student population in terms of language background, prior educational experiences, and background knowledge. Language Studio leverages this wealth of knowledge and provides differentiated instruction that enables ELLs to meet the demands of rigorous language learning standards.

English language learners meaningfully engage with language and the wider world as they actively participate in hands-on activities, collaborative conversations, multimedia presentations, and interactive exercises. These activities not only grant ELLs access to core content, but also promote English proficiency development as they move closer to the ultimate goal of fluency.

## Program Overview

Language Studio empowers students to make connections between prior knowledge and new concepts, to build new mental schemas, and to reflect on their own ideas and language use. Making connections, while reflecting on language usage and higher-level thinking, helps ELLs learn a new language and acquire essential content knowledge simultaneously. These skills enable students to consciously make use of cognitive strategies and linguistic practices, while strengthening self-confidence, self-regulation, learning strategies, and purposeful use of language.

### Foundational Skills

Development of foundational skills is essential to achieving literacy. These skills begin with Phonological Awareness, Phonics and Word Recognition, Print Concepts, and Fluency. In succeeding grade levels, students transition from learning basic code to advanced code and, finally, morphology.

### Content Knowledge

Language Studio lessons present knowledge-rich content through interactive read-alouds, demonstrations, and discussions in a variety of domains from world and U.S. history, to science and nature, to poetry and literature. Informational text is presented in a sequenced, systematic manner to help build background knowledge, vocabulary, and analytical skills. This ensures that students develop content knowledge gradually, yet cumulatively, as they build literacy skills.

### Making Meaning

Language Studio lessons are designed to guide students in constructing meaning through purposeful interaction with the text and with each other. Students are exposed to grade-level complex texts and tasks, coupled with strategies and support to ensure they successfully engage with, and work toward, meeting the demands of CKLA Primary Instruction.

## Academic English

Language Studio features explicit instruction on general academic and domain-specific vocabulary that is necessary to engage with the text in CKLA domains. English Language Learners practice choosing language resources and producing various text and grammatical structures.

## Effective Expression

Language Studio provides English Language Learners with ample opportunities and structure to communicate and collaborate in meaningful ways. Language Studio prompts ELLs to utilize their home language skills to become more successful in language learning. Students are encouraged to read and share background knowledge, or ask and answer questions, in their home language—both at home and in the classroom—whenever appropriate.

## Language Domains

ELLs build academic English and ultimately achieve literacy by engaging in activities that provide opportunities to listen, read, speak, and write every day. All Language Studio lesson segments focus on one of these four Language Domains, which help prepare students to participate in a range of academic exercises.

## Reading

Language Studio enables ELLs to engage with the same range of text level and complexity as their grade-level peers during Primary Instruction. Language Studio lessons prompt students to identify key ideas and details of a text, including the characters, settings, and major events. Students integrate knowledge and ideas to compare and contrast key details of texts or describe the relationship between illustrations and the text. ELLs gain familiarity with text craft and structure as they develop strategies to define unknown words in a text and recognize common types of texts, including but not limited to poems, stories, and informational text.

## Writing

Students participate in narrative, informational, explanatory, and persuasive/argumentative writing tasks to build and present content knowledge across disciplines. At all levels of language proficiency, students collaborate with peers to produce and publish their writing. Students provide and implement peer feedback throughout the writing process, strengthening their writing skills while developing social and academic language.

## Listening

Students participate in a variety of collaborative conversations about grade-level topics and texts. To demonstrate understanding of a text read aloud or information presented orally, students learn to ask and answer questions about key details and/or request clarification if something is not understood.

## Speaking

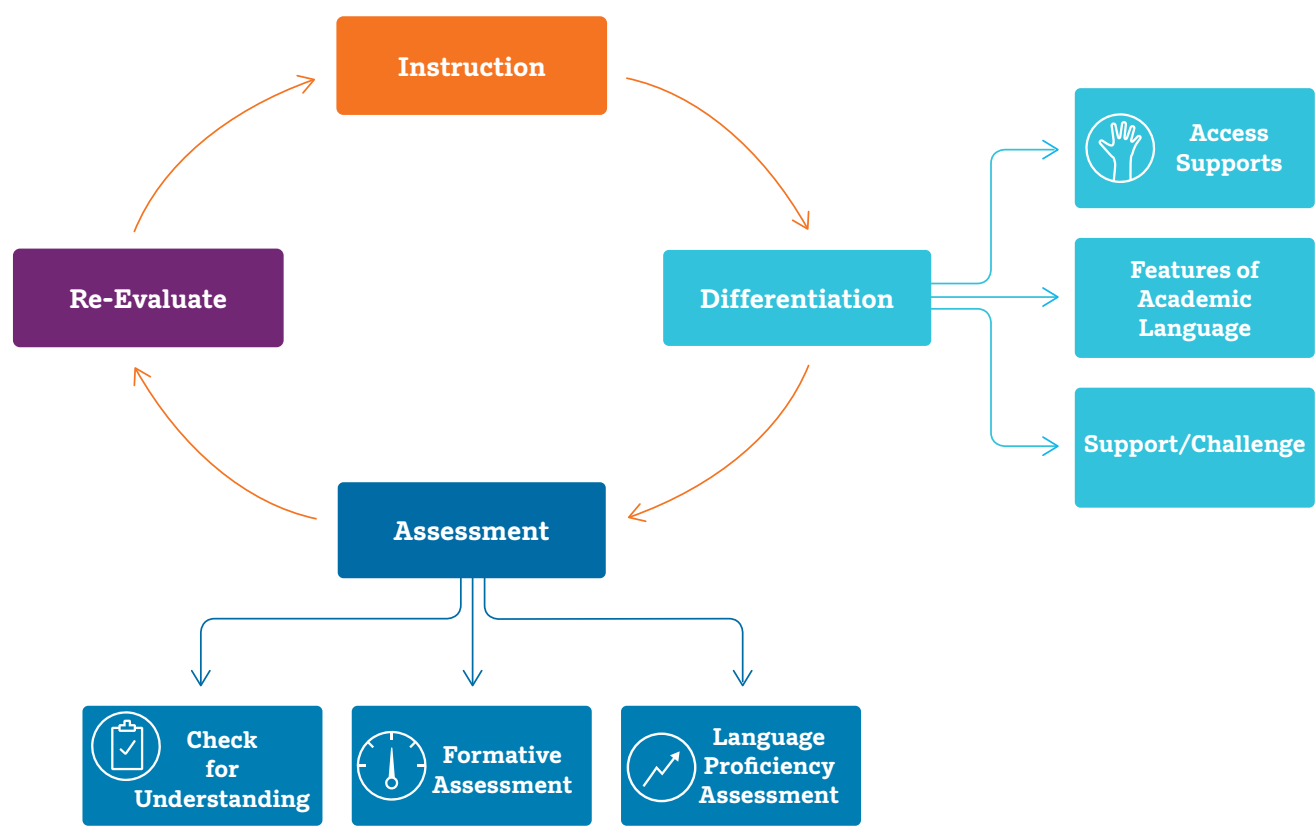
Language Studio provides multiple opportunities for ELLs to acquire and demonstrate command of standard English grammar conventions and usage. Students learn strategies to determine or clarify the meaning of unknown or multiple-meaning words and phrases, and explore word relationships and nuances in word meanings. As students use words and phrases acquired through conversations, reading and being read to, and responding to texts, they gain confidence speaking audibly and expressing thoughts, ideas, and feelings clearly.



# Differentiated Instruction

Language Studio is designed for designated ELD instruction to be delivered in small groups or one-on-one. Integrated supports enable ELLs to access grade-level content within the context of the Language Studio lesson. These tiered scaffolds support students of all proficiency levels as they develop critical language skills, such as reading comprehension and effective expression. Access supports are aligned with specific lesson objectives and unit assessments, and follow the progression of the lessons with clearly defined student outcomes.

## Cycle of Student Evaluation and Support



The CKLA assessment and remediation cycle provides many opportunities for regular, consistent feedback.

# Language Proficiency Levels

The following Proficiency Level Descriptors (PLDs) serve as a starting point for teachers to evaluate ELLs' language development as they progress through Language Studio. The PLDs describe how ELLs in grades 3-5 might develop interpretive (reading, listening, viewing) and expressive (writing, speaking, representing) communication skills across five levels of language proficiency. Although five levels of language proficiency are represented in the PLDs, it is important to note that language development is a nonlinear, lifelong process. ELLs may take various paths toward language proficiency, and will continue to develop language beyond Level 5.

Each Language Studio lesson contains a Language Proficiency Assessment and corresponding Evaluation Tool, which embeds the PLDs in daily assessment and instruction. For more information about Language Proficiency Assessments and Evaluation Tools, see page 37.

## Grade 3 Proficiency Level Descriptors

|                            | STUDENTS WILL <b>INTERPRET</b><br>(Read, Listen, View)   | STUDENTS WILL <b>EXPRESS</b><br>(Write, Speak, Represent)  |
|----------------------------|--|--|
| Level 1<br>(Entering)      | <ul style="list-style-type: none"> <li>Short statements and questions about general topics</li> <li>Ideas within words, phrases, and chunks of language</li> <li>Simple grammatical constructions</li> <li>Repeated words and phrases</li> <li>Common, multi-word noun groups</li> <li>Precise meanings of common words and phrases in everyday contexts</li> </ul>  | <ul style="list-style-type: none"> <li>Short statements and questions about general topics</li> <li>Single words and phrases to represent ideas with an intended purpose</li> <li>Simple grammatical constructions</li> <li>Repeated words and phrases to connect ideas</li> <li>Sentence fragments to expand meanings</li> <li>Commonly used words and phrases with emerging precision</li> </ul>   |
| Level 2<br>(Emerging)      | <ul style="list-style-type: none"> <li>Related simple sentences about specific topics</li> <li>Common cohesive devices to connect ideas and details</li> <li>Compound grammatical constructions</li> <li>Multi-word noun groups with connectors to elaborate on ideas</li> <li>Repetitive phrasal and sentence patterns</li> <li>General and some domain-specific content words and expressions</li> <li>Precise meanings of situation-specific words and phrases</li> </ul> | <ul style="list-style-type: none"> <li>Phrases and short sentences linked by topic to convey intended purpose</li> <li>Common cohesive devices (demonstratives)</li> <li>Formulaic grammatical structure and variable use of conventions</li> <li>A few types of elaboration (adding a familiar adjective to describe a noun)</li> <li>Repetitive phrasal and sentence patterns</li> <li>General domain-related words and expressions</li> <li>Commonly used words and phrases with some precision</li> </ul>        |
| Level 3<br>(Transitioning) | <ul style="list-style-type: none"> <li>Text with a series of extended sentences</li> <li>Related ideas connected by a few different types of cohesive devices</li> <li>Compound and some complex grammatical constructions</li> <li>Ideas are elaborated or condensed through expanded noun groups with classifiers</li> <li>Precise meanings of an increasing number of words, phrases, domain-related content words, and expressions</li> </ul>                            | <ul style="list-style-type: none"> <li>Short and some expanded sentences that convey intended purpose with emerging organization</li> <li>Some formulaic cohesive devices to connect multiple related ideas</li> <li>Repetitive grammatical structure with occasional variation and emerging use of conventions</li> <li>Some types of elaboration (adding a newly learned adjective to a noun)</li> <li>A small repertoire of words, phrases, and domain-related content words with developing precision</li> </ul> |

## Grade 3 Proficiency Level Descriptors

|                        | STUDENTS WILL <b>INTERPRET</b><br>(Read, Listen, View)  | STUDENTS WILL <b>EXPRESS</b><br>(Write, Speak, Represent)  |
|------------------------|---|--|
| Level 4<br>(Expanding) | <ul style="list-style-type: none"> <li>Short text that meets a purpose</li> <li>A variety of sentences connected through multiple cohesive devices</li> <li>Expanded or condensed ideas (noun groups with prepositional phrases)</li> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular domains or text genres</li> <li>Extended or enhanced meanings through multiple related simple sentences</li> <li>Precise meanings of domain-specific content words, expressions with multiple meanings, and common phrases and idioms</li> </ul>   | <ul style="list-style-type: none"> <li>Ideas with emerging cohesion and predictable organizational structures</li> <li>Short, expanded, and some complex sentences with emerging use of clauses</li> <li>Increasing types of cohesive devices (articles to refer to the same word)</li> <li>Increasing types of elaboration (adding articles or demonstratives to a noun)</li> <li>A variety of grammatical structures and generally consistent use of conventions</li> <li>Sentence patterns characteristic of particular domains or texts</li> <li>A growing repertoire of domain-specific content words, expressions, and common phrases and idioms with growing precision</li> </ul>                                 |
| Level 5<br>(Bridging)  | <ul style="list-style-type: none"> <li>Texts that meet a purpose and follow generic organizational structures</li> <li>A variety of cohesive devices that connect descriptive chunks of text</li> <li>Compound, complex grammatical constructions</li> <li>Elaborated or condensed ideas through expanded noun groups with embedded clauses</li> <li>A broad range of sentence patterns characteristic of particular domains and text genres</li> <li>Simple and compound sentences with familiar ways of combining clauses</li> <li>Precise meanings of an expanding number of words and phrases, including idioms and collocations</li> </ul> | <ul style="list-style-type: none"> <li>Expanding text that conveys purpose using generic organizational structures across paragraphs</li> <li>Expanding number of cohesive devices (given/new, whole/part, class/subclass)</li> <li>A variety of grammatical constructions matched to purpose and consistent use of conventions</li> <li>A variety of types of elaboration (adding in a variety of adjectives)</li> <li>A broad range of sentence patterns characteristic of particular domains and text types</li> <li>Simple or compound sentences with familiar ways of combining clauses</li> <li>An expanding repertoire of words and phrases including idioms and collocations with expanding precision</li> </ul> |

## Grade 4-5 Proficiency Level Descriptors

|                       | STUDENTS WILL <b>INTERPRET</b><br>(Read, Listen, View)   | STUDENTS WILL <b>EXPRESS</b><br>(Write, Speak, Represent)   |
|-----------------------|--|---|
| Level 1<br>(Entering) | <ul style="list-style-type: none"> <li>Related simple sentences about specific topics</li> <li>Common cohesive devices to connect ideas (repetition, demonstratives)</li> <li>Simple grammatical constructions</li> <li>Multi-word noun groups with connectors to elaborate on ideas</li> <li>Simple sentences to expand meanings</li> <li>Precise meanings of situation-specific words and phrases</li> </ul> | <ul style="list-style-type: none"> <li>Short sentences linked by topic to convey intended purpose</li> <li>Common cohesive devices (repetition, demonstratives)</li> <li>Simple grammatical constructions</li> <li>A few types of elaboration (adding a familiar adjective to describe a noun)</li> <li>Sentence fragments and emerging use of simple sentences to expand meanings</li> <li>Some commonly used words and phrases with some precision</li> </ul> |

## Grade 4-5 Proficiency Level Descriptors

|                            | STUDENTS WILL <b>INTERPRET</b><br>(Read, Listen, View)   | STUDENTS WILL <b>EXPRESS</b><br>(Write, Speak, Represent)   |
|----------------------------|--|---|
| Level 2<br>(Emerging)      | <ul style="list-style-type: none"> <li>Text with a series of related, extended sentences</li> <li>Related ideas connected by a few different types of cohesive devices</li> <li>Compound grammatical constructions</li> <li>Repetitive phrasal and sentence patterns</li> <li>Ideas are expanded through noun groups with classifiers</li> <li>Precise meanings of an increasing number of words and phrases</li> </ul>  | <ul style="list-style-type: none"> <li>Short and some expanded sentences that convey intended purpose with emerging organization</li> <li>Some formulaic cohesive devices to connect related ideas</li> <li>Compound grammatical constructions</li> <li>Repetitive phrasal and sentence patterns</li> <li>Some types of elaboration (adding newly learned or multiple adjectives to nouns)</li> <li>A small repertoire of words and phrases with developing precision</li> </ul>  |
| Level 3<br>(Transitioning) | <ul style="list-style-type: none"> <li>Short, connected text that meets a purpose</li> <li>Ideas connected through multiple cohesive devices (synonyms, antonyms)</li> <li>Expanded or condensed ideas (noun groups with prepositional phrases)</li> <li>Compound and some complex grammatical constructions</li> <li>Multiple related simple sentences to enhance meanings</li> <li>Precise meanings of an increasing number of words and phrases across contexts</li> </ul>  | <ul style="list-style-type: none"> <li>Short texts that convey intended purpose with predictable organizational structures</li> <li>Increasing types of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)</li> <li>Increasing types of elaboration (adding articles or demonstratives to nouns)</li> <li>Compound and some complex grammatical constructions</li> <li>Sentences with emerging use of clauses to enhance meanings</li> <li>A growing repertoire of words and phrases with growing precision</li> </ul>   |
| Level 4<br>(Expanding)     | <ul style="list-style-type: none"> <li>Texts that meet a purpose and follow generic organizational structures</li> <li>A variety of cohesive devices that connect larger, meaningful chunks of text</li> <li>Compound and some complex grammatical constructions</li> <li>Expanded noun groups with embedded clauses</li> <li>Extended or enhanced meanings through multiple related simple or compound sentences with familiar ways of combining clauses</li> <li>Precise meanings of domain-specific content words, expressions with multiple meanings, and common phrases and idioms</li> </ul>   | <ul style="list-style-type: none"> <li>Expanding text that conveys intended purpose using generic organizational structures across paragraphs with a variety of paragraph openers</li> <li>Expanding variety of cohesive devices</li> <li>Compound and some complex grammatical constructions</li> <li>A variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns)</li> <li>Simple or compound sentences with familiar ways of combining clauses</li> <li>An expanding repertoire of words and phrases, including idioms and collocations with expanding precision</li> </ul>   |
| Level 5<br>(Bridging)      | <ul style="list-style-type: none"> <li>Texts that meet a purpose and follow genre-specific organizational patterns</li> <li>A variety of cohesive devices, including substitution and ellipsis</li> <li>Compound, complex grammatical constructions</li> <li>Elaborated or condensed ideas through expanded noun groups with a variety of embedded clauses</li> <li>A broad range of sentence patterns characteristic of particular domains and text types</li> <li>Simple and compound sentences with frequently used ways of combining clauses</li> <li>Precise meanings of a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns</li> </ul> | <ul style="list-style-type: none"> <li>Expanding text that conveys purpose using genre-specific organizational structures</li> <li>Expanding number of cohesive devices (substitution, ellipsis, given/new)</li> <li>Compound, complex constructions matched to purpose and consistent use of conventions</li> <li>A variety of types of elaboration (adding in embedded clauses after the noun)</li> <li>A broad range of sentence patterns characteristic of particular domains and text types</li> <li>Compound and complex sentences with familiar ways of combining clauses</li> <li>A flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision</li> </ul> |





## Language Studio Components

Components used to teach Language Studio:

- Teacher Guide (Volumes 1–3 in Grade 3; Volumes 1-4 in Grades 4 and 5)
- Activity Book (one copy per student per volume)

## Diagnostic Tools and Assessments

Language Studio lessons provide targeted remediation, practice, and enrichment for English Language Learners. Each Language Studio lesson includes a variety of diagnostic tools and formative assessments to monitor student performance and progress in key areas, from in-lesson observations to performance tasks and language proficiency assessments. Careful attention to this information, collected on a daily basis, will identify students who may benefit from reteaching and/or additional practice with specific tasks.

## Teacher Resources

Several useful materials are provided in the Teacher Resources section of this Program Guide:

- **Language Proficiency Recording Sheets** provide a consistent method to track and monitor student progress and language proficiency levels. A separate recording sheet is included for each Language Domain: Listening, Reading, Speaking, and Writing. It is a good idea to make a copy for each student at the beginning of each domain or unit and note performance in each lesson a skill is assessed.
  - **Formative Assessment Observation Records** can be used in activities in which informal observation is the primary mode of assessment. Make a copy for each student at the beginning of each domain or unit and note individual student performance and progress for each primary skill evaluated.
- **Take-Home Letter** Students' home, school, and community experiences influence their language development. The Language Studio take-home letter explains and emphasizes the importance of the home/school connection in language development. (English and Spanish)

## Additional Materials

Certain activities in Language Studio suggest the use of additional materials. These materials are noted in the Lesson at a Glance section and include commonly available classroom supplies (e.g., sticky notes, colored pencils, markers, index cards). Before teaching each lesson, be sure to review the Lesson at a Glance and the Advance Preparation sections for any necessary materials or preparation.



# The Components



The next pages outline the components you will need for Language Studio instruction. It is important to read all of the student materials as well as the teacher materials—they are essential to instruction.



# Component Descriptions

## Language Studio Components



### Teacher Guides

T

The Language Studio Teacher Guide provides lesson-by-lesson designated ELD instruction to accompany each CKLA domain. The Language Studio Teacher Guide comprises multiple volumes per grade level.



### Activity Books

S

Each Language Studio Teacher Guide volume has a corresponding student activity book. The Language Studio Activity Book includes student activity pages that accompany specific Language Studio lessons. This is a student component (i.e., each student should have a Language Studio Activity Book).

## Primary Instruction Materials Used in Language Studio

Because Language Studio is designed to complement the Primary Instruction in CKLA, many lessons incorporate CKLA Primary Instruction materials. Videos, images, and other resources are used to pre- or reteach certain concepts and vocabulary. This familiarity and repetition will promote development of content knowledge by encouraging acquisition of vocabulary and academic English.



### Teacher Guides

T

Language Studio lessons align to content delivered in Primary Instruction. It may be helpful peruse the Primary Instruction Teacher Guide to provide context.

## Digital Experience

### learning.amplify.com

- **Digital Components** – Videos, images, and additional resources required in Language Studio instruction are available online.
- **Remediation Guides** – The Assessment & Remediation Guide (Grade 3) and the Decoding and Encoding Remediation Supplement (Grades 4-5) provide additional instructional material for assessing, analyzing, and remediating specific foundational skills taught in CKLA. Comprehensive manuals include teacher resources, mini-lessons, and activities to assist students who may benefit from additional support or practice.
- **Fluency Supplement** – The Fluency Supplement (Grades 3-5) contains selections from a variety of genres to provide additional opportunities for students to practice reading with fluency and expression.



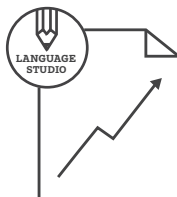
# Icon Key

## Activity Pages



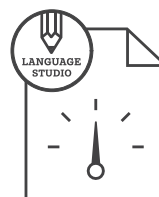
### Activity Page

An activity page is provided to practice a new skill or demonstrate knowledge that corresponds to this segment of the lesson.



### Language Proficiency Assessment Activity Page

An activity page that corresponds to this lesson segment is provided to evaluate student language proficiency.



### Formative Assessment Activity Page

An activity page that corresponds to this lesson segment is provided to measure student performance.

## Alerts



### Segment Time

Indicates the amount of time designated for this segment of the lesson.



### Access Support

Additional support for students to access grade-level content, scaffolded for various proficiency levels.



### Check for Understanding

A quick check-in to measure student understanding of content and skills relevant to the lesson objectives.



### Formative Assessment Activity

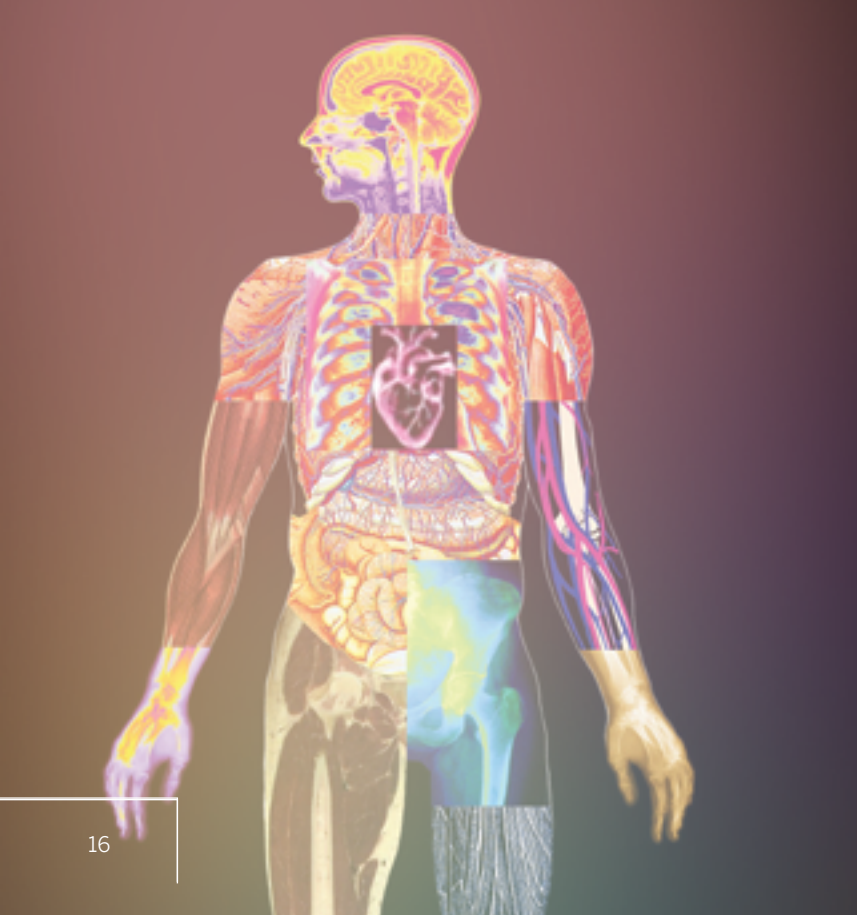
An activity designed to measure student performance. Used to help plan for appropriate differentiation of instruction.



### Language Proficiency Assessment Activity

An activity that corresponds to this lesson segment is provided to evaluate student language proficiency.

# Lesson Facilitation







Language Studio includes daily designated ELD lessons to help ELLs successfully access the core content in CKLA. This complementary approach aligns with Primary Instruction to support all language proficiency levels and facilitate successful differentiated instruction. It is important to note that Language Studio does not replace CKLA Primary Instruction, *it complements it*.



Daily lessons are divided into segments by Language Domain.

Lesson Overview

Each Language Studio lesson begins with a Lesson Overview, which includes the Primary Focus, Formative and/or Language Proficiency Assessments, and Lesson at a Glance.

1. Primary Focus

This lists the primary objective(s) of the lesson, by language domain.

2. Formative Assessment

Activities that may be used to assess mastery of the primary focus objectives.

3. Language Proficiency Assessment

Activities that may be used to identify students' language level along a continuum of proficiency (Levels 1-5: Entering, Emerging, Transitioning, Expanding, and Bridging).

LESSON

10

A Play Fit for a King

PRIMARY FOCUS OBJECTIVE(S)

Listening

Students will demonstrate active listening by recording and describing their observations about a video performance of *A Midsummer Night's Dream*.

Speaking

Students will create a list of presentation options after expressing and exchanging ideas with classmates about *A Midsummer Night's Dream*.

FORMATIVE ASSESSMENT

Speaking

A Presentation Fit for a King [Activity Page 10.2]

LANGUAGE PROFICIENCY ASSESSMENT

Listening

Video Viewing Guide [Activity Page 10.1]

**LESSON AT A GLANCE**

|   | Time    | Materials          |
|---|---------|--------------------|
| <b>On Stage</b>                               |         |                    |
| Video: <i>A Midsummer Night's Dream</i> Act 1 | 20 min. | Activity Page 10.1 |
| <b>Talk Time</b>                              |         |                    |
| Discuss Presentation Options                  | 10 min. | Activity Page 10.2 |

**ADVANCE PREPARATION****On Stage**

- A *Midsummer Night's Dream* video is available as a digital component at [learning.amplify.com](https://learning.amplify.com). Preview video: Grade 5, Language Studio 8, Lesson 7.
- Set video up for immediate viewing.
- This lesson is designed for review and as an anticipatory set for the culminating activity, which is creating and delivering a presentation.

**FEATURES OF ACADEMIC LANGUAGE****Discourse Features**

- Demonstrate active listening of a video performance of *A Midsummer Night's Dream* by taking notes, describing observations, and answering questions
- Create a list of presentation options after expressing and exchanging ideas with classmates

**Language Forms and Functions**

Peter Quince chose actors by...

Quince dealt with the actors/Bottom by insisting that...

The hardest/most fun part will be \_\_\_\_\_.

I should remember to \_\_\_\_\_ to make the entertainment successful.

**Vocabulary**

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
|                                 |                                  |                                 |

Lesson 10 A Play Fit for a King

**4. Lesson at a Glance**

The Lesson at a Glance provides a brief visual summary of the content and sequence of the lesson segments, including designated time and materials.

**Advance Preparation**

Advance Preparation details any preparation that may be necessary before the lesson. This may include gathering materials or preparing to display images or videos. Any pertinent Notes to Teacher are also provided in this section.



## Lesson Segments

Each Language Studio lesson is divided into segments that focus on explicit instruction to support student proficiency in the primary focus objectives stated in the Lesson Overview.

## Rewind

When learning new concepts and skills, ELLs benefit from frequent review and practice. This is especially effective when it involves opportunity for peer collaboration.

**Rewind** features brief, interactive tasks that review the primary goals of the previous primary instruction lesson. These lessons play an important role in strengthening students' understanding of recently acquired knowledge and skills.

## Building Background

Previewing content and learning key vocabulary words prior to a lesson enables ELLs to develop or strengthen mental schemas into which they can map newly acquired knowledge. Engaging in discussions, making predictions, and asking questions about a topic prior to instruction helps ELLs build background knowledge that can enhance their understanding of the topic.

**Building Background** allows students to preview or prepare for upcoming lesson content and vocabulary. Activities may include making predictions, previewing key words, and drawing connections with students' prior experiences as well as their linguistic and cultural backgrounds.

## Listen Closely

**Listen Closely** focuses on processing classroom discourse and information presented orally. This lesson segment can provide valuable input for ELs in the form of model texts (read aloud) and language used to explain, critique, or question some given information.

## Vocabulary Building

Explicit vocabulary instruction is especially critical for ELLs because vocabulary plays the most important role in text complexity, and determines how likely students are to understand a text.

**Vocabulary Building** engages students in exercises that involve learning not only parts of speech and use of conjunctions, but also words with multiple meanings, academic language, and content-specific words.

## Looking at Language

**Looking at Language** involves explicit grammar instruction that encourages students to take a close look at how language is formed at the sentence level and how individual words or phrases within a sentence fit into the text as a whole.

## Talk Time

Students learn about language and culture through meaningful use and interaction. Classroom discussions with peers allow ELLs to practice exchanging information, offering opinions, negotiating with others, and adapting language to fit different contexts. This also helps develop social and academic language.

**Talk Time** provides students with opportunities to engage in collaborative academic conversations and practice using language for academic functions (e.g., asking questions or giving and supporting opinions).

## On Stage

**On Stage** allows learners to present and listen to others' presentations. They may recount experiences, retell stories, or explain ideas from a given lesson.

Oral presentations are effective activities for developing both oral English language proficiency and communication skills. ELLs can practice speaking in English as they orally deliver information to an audience; classmates can practice listening for information and reflecting on the message they received.

## Read About It

**Read About It** provides students with the opportunity to practice processing information presented orally and visually. This lesson segment addresses comprehension of texts being read aloud, in anticipation of learning to engage in classroom discussions about the meaning of texts.

ELLs need to engage with grade-level texts and establish an understanding by gathering facts and details, analyzing how details and ideas develop throughout texts, and making inferences, all while building content knowledge and vocabulary.

## Write About It

Writing about a given topic and orally presenting information supports development of essential language skills such as reading and comprehension. Writing in response to texts not only provides an opportunity to practice basic writing skills, but it also helps improve reading comprehension, enhance understanding of specific concepts, and build academic vocabulary.

**Write About It** supports the writing tasks that appear in Primary Instruction. These tasks are generally broken out to support ELLs as they incrementally arrive at a polished piece of writing.





## Instructional Strategies

Several instructional strategies are embedded into every Language Studio lesson:

- ✓ Anticipation guides
- ✓ Modify speech
- ✓ Focus on key vocabulary
- ✓ Total Physical Response (TPR) (Students are given commands in English and respond with whole-body actions.)
- ✓ Visual aids
- ✓ Yes/no questions
- ✓ Expand on yes/no questions with expanding and bridging
- ✓ Students are given ample wait time to formulate an answer, or are asked to extend or build on a peer's response.
- ✓ Single word answers
- ✓ Cloze exercises (sentence frames/forms and functions)
- ✓ Expand on student's language/response
- ✓ Role play
- ✓ Model explicit language
- ✓ Facial and hand expressions
- ✓ Think-Pair-Share
- ✓ Graphic organizers (e.g., predicting, describing, explaining, defining)
- ✓ Brainstorming

## The Core Connection

Student development of academic language and academic content knowledge are inter-related processes. Language Studio provides students with opportunities to apply the literacy skills and background knowledge they develop in Primary Instruction in a small group setting.

### Literacy Skills and Background Knowledge

CKLA for Grades 3–5 integrates foundational skills students have learned in Grades K–2 while continuing to build rich content knowledge. These complementary approaches are implemented across Primary Instruction and Language Studio to provide the differentiated instruction that ELLs need.

#### Primary Instruction

In Grades 3–5, Primary Instruction is centered around complex narrative and informational texts. As students analyze complex texts, develop background knowledge, and acquire vocabulary, they continue to build on the foundational skills acquired in Grades K–2 through explicit instruction in spelling, morphology, and grammar and usage. To ensure access for ELLs, each lesson in Primary Instruction includes integrated English language development features such as Universal Access and Access Supports. **Because CKLA Primary Instruction forms the basis for students' literacy skill development, it is especially important that students receive Primary Instruction every day.**

#### Language Studio

Language Studio provides designated English language development instruction to help students successfully access the core content in Primary Instruction. Language Studio is designed to accompany and aligns with the content in Primary Instruction. Moreover, the Language Studio Teacher Guide includes suggestions for differentiating instruction at point-of-use for teachers, delineated by Entering/Emerging, Transitioning/Expanding, and Bridging supports. **ELLs should receive 30 minutes of additional instruction each day to ensure success in Primary Instruction.**



## Keeping Pace with Primary Instruction

Language Studio provides designated ELD instruction to accompany and support primary instruction in CKLA. Begin each Language Studio domain at approximately the same time as the corresponding CKLA domain to maximize students' access to and preparedness for Primary Instruction.

| Grade 3                                |                   |
|--|-------------------|
| Unit Name                              | Number of Lessons |
| 1. Classic Tales                       | 8                 |
| 2. Animal Classification               | 10                |
| 3. The Human Body                      | 12                |
| 4. The Ancient Roman Civilization      | 15                |
| 5. Light and Sound                     | 10                |
| 6. The Viking Age                      | 6                 |
| 7. Astronomy                           | 13                |
| 8. Native Americans                    | 12                |
| 9. Early Explorations of North America | 12                |
| 10. Colonial America                   | 14                |
| 11. Ecology                            | 14                |
| <b>Total Lessons</b>                   | <b>126</b>        |


| Grade 4                                   |                   |
|---|-------------------|
| Unit Name                                 | Number of Lessons |
| 1. Personal Narratives                    | 15                |
| 2. Empires in the Middle Ages Parts 1 & 2 | 25                |
| 3. Poetry                                 | 14                |
| 4. Eureka! Student Inventor               | 10                |
| 5. Geology                                | 15                |
| 6. Contemporary Fiction                   | 15                |
| 7. American Revolution                    | 17                |
| 8. Treasure Island                        | 19                |
| <b>Total Lessons</b>                      | <b>130</b>        |

| Grade 5   |                   |
|---|-------------------|
| Unit Name   | Number of Lessons |
| 1. Personal Narratives                            | 15                |
| 2. Early American Civilizations                   | 15                |
| 3. Poetry   | 12                |
| 4. <i>Adventures of Don Quixote</i>               | 15                |
| 5. The Renaissance                                | 15                |
| 6. The Reformation                                | 10                |
| 7. Shakespeare's <i>A Midsummer Night's Dream</i> | 15                |
| 8. Native Americans                               | 15                |
| 9. Chemical Matter                                | 15                |
| <b>Total Lessons</b>                              | <b>127</b>        |



# Differentiation

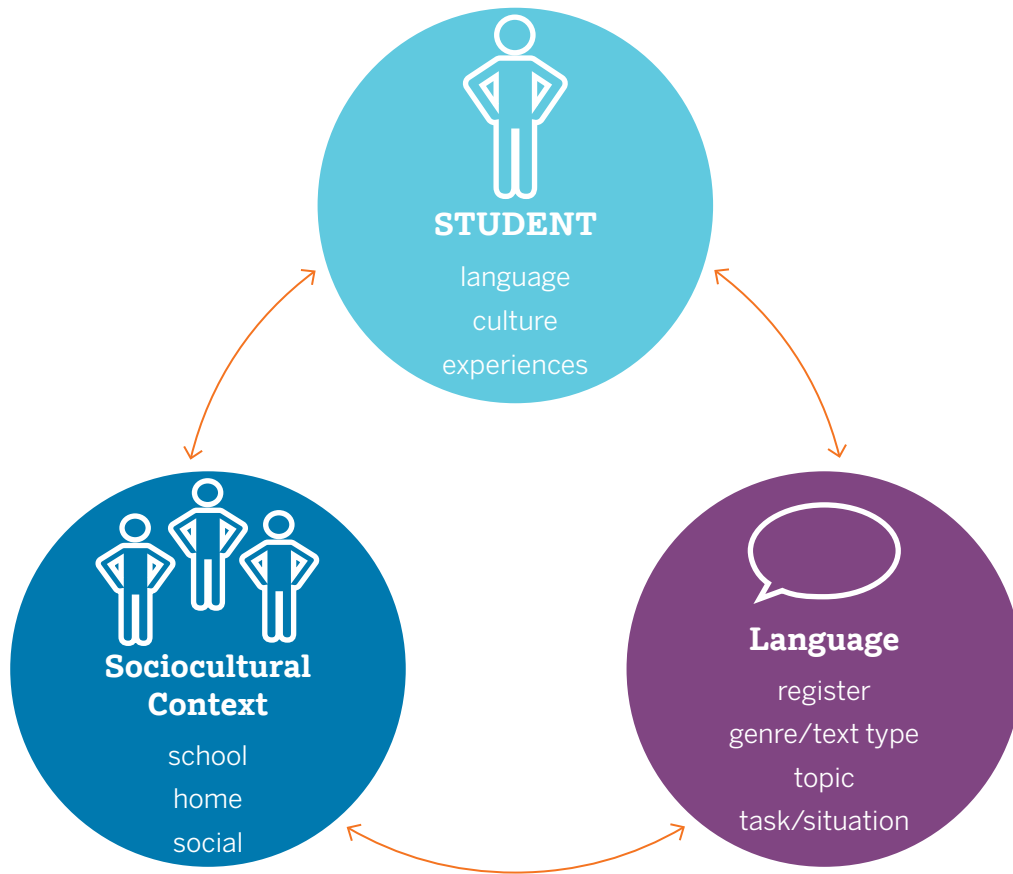




Language Studio provides multiple opportunities to support students as they advance across the language proficiency continuum.



## Features of Academic Language



English Language Learners cannot develop academic language in isolation. The sociocultural context of word usage informs academic language development which, in turn, affects a student's ability to produce and understand oral and written communication.

Each Language Studio lesson includes a summary of the linguistic complexity, language forms and conventions, and tiered vocabulary usage addressed in the lesson.

### Discourse Features

Discourse Features explains the linguistic complexity of the lesson and identifies how students will use language in interactive and meaningful ways.  
[Discourse Dimension]

### Language Forms and Functions

Language Forms and Functions provides sentence starters and frames to help boost confidence in language proficiency as ELLs practice vocabulary in context, use academic words, stretch language production, and learn how to frame a response, comment, or question.  
[Language Dimension]

### Vocabulary

Vocabulary identifies general academic and domain-specific words and phrases that are central to the lesson's theme or topic. It also calls out high-frequency everyday speech or multiple-meaning words used in the lesson.  
[Word Dimension]

### Features of Academic Language

This table summarizes the specific Features of Academic Language that are introduced or addressed in the lesson (discourse features, language forms and functions, and vocabulary).

### Additional Supports and Differentiation

#### Support

Support sidebars include additional modifications to reinforce instructional support for ELLs.

#### Challenge

Challenge sidebars provide options to extend activities for students who may be ready for an additional challenge.

#### Support

Ask students questions to prompt descriptive words and phrases (e.g., What do you see? Where is this place? What kinds of animals might live here? What kinds of plants do you see?).

Activity Page 2.3



### FEATURES OF ACADEMIC LANGUAGE

#### Discourse Features

- Brainstorm a list of words and phrases to describe an image
- Use general academic and domain-specific vocabulary to write a concise caption
- Discuss the characteristics of scrapbooks
- Express an opinion and provide reasons to support it

#### Language Forms and Functions

I see...

Some plants/animals you might find here are...

The \_\_\_\_\_ lived in a part of the world that is/has...

I notice that this scrapbook is/has...

I have selected the \_\_\_\_\_ civilization because \_\_\_\_\_.

#### Vocabulary

| Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words | Tier 1<br>Everyday Speech Words |
|---------------------------------|----------------------------------|---------------------------------|
| caption<br>scrapbook            | guidelines                       |                                 |

Start Lesson

### Lesson 4: Early American Civilization Scrapbook

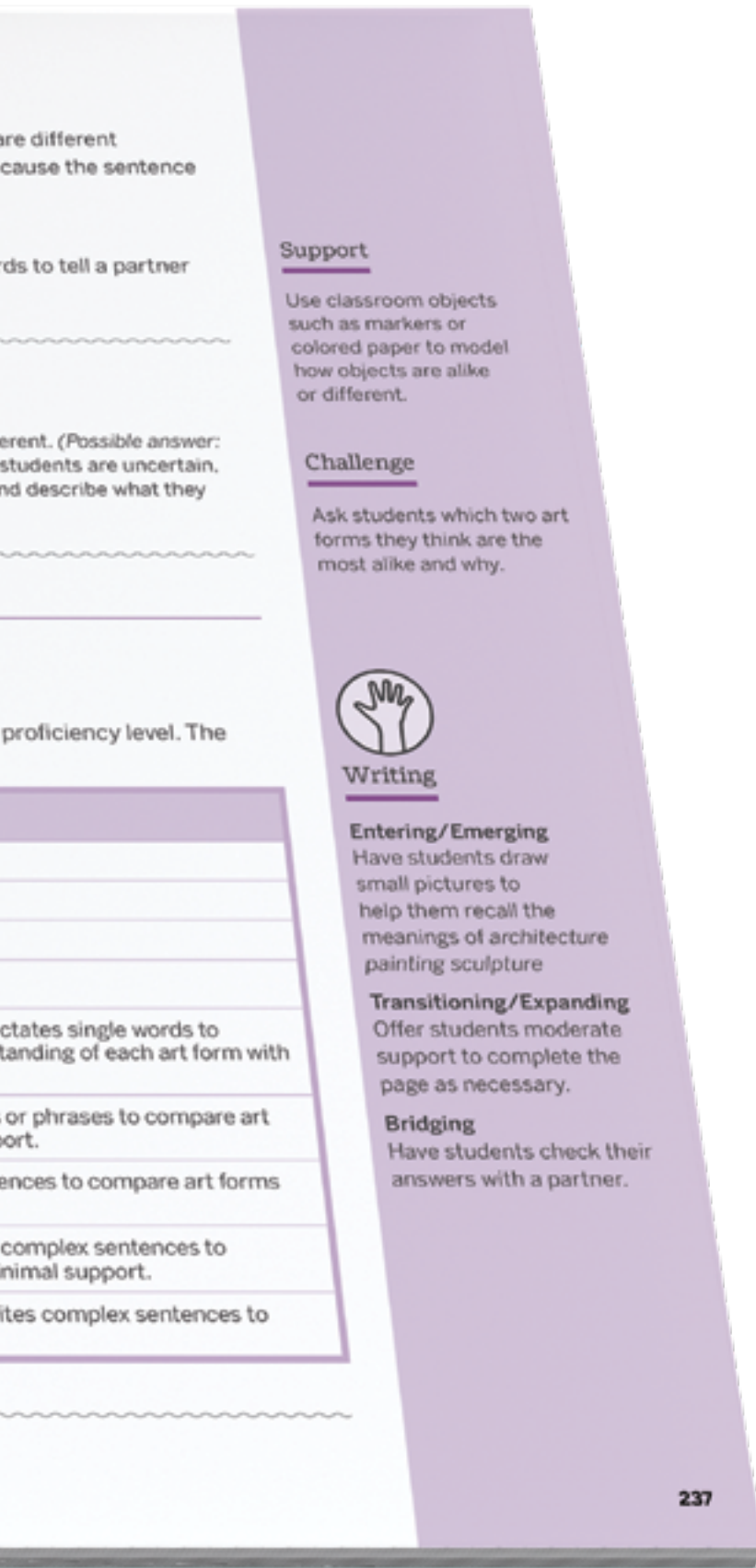
## Write About It

15M

**Primary Focus:** Students will write a caption for an image of a geographical feature, using key words (e.g., from notes or graphic organizers).

#### WRITE A CAPTION (15 MIN.)

- Ask students: "What do you remember about the Maya, Aztec, or Inca civilizations?"
- Remind students that in the previous class they selected an image of a geographical feature from the Maya, Aztec, or Inca civilization.
- Post or project an image of a geographical feature from the Maya, Aztec, or Inca region on the board (e.g., swamplands).



## Embedded Supports

Support, Challenge, and Access supports focus on developing English language proficiency and content knowledge during instruction. Support and Challenge supports include suggestions for supporting or extending the instruction in a specific lesson segment. Access supports provide tiered instruction to support all levels of English language proficiency in relation to the lesson's primary focus objectives.

This allows in-lesson flexibility to address specific learning needs by suggesting ways to adjust the pacing of instruction, providing guidance on explicit instruction for academic and domain-specific vocabulary, and offering deeper support for syntactic awareness. Access supports also feature instructional tools to adjust:

- Required modes of participation, such as using visual supports or receptive approaches for checking comprehension, assignments given in home language, and explicit references to academic English.
- Expressive language demands, such as providing sentence frames and providing yes/no rather than open-ended questions.
- Timing/immediacy of support during the lesson, such as providing additional scaffolds, such as pictures or props, and explicit attention to vocabulary.








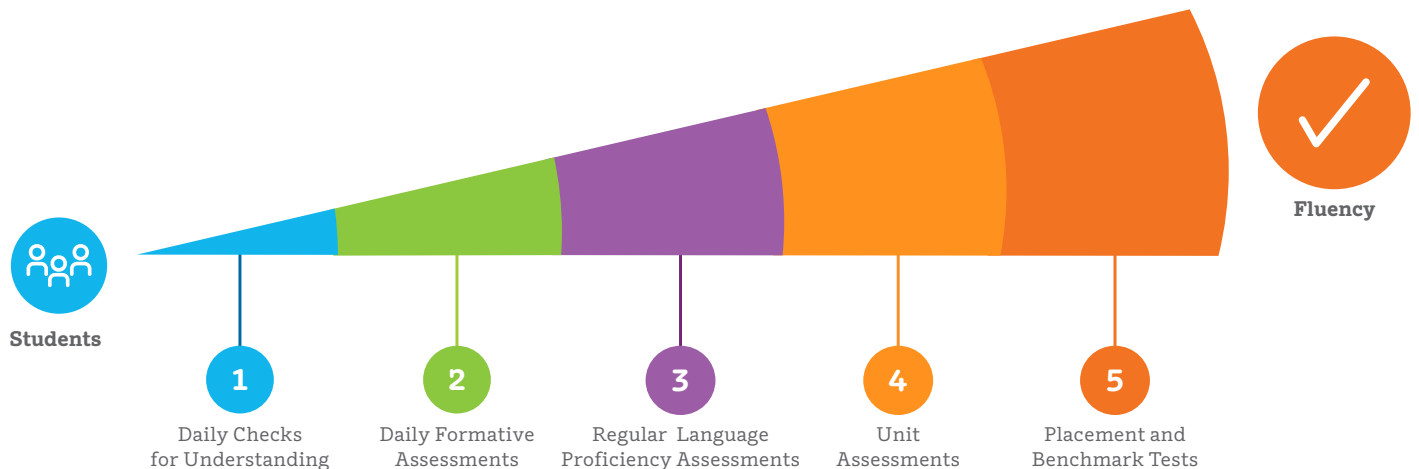
# Assessment





Checks for Understanding and Formative Assessment provide information to help determine areas where additional support and practice are needed.

# Student Performance Assessment



Checks for Understanding, Formative Assessments, and Informal Observation provide the information to seamlessly and effectively differentiate instruction.

Each Language Studio lesson segment includes a Formative Assessment and/or Language Proficiency Assessment to monitor individual student performance and track progress in the primary lesson objectives. Quick Checks for Understanding to evaluate student performance, as a group, are also designated throughout each lesson.

Careful attention to this information, collected on a daily basis, will make it possible to quickly determine which students may benefit from reteaching and/or more practice in particular areas. These assessment opportunities are clearly marked at the point of instruction at which they are suggested to be administered.

Domain-specific content assessments (Mid-Unit and Unit Assessments) and grade-level placement and/or benchmark tests (Beginning-of-Year and End-of-Year Assessments) for all students are included in Primary Instruction materials.



## Check for Understanding

It is important to pause periodically to monitor student understanding and determine whether students are ready to move on with a particular concept. These exercises will identify areas within the context of the lesson where it might be helpful to adjust instruction. Checks for Understanding are often presented as oral peer collaboration exercises.

For partner grouping, such as with **Turn and Talk**, plan how to pair students before the lesson. For example, pair students with home language peers or emerging learners with mentors who are more secure in the specific objective. As students interact with a peer, make a point to listen to partner pairs to evaluate each student's level of understanding, and take the opportunity to correct any misconceptions.

### Check for Understanding



- Give an example of something that is transparent, something that is opaque, and something that is translucent.
- How are concave and convex lenses different?





## Formative Assessment

Each Language Studio domain includes several opportunities for Formative Assessment. Formative Assessments range from in-the-moment adaption to opportunities for individual, small group, and whole group reteach and review. These tasks are used to monitor the extent to which students are mastering the primary lesson objectives. Formative Assessments often include a corresponding activity page with prompts or questions that allow students to apply the primary knowledge or skills of the lesson.

Formative Assessments may also be a small group project or presentation that allows students to demonstrate proficiency and receive timely feedback. Student performance on these activities will provide a clear picture of individual progress and help identify whether and how to differentiate instruction.

Depending on group size, it may not be possible to observe every student during every lesson segment. The overall goal is to observe each student's performance in primary focus objectives at least once over the course of the domain. To record and track student performance, use an Observation Record like the one provided in Teacher Resources.



### Formative Assessment

Observe if students are able to correctly pair the cards. If not, review Activity Pages 5.1 and 5.2 and reteach text structure as needed.



## Language Proficiency Assessment

Students develop language proficiency in listening, speaking, reading, and writing interdependently, as well as at different rates and in unique ways. Several lesson segments designate opportunities to evaluate individual student proficiency levels in one or more of these Language Domains. These tasks provide students the opportunity to demonstrate specific skills in relation to a continuum of proficiency or standards and serve as informal performance-based assessments.



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### Q & A

Tell students that you will read another passage and pause during reading to give them time to write a wh- question on their sticky notes about the information you have just read.

---

## Language Proficiency Assessment

### Writing

- Use the following tool to evaluate students' language proficiency level. The recording sheet can be found in the Program Guide.

| Evaluation Tool        |  |
|------------------------|--|
| <b>Language Domain</b> | Writing  |
| <b>Unit/Lesson</b>     | U6 L9  |
| <b>Activity Name</b>   | Letter of Advice   |
| Proficiency Levels     |  |
| <b>Entering</b>        | Student draws pictures and/or dictates words to represent keywords and phrases with 1:1 support.           |
| <b>Emerging</b>        | Student draws pictures and writes words and phrases to represent key information with substantial support. |
| <b>Transitioning</b>   | Student conveys key information in simple sentences with moderate support.                                 |
| <b>Expanding</b>       | Student conveys key information in complete sentences with occasional support.                             |
| <b>Bridging</b>        | Student conveys key information in complete, detailed sentences independently.                             |

## Language Proficiency Recording Sheets

To facilitate evaluation of student language proficiency, an Evaluation Tool is located at the end of each Language Proficiency Assessment exercise. This chart provides a brief description of what students at each proficiency level should be able to produce and often includes suggestions for additional support.

Use the Recording Sheets located in the back of this Program Guide to track and record student proficiency and note any specific areas of concern or success.

**Note:** See page 7 of the Welcome section for more information on Proficiency Levels.

As the primary goal of Language Studio is to move students toward fluency, it is essential to consistently monitor and track student progress. Before the start of each domain, prepare the Language Proficiency Recording Sheets provided in Teacher Resources, one for each student. Over the course of the domain, observe each student and note student performance. Use this record to gain valuable insight into gaps in individual language proficiency and determine the need for remediation and support.





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Grade 3–5

## Teacher Resources







# Informal Observation

## RECORDING SHEET

Student Name: \_\_\_\_\_ Domain: \_\_\_\_\_

|           |                |
|-----------|----------------|
| Listening | Primary Focus: |
|           | Comments:      |
| Reading   | Primary Focus: |
|           | Comments:      |
| Speaking  | Primary Focus: |
|           | Comments:      |
| Writing   | Primary Focus: |
|           | Comments:      |



# Listening

## RECORDING SHEET

Student Name: \_\_\_\_\_

| Activity                                | Proficiency Level   | Comments |
|---|---|----------|
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |



# Reading

## RECORDING SHEET

Student Name: \_\_\_\_\_

| Activity                                | Proficiency Level   | Comments |
|---|---|----------|
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |



**RECORDING SHEET**

Student Name: \_\_\_\_\_

| Activity                                | Proficiency Level   | Comments |
|---|---|----------|
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |





## RECORDING SHEET

Student Name: \_\_\_\_\_

| Activity                                | Proficiency Level   | Comments |
|---|---|----------|
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |
| Date:<br>Unit/Lesson:<br>Activity Name: | <input type="checkbox"/> Entering<br><input type="checkbox"/> Emerging<br><input type="checkbox"/> Transitioning<br><input type="checkbox"/> Expanding<br><input type="checkbox"/> Bridging |          |





## Dear Caregiver,

This year we will use Language Studio for the English Language Development part of our instructional day.

Language Studio is a component of the Core Knowledge Language Arts curriculum. In Language Studio, each lesson focuses on developing and strengthening academic English language. Not only will Language Studio develop your student's academic English vocabulary, but it will also build their grade-level content knowledge to ensure success. Throughout the instruction your student will preview and reinforce language and content from the CKLA Primary Instruction.

Lessons will focus on reading, writing, listening, speaking, vocabulary, and grammar. Your student will actively engage with these lessons through hands-on opportunities, collaborative conversations, multimedia presentations, and interactive games.

Your student will advance their English proficiency levels and move closer to fluency. Language Studio will help students master standards and will teach your student to meaningfully engage with language and the wider world.

Although the primary goal of Language Studio is gaining English proficiency along with content knowledge, we know that students with strong skills in their home language fare better in language learning. One way to encourage a student's growth is to read and share with your student what you know about the subject they are learning about this year by asking and answering questions in your home language.



## Estimada familia o tutor:

Durante este año utilizaremos Language Studio en nuestras actividades educativas para el desarrollo del idioma inglés.

Language Studio es un componente del programa de estudios de Core Knowledge Language Arts en el que cada lección se centra en desarrollar y fortalecer el nivel académico del idioma inglés. Con Language Studio su estudiante no sólo desarrollará su nivel académico del idioma inglés, sino que además aumentará sus conocimientos con respecto al contenido de su grado para asegurar que tenga éxito. Durante las actividades pedagógicas, su estudiante tendrá la oportunidad de ver anticipadamente y trabajar en una parte del programa de educación primaria de CKLA.

Las lecciones se centrarán en leer, escribir, escuchar, hablar y adquirir vocabulario y conocimientos de gramática. Su estudiante participará activamente en estas lecciones a través de actividades prácticas, conversaciones colaborativas, presentaciones en multimedios y juegos interactivos.

Su estudiante avanzará en su nivel de competencia en el idioma inglés y mejorará su fluidez. Language Studio ayudará a que los estudiantes dominen los estándares respectivos y le dará a su estudiante la capacidad de interactuar en forma significativa con el idioma y con el mundo a su alrededor.

Si bien el propósito principal de Language Studio es lograr que los estudiantes adquieran un nivel de competencia en el idioma inglés, además de los conocimientos respectivos del contenido, sabemos que aquellos que tienen un conocimiento sólido del idioma que hablan en su casa tienen resultados mucho mejores aprendiendo otro idioma. Una forma de estimular el avance de los estudiantes es leer y compartir con su estudiante todo lo que usted sabe acerca del tema que está estudiando este año, haciendo y contestando preguntas en el idioma que hablan en su casa.



# Core Knowledge Language Arts

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# Core Knowledge Language Arts

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