



Systematic ELD Support Kit

Tools for Interactive Language Practice

This Support Kit is intended for use by teachers who have participated in a three-day Focused Approach to Systematic ELD institute and implement ELD using that instructional framework.

The primary purpose of Systematic ELD is to ensure English becomes a tool, rather than a barrier, for English learners. Effective ELD provides engaging instruction that results in learning to use English to communicate for authentic purposes about relevant topics in both everyday and academic settings.

To learn something well – to really know it so it is fluid and accurate – requires lots and lots of practice. That’s why fifty percent of Systematic ELD time should be dedicated to student-to-student interaction. As James Britton eloquently noted, "Reading and writing float on a sea of talk." We must provide students opportunities to fill their seas with talk to support reading and writing.

Interactive practice adds interest and meaning to the challenge of learning a new language. Effective Systematic ELD instruction provides many, many opportunities for monitored practice that gradually shifts responsibility from the teacher to students (I do, We do, and You do).

Practice moves from:

- Accurately repeating or responding to well-constructed examples to...
- Generating new sentences using taught topic-specific bricks and functional mortar to...
- Applying language to authentic purposes in new discussions and taking it to writing.

This Support Kit is designed to streamline preparation for teachers by providing tools needed to structure engaging, purposeful student interactions. The tools are generic and can be used with any Systematic ELD lesson or instructional unit. All you need to add is lesson content and students.

Systematic ELD Instructional Units may be purchased from E.L. Achieve or created by teachers using planning tools provided in the Systematic ELD Handbook.

Materials List

The Systematic ELD Support Kit includes materials for 40 students:

- Cue Cards for Student Interaction Routines (booklet with stand)
- Game boards with pawns & dice
- Wipe-off sentence strips (60)
- Talking Chips (200)
- A/B Partner Cards (20 each)
- Aspect of Speech spinners (4 faces; 8 each)
- Black-line Masters with 40 *Let's Talk* plastic folders
- Ticket Out the Door (Two pads of 250)
- Lanyards with clips (40)



Cue Cards for Student Interaction Routines

The *Cue Cards* booklet provides detailed guidance for twelve (12) structured, collaborative language practice routines divided into whole group, small group and partner interactions.

For each routine, there are two cards:

- Directions for the teacher with variations to keep it fresh, and
- Graphic that serves as a visual cue for students.

The *Cue Cards* booklet is designed with a stand along the bottom for the teacher to see the directions while displaying the full-page visual cue for students.



Game boards

Once students know the target language well enough to practice together independent of the teacher ("you do together"), board games are a motivating and fun way to provide multiple opportunities for practice listening to and using target language.

Cards for play can include vocabulary and/or target language structures. Suggested language patterns can be posted on charts or handouts. You will find more detailed information in *Cue Cards* booklet and Tab 4 of the Handbook.



Talking Chips

Talking Chips are great management tools that can be used **as signals**:

- Monitoring pacing - During quiet time for thinking, reading, or writing, each student has the red side up, then turns the chip over to the white side when ready to talk. The teacher can see when most students are ready to move on. In small groups, others wait quietly for rest.
- Red side up to ask for teacher help.

Talking Chips can also be used **as tokens** to ensure democratic and accountable participation, provide each small group member a set number of Talking Chips to spend during small group discussion. More detailed information in *Cue Cards for Student Interaction Routines* booklet, pg 13.



Wipe-off sentence strips

- Teachers use to display sentence frames, patterns and vocabulary.
- Students use to practice and display language learned.
- For monitoring accuracy of practice, students hold strips up for quick scan by teacher.



Aspect of Speech Spinners

The spinners are designed for small group independent practice. Students play with language by changing:

- Verb Tenses
- Adverbs of Frequency
- Subject Pronouns
- Your choice – use the blank spinner to customize with dry-erase marker

There are two sets of eight reversible spinners (for a total of four faces) with detachable spinners. Use with game boards, with a card game or with other activities. A sample template is included in *Blackline Masters*.



Blackline Masters

This set of masters includes:

- Instructional supports – sample charts and organizers
- Generic People Silhouettes
- Student templates for interactive language practice
- Student templates to record their work, such as *Language Logs*, *Ticket Out the Door*, etc.

Student pages can be duplicated as handouts and collected for assessment purposes. They can also be slipped into *Let's Talk* plastic folders for students to record on with dry-erase markers and reused multiple times.



Ticket Out the Door

Students complete a ticket to turn into the teacher on the way “out the door”.

Teachers use information for monitoring learning and to guide instructional planning. *Suggestions for use included in Blackline Masters.*

A/B Partner Cards



Cards are distributed to randomly assign each student as either an A or a B within small groups or *Lines of Communication*, *Give One, Get One*, to assign roles for interviews or role play, or a myriad of other activities.



Lanyards

- For holding A/B cards, so students won't lose them and to free hands for writing.
- Hang picture cards on students' back for verbal description games, such as *Twenty Questions*, *Guess Who?* or *Guess What?*