



Instructional Materials Sampler



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Lexia

Lexia
ENGLISH
LANGUAGE DEVELOPMENT

Instructional Materials Sampler

Lexia® English Language Development™ provides a variety of instructional materials to ensure that all students receive personalized and comprehensive instruction and practice in all targeted skill areas.

- Lexia Lessons®—available in printable and digital formats—offer students an opportunity to further practice their speaking and listening skills through teacher facilitated activities.
- Lexia Skill Builders® are designed to help students further engage with content from the student program through writing tasks and speaking routines focused on oral presentation skills.

These instructional resources are designed to be used as part of Lexia’s powerful Adaptive Blended Learning model. They can be incorporated into classroom routines in a variety of ways, including whole class instruction, small-group activities, and independent work.

Lexia English is designed to improve students’ English speaking and listening skills and to support academic success. These resources allow for targeted instruction to address individual student needs, reduce the impact of time constraints, and enhance educators’ preparedness.

Quick Reference

[Overview of Resources](#)

[Lexia Lessons for Speaking and Listening Practice](#)

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[Lexia Lessons: Implementation Guide](#)

[Lexia Skill Builders Sample](#)

[Lexia Skill Builders: Implementation Guide](#)

[Visual Guide for Parents & Guardians](#)

Lexia Lessons®

Targeted materials for face-to-face instruction that address specific speaking and listening skills

- Teacher-led lessons that further support and extend student skill development
- Specific lessons automatically recommended for students based on performance in the student program
- Designed for individual, small-group, or whole-class targeted instruction
- The accompanying *Implementation Guide* provides an in-depth overview of each type of lesson

Lexia Skill Builders®

Teacher-led resources that reinforce and extend online learning

- Recommended to promote generalization for students who have completed a level
- Designed to expand expressive language and enhance writing and presentation skills
- Used to reinforce and extend skills, grammar concepts, and language frames
- The accompanying *Implementation Guide* provides best practices and specific recommendations for differentiated support

Lexia English Lexia Lessons®

SPEAKING PRACTICE — LEVEL 1
Describing with Nouns using Adjectives
SCIENCE

OBJECTIVES

Language Purpose: Through conversation, students will describe items by naming their colors.
Grammar Statement: Ask and answer questions to describe the colors of items using predicate adjectives.

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: predicate adjectives (colors)

Sample 1: Is it red?
Sample 2: Is it blue?
Question: Is it ____?
With grammar: Is it ____ (PREDICATE ADJECTIVE)?

Sample 1: It is red.
Sample 2: It is blue.
Answer: It is ____.
With grammar: It is ____ (PREDICATE ADJECTIVE).

Content Words

PREDICATE ADJECTIVE
red
blue

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Lexia English Lexia Skill Builders®

LEVEL 16
Informational Text
Prepositions

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 Areas

- Language purpose: evaluating information related to everyday topics
- Grammar: prepositions (despite, rather than)
- Writing Genre: informational
- Oral presentation: speaking about a person who has overcome a challenge

Prepare

- Create the following Anchor Charts with students beforehand (see **Implementation Guide** on page X for instructions):
 - What Good Presenters Do
 - Peer Feedback Statements

PART A: Grammar Practice

Step 1: Language Frames Anchor Chart

🗣️ You're going to write and present an informational script that describes a person who has overcome a challenge. First we'll make an Anchor Chart with the language frames you've learned about. This will help you talk about the topic and draft 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:
 - **Rather than** ____ (gerund phrase) he/she ____ (verb phrase).
 - **Despite** feeling ____ (adjective), he/she ____ (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 prepositions *rather than* and *despite* (see the **Implementation Guide** on page X for suggested scaffolds).

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

page 1

Lexia Lessons for Speaking and Listening Practice

Targeted materials for face-to-face instruction that address specific speaking and listening skills

Lexia Lessons are an integral part of Lexia English. These teacher-led lesson plans are designed to give students further opportunities to practice speaking and listening skills. Every lesson follows a consistent routine and the Gradual Release (of Responsibility) Model (I do – We do – You do).

Speaking	Listening
Model: I do	Model & Practice: I do/We do
Practice: We do	Collaborate: You do
Collaborate: You do (routines vary)	
Extend: You do	

Lexia Lessons provide targeted support for small group or whole-class instruction to reinforce concepts and skills from the online student program. Additionally, educators can use Lexia Lessons as a pre-teaching resource to support student motivation and success in the online activities.



Speaking Practice Sample



Level 1 | Science

Describing with Nadia using Adjectives



OBJECTIVES

Objectives are clearly stated goals for the lesson. It can be **used as a formative assessment** to determine the success of the lesson.

CONTENT WORDS

Use the content words that are provided, or content words that connect to current classroom topics.

SPEAKING PRACTICE



Lexia Lessons

SPEAKING PRACTICE -- LEVEL 1
Describing with Nadia using Adjectives
Activity 1 | Encounter 1
SCIENCE

OBJECTIVES

Language Purpose: Through conversation, students will describe items by naming their colors.

Grammar Statement: Ask and answer questions to describe the colors of items using predicate adjectives.

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: predicate adjectives (colors)

Sample 1: Is it red?

Sample 2: Is it blue?

Question: Is it ____?

With grammar: Is it ____ (PREDICATE ADJECTIVE)?

Sample 1: It is red.

Sample 2: It is blue.

Answer: It is ____.

With grammar: It is ____ (PREDICATE ADJECTIVE).

Content Words

PREDICATE ADJECTIVE

red

blue

LANGUAGE FRAMES

Language Frames are **portable language structures** that help students make sense of and properly use grammatical conventions in conversation and academic discussion, going beyond foundational sentence-starters.

Speaking Practice Sample *continued*



Level 1 | Science

Describing with Nadia using Adjectives

MODEL

Step-by-step instructional guidance supports educators. Start by modeling (I do). Repeat with students (We do).

PRACTICE

Student practice is structured and purposeful, teaching them how to have **conversations**. Students practice in pairs (You do).

COLLABORATE

Group activities involve all students **listening and speaking**. Students work collaboratively (You do).

Lexia ENGLISH LANGUAGE DEVELOPMENT (Lexia Lessons)

SPEAKING PRACTICE – LEVEL 1
Describing with Nadia using Adjectives
SCIENCE

MODEL

Directions: Follow these steps with Encounters 1, 2, and 3, adjusting the language frame for each.

1. Write the language frame on the board. Write the content words below or to the side for reference. For steps 2 through 5, start with the question language frame, and have students practice asking the question. Then move to the answer language frame.
2. Say a completed language frame. Use the content words to fill in the blanks.
3. Ask students to say it together with you.
4. Repeat the language frames once more.
5. Have the students say the language frames on their own. If needed, have students repeat another two or three times until they feel comfortable.

1. Group students into pairs. Pair students who have a similar language level.

2. On the board, write a list of items in the classroom that include several color names. Ask students to help you identify the items. Allow students to identify more than one item that have the same color. The focus is on *describing* one color at a time.

3. Ask students to use the language frames with a partner to describe information.

4. Student 1 uses the question language frame to ask Student 2 a question; Student 2 responds using the answer language frame.

5. Student 2 then uses the question language frame to ask Student 1 a question; Student 1 responds using the answer language frame.

6. Continue practicing, while monitoring for accurate usage. Encourage using all forms of the question.

Support: Encourage students to give each other time to think. If a student is stuck, their partner can offer a small hint; for example, giving the first word of the sentence. *Note: It is important to empower students by letting them work through the process on their own at first.*

PRACTICE

COLLABORATE

Routine: Mix and Match

1. Invite students to walk around the room to find a partner. When pairs are formed, ask them to have a conversation about the color of an item by choosing a name from the crayon box and using language frames.
2. Then, use a signal to indicate that students should switch partners. For example, turn the lights on and off, ring a bell, or play a note of music. Again, students should walk around the room to find a different partner.

page 2

Lexia ENGLISH LANGUAGE DEVELOPMENT (Lexia Lessons)

SPEAKING PRACTICE – LEVEL 1
Describing with Nadia using Adjectives
SCIENCE

3. Have the new pair talk about another item with a color found in a box of crayons. Have students continue walking and talking until each student has met with three or four partners.

EXTEND

Reflective Writing

1. Tell students: Think about how one friend could email another to talk about the color of something new. Here's one example—an email from Lola to Aline.

Pronunciation Guide: Lola (LO-lə); Aline (ə-LEE-nee)
Note: These are suggested pronunciations; there are often multiple ways to pronounce a name depending on the language of origin. Invite students to say these names with you as well as provide alternative pronunciations.

2. Read or invite a student to read the email. Ask students to identify the language frames from the lesson.
3. Guide students to write their own email or do a shared writing. Remind them to focus on describing the item by naming the color and using the language frames.
Note: It's okay if not all language frames are used.
4. As appropriate, provide the digital student worksheet at the end of this document for students to type their responses.

Hi Aline,

Is it green? It is green.

From,

Lola

Send

EXTEND

Email Reflective Writing

Type your response in the space below. Try to include the language frames you have learned, in your writing.

To:

From:

Send

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EXTEND

Extension activities provide **opportunities to build schema** by doing a word-to-word correspondence with the language frames that were used during the conversations (You do).

DIGITAL LEXIA LESSONS

To support literacy development wherever the learning happens, the Extend section of each Lexia Lesson for Speaking Practice is **now available in a digital format** that can be completed on a student device.

Listening Practice Sample



Level 8 | Science

Identifying Main Idea – Comparing with Farah using Adjectives

Each passage is divided into parts.

LISTENING PRACTICE – LEVEL 8

Identifying Main Idea

Comparing with Farah using Adjectives

ACTIVITY 1 | SCIENCE

OBJECTIVES

Comprehension Skill: Students will identify the main idea after listening to a passage.

Language Purpose: Through conversation, students will ask and answer questions using comparative adjectives.

Plan Ahead: Review the listening passage(s) and the routine for the Collaborate activity. Decide how you will group your students for the activity. They will need paper, pencils, and/or coloring tools. Any additional resources for this lesson can be found on the Reproducible Pages included with this lesson.

LISTENING PASSAGE 1

1 Did you know that some rocks can grow? Just like us, rocks can get bigger and heavier over time. To find out how rocks can get bigger, let's talk about what rocks are made of. Rocks are made up of minerals. Minerals are made naturally by the earth.

2 One place where rocks can grow bigger is in caves. Caves are open spaces under the surface of the earth. In this cave, water is always dripping from the ceiling. There are minerals in this dripping water that get left behind. Over time, these minerals harden and create rocks that hang down from the ceiling.

3 Drops of water also fall on the floor of the cave. This creates large rock formations, or shapes, on the floor of the cave too. The rock formation on the left is bigger than the one on the right. The rocks coming up from the floor and the ones coming down from the ceiling grow together. This created one, big rock formation! They look like big pillars. This process took thousands of years.

MODEL & PRACTICE

Directions: Each passage is separated into parts. You will have students listen for a different purpose throughout the lesson: Listen for Words and Phrases, Listen to Apply, Listen to Understand, and Listen with a Partner. Use the passage images and the Main Idea Strategies to support student understanding.

Step 1: Listen for Words and Phrases

1 I will read a passage aloud. Pay close attention to the words and phrases you hear.

→ Read **Listening Passage 1** slowly, pausing between each part.

MODEL & PRACTICE

(I Do, We Do)

Listen for Words and Phrases

Listen for Understanding

Listen to Apply

COLLABORATE

(You Do)

Listen with a Partner

The say icons provide scripts to help guide students through a task. Review these ahead of time and customize to your liking.

LISTENING PRACTICE – LEVEL 8

Identifying Main Idea

Comparing with Farah using Adjectives

ACTIVITY 1 | SCIENCE

LISTENING PASSAGE 2

1 Part 1: The topic of this passage is about rocks. I know that sometimes, the main idea can be found at the beginning. What does the beginning of the passage tell me about rocks? (Some rocks grow) I also learned that rocks are made of minerals. Can rocks grow bigger from minerals? (yes) Does it happen quickly or slowly? (slowly) Now let's put this information together to tell the main idea of this part of the passage. (Some rocks can slowly grow over time.)

2 Part 2: I already knew that rocks can be found in caves and that they hang down from the ceiling. I also know that water drips from the ceiling. What does water leave behind? (minerals) Now, I can take what I learned from the first part—that rocks grow bigger from minerals—to answer this question: How do rocks in the cave grow bigger? (The rocks grow bigger by the minerals left behind from the water.) Now let's put this information together to tell the main idea of this part of the passage. (Rocks inside caves grow bigger when minerals from dripping water harden over time.)

3 Part 3: The next part of the passage tells us more about how rocks are formed in caves. In which parts of the cave do rocks grow? (Rocks grow on the ceiling and the floor of the cave.) How are rocks formed on the floor of the cave? (They are formed by minerals from the water that drips down to the floor of the cave.) I can compare the two rock formations in this image. Which rock formation is bigger? (The one on the left is bigger.) How did it become so large? (The rocks from the floor and from the ceiling eventually grew together to create one large rock formation.) Did that happen quickly? (No, it took a long, long time.) Now let's put this information together to tell the main idea of this part of the passage. (Rocks grow both from the floor and the ceiling in caves, and after a long period of time, they can come together to create a large rock formation.)

→ After you have completed this section, invite students to brainstorm different places and structures that are made up of rocks. This will help them in the next activity.

COLLABORATE

Step 4: Listen with a Partner

1 Now you'll have an opportunity to practice listening for the main idea in a new passage with a partner. You will use the Main Idea Graphic Organizer to draw and/or write what you hear first.

→ Review the directions together and make sure students have paper, pencils, and/or coloring tools to complete the graphic organizer.

→ As appropriate, provide copies of the listening passage for students to follow along as you read.

→ Read **Listening Passage 2** aloud and provide students with sufficient time to complete the graphic organizer.

→ When students are done, review the routine below and make sure to pause in between parts to invite them to share what they discussed.

Mix and Match Routine:

1. Assign student pairs, or invite students to walk around the room to find a partner. When pairs are formed, read aloud the first part of the passage and ask them to talk about the main idea of the first part.
2. Then, use a signal to indicate that students should switch partners. Assign new student pairs, or have students walk around the room again to find a partner. Read aloud the second part and have the new pair talk about the main idea of the second part.
3. Repeat for the third part.

→ Close the activity by bringing students together and inviting them to tell the main idea of the passage as a whole.

The arrow icons direct you to implementation notes, as well as scaffolding strategies.

Lexia Lessons: Slide Decks

To help you support your students and differentiate instruction in any setting, we've developed a series of Lexia Lesson slide decks using the Google Slides™ web-based presentation program. Lexia Lesson slide decks include explicit, step-by-step lesson instructions to guide educators in providing targeted practice for Lexia English to small groups or the whole class. There are slide decks for both Speaking and Listening Practice, and these can be used as a complement to our printable lessons in the classroom or in a remote learning environment.

Specific icons are designed to support students in transitioning from one activity to the next:



Model: Students repeat the language from. (I do. We do.)



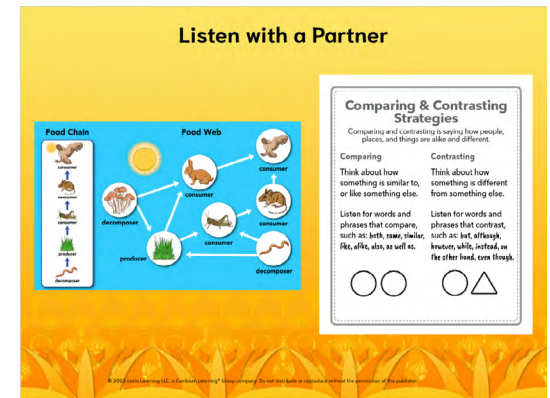
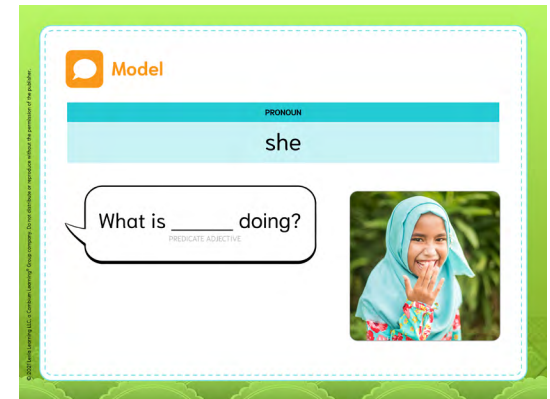
Practice: Students use the language from with each other. (You do.)



Collaborate: Students use the language frame independently in conversation. (You do.)



Extend: Group writing extensions using the language frames.

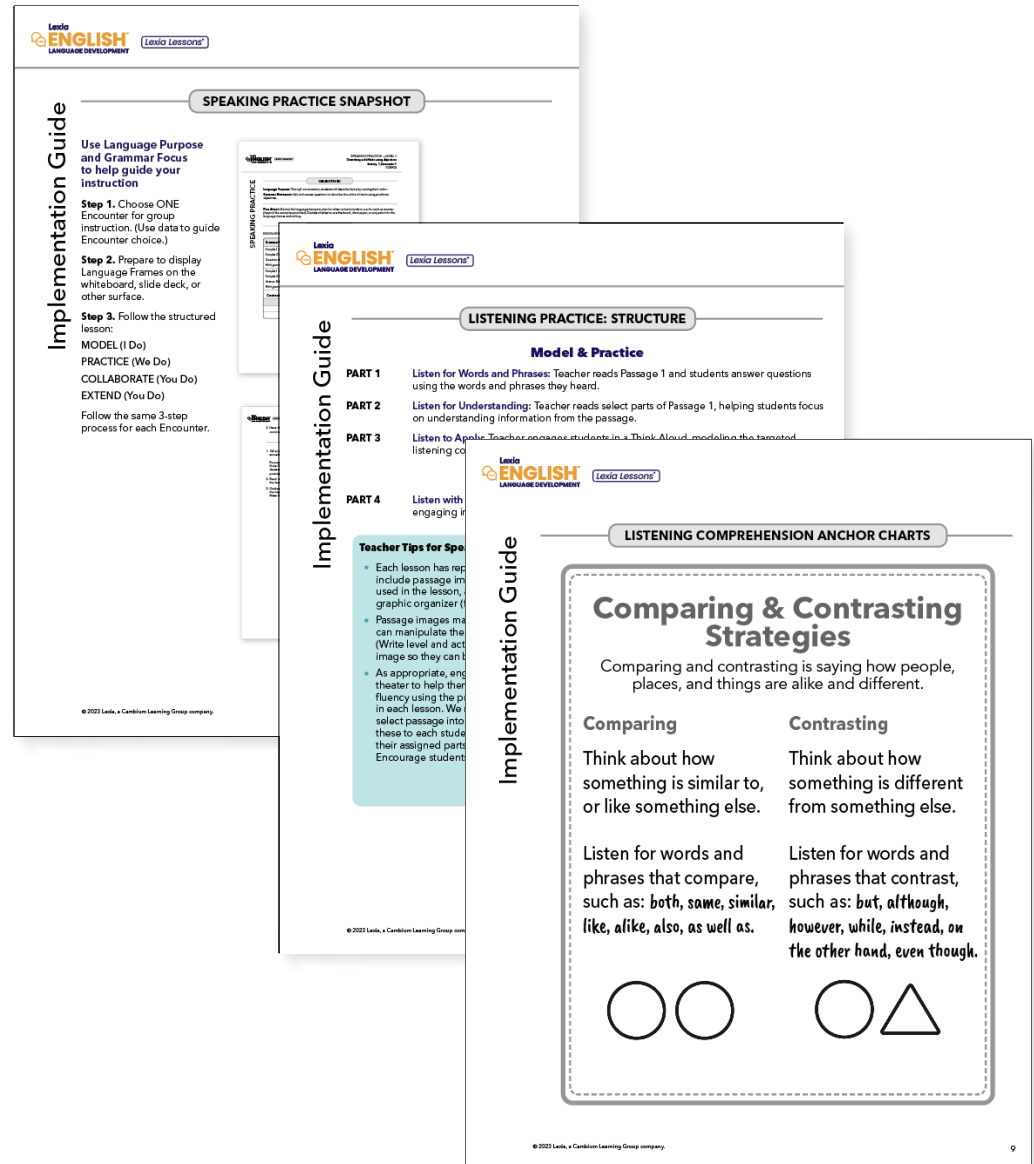


Lexia Lessons: Implementation Guide

The Lexia Lessons *Implementation Guide* for educators provides best practices and specific recommendations for differentiated support.

- Overviews of each type of lesson along with a snapshot of how each supports student learning
- Teacher tips that help educators scaffold lessons to better support their students
- Listening Comprehension Anchor charts for easy reproduction

With step-by-step instructions, tips, and strategies, the Implementation Guide enables educators to maximize the benefits of these instructional resources for each Emergent Bilingual student.



Lexia Skill Builders Sample

Teacher-led instructional resources that reinforce and extend online learning

Lexia
ENGLISH
LANGUAGE DEVELOPMENT

Lexia Skill Builders

LEVEL 16
Informational Text
Prepositions

Writing & Presenting

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 Areas

- Language purpose: evaluating information related to everyday life
- Grammar: prepositions (despite, rather than)
- Writing Genre: informational
- Oral presentation: speaking about a person who has overcome a challenge

Prepare

- Create the following Anchor Charts with students beforehand (see the **Implementation Guide** on page 5 for instructions):
 - What Good Presenters Do
 - Peer Feedback Statements

PART A: Grammar Practice

Step 1: Language Frames Anchor Chart

You're going to write and present an informational script that describes a person who has overcome a challenge. First we'll make an Anchor Chart with the language frames you've learned about. This will help you talk about the topic and draft 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:
 - Rather than** ____ (gerund phrase) he/she ____ (verb phrase).
 - Despite** feeling ____ (adjective), he/she ____ (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 prepositions *rather than* and *despite* (see **Scaffolding Suggestions** in the **Implementation Guide** on page 9).
- Have students complete the **Grammar Practice** activity page with the targeted grammar words/phrases.

page 1

OBJECTIVE

The *Objective* of each Skill Builder is for students to be able to **apply speaking and listening concepts to an oral presentation based on an independently written script.**

GRAMMAR PRACTICE

Students create a **Language Frames Anchor Chart** and review previously learned grammar words and phrases from the student program.

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Step 3: Review & Discuss

- Review student answers using the answer key provided in the **Teacher Reference** section.
- Later you will write a script about how you, someone you know, or a character from Lexia English, has overcome a challenge. You will use the words and phrases you've learned about in your presentation.*

PART B: Graphic Organizer

Step 1: Draw-Pair-Share

Sometimes presenters use visual aids, pictures, or drawings to help their audience better understand their ideas. Think about who you'd like to write and speak about and take a moment to draw them on your graphic organizer.

- Distribute the *Be the Character* graphic organizer (Reproducible page 2).
- Think about the different challenges people face. Write about how you, someone you know, or a character from Lexia English, has overcome a challenge.*
- Have students draw a picture that represents the person they are writing a script about.
- Place them in pairs and have them share their drawings, encouraging students to use the prepositions *rather than* and *despite* as they describe their pictures.
- Remind students to use the sentences from the *Language Frames* Anchor Chart in their conversations.

Step 2: Graphic Organizer Brainstorm

Now that you've had an opportunity to share your drawings, let's think about how to fill in the graphic organizer. Look at the box titled "What challenges did your person face?" and I'll share an example. Remember Nadia from Lexia English? She does not have any contact with her father. It has been a challenge for her to have her father in her life.

- Model how to complete the graphic organizer (there is a Sample Student Graphic Organizer in the **Teacher Reference** section).
- As needed, guide students through completing the remainder of the graphic organizer. Items may bring up sensitive issues—make sure students are comfortable sharing any personal information).

Step 3: Write-Pair-Share

- Provide sufficient time for students to fill out all parts of the *Be the Character* graphic organizer.
- Have students share their graphic organizers with a partner.
- Display the *Peer Feedback Statements* Anchor Chart and remind students to use the questions on the poster to help them provide feedback to their partner.

page 2

GRAPHIC ORGANIZER

Students draw and write in a **response to a prompt**. Then, they partner with a peer to share and receive feedback.

Lexia Skill Builders Sample *continued*

PRESENTATION DRAFT

Students draft and revise a **written script** based on the graphic organizer created previously. A checklist and peer feedback guide script development.

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PART C: Presentation Script

Step 1: Presentation Script Checklist

You're going to write a first draft of your script. It's important for good writers and speakers to draft and edit their work. Use this checklist to make sure that you included all the necessary information in your script.

- Review the **Presentation Script** activity page (Reproducible page 3) and make sure students have a clear understanding of each item on the *Presentation Script Checklist*.
- Invite students to generate examples for each item from their graphic organizer (see the *Sample Student Presentation* in the **Teacher Reference** section for a model).

Step 2: Write & Review

Now you'll start writing your presentation script. Remember to use the Presentation Script Checklist and your graphic organizer to guide your writing.

- Provide sufficient time for students to engage in the writing process.*
- Before you share your draft with a partner, take a moment to review it using the checklist. Make sure all items on the checklist are included in your script and place a check mark next to each completed item in the **Self** column.*
- Encourage students to highlight or circle the parts of their scripts that reflect each requirement from the checklist.

Step 3: Read-Pair-Share

- Have students read aloud their own scripts to a partner.
- Instruct the listening partner to place check marks in the **Partner** column of the checklist for all items that have been included in the script.
- Refer students to the *Peer Feedback Statements* Anchor Chart to help guide their partner feedback.
- Provide time for students to edit their scripts based on feedback.

*While this process is focused on oral language development, feel free to modify this step for additional engagement in the writing process, using approaches students are familiar with.

page 3

PRESENTATION PRACTICE AND EDITS

Students practice and revise their presentation skills with a partner. Partners listen in for these skills using the **Presentation Delivery Checklist** and provide feedback.

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PART D: Final Presentation Practice & Edits

Step 1: Presentation Delivery Checklist

Now that you've completed your graphic organizer and had opportunities to improve your draft, it's time to practice your presentation skills. You'll also have an opportunity to finalize your script before you present it to your audience.

- Review the **Final Presentation** activity page (Reproducible page 4) and make sure students have a clear understanding of each item on the *Presentation Delivery Checklist*.
- Display the *What Good Presenters Do* Anchor Chart and remind students of what they brainstormed.

Step 2: Read-Pair-Share

- Have students read aloud their scripts to a partner.
- Instruct the listening partner to place check marks in the **Partner** column of the checklist for all items that have been included in the delivery of their partner's presentation.
- Remind students to use the *Peer Feedback Statements* Anchor Chart to guide their feedback.

Step 3: Final Edits

Take time now to finalize your script and make sure to include any items you missed on the Delivery Checklist.

- Make sure students have practiced how to incorporate any missing items into the delivery of their presentations.
- Model, as needed, any presentation notes that will help students deliver their presentations. See [Scaffolding Suggestions](#) on page 9 in the *Implementation Guide* for more.
- Provide sufficient time for students to write their final scripts and any notes on the bottom of the **Final Presentation** activity page.

PART E: Final Presentation

Step 1: Teacher Prep

- Review [Oral Presentation Supports](#) on page 11 in the *Implementation Guide* for ideas on how to best support students in preparing to give their oral presentations, as well as options for presentation formats, groupings, and assessment of presentations.
- Select the appropriate [Oral Presentation Rubric](#) you will share with students from pages 12-14 of the *Implementation Guide*.

page 4

FINAL PRESENTATION

Students review the **Oral Presentation Rubric** and deliver their final presentation scripts to an audience.

Lexia Skill Builders Sample *continued*

DIGITAL SKILL BUILDERS

To support literacy development wherever the learning happens, all student reproducible pages of each Lexia Skill Builder are **now available in a digital format** that be be completed on a student device.

NAME: _____ DATE: _____

LEVEL 16
Informational Text
Prepositions

PART A: Grammar Practice

Writing & Presenting

Directions: Fill in the blanks with the prepositions **despite** and **rather than** to correctly complete each sentence.

We use the phrase **rather than** to say that a person did something different from what was expected.
Example: **Rather than** giving up, she asked for help.

We use the word **despite** when a person is in a difficult or negative situation but acts in a positive or good way.
Example: **Despite** feeling shy, she asked for help.

1. Rather than giving up on the test, she concentrated on what she knew.
2. _____ going to the party, he stayed home to study instead.
3. She asked for help. _____ feeling embarrassed.
4. _____ getting mad at her for dropping the ice cream, she helped clean up the mess.
5. _____ the long car ride, they had a great time driving to grandma's.
6. _____ losing the game, I had a great time playing soccer!
7. We should carpool to school. _____ taking separate cars.
8. _____ both being rodents, hamsters and rats do not look the same.
9. He should text his friend back, _____ ignore his messages.
10. _____ not knowing English when she started school, she became school president!

Lexia **ENGLISH** LANGUAGE DEVELOPMENT (Lexia Skill Builders)

NAME: _____ DATE: _____

LEVEL 16
Informational Text
Prepositions

PART B: Be the Character-Graphic Organizer

Writing & Presenting

Oral Presentation Prompt:
Think about the different challenges people face. Write about how you, someone you know, or a character from Lexia English has overcome a challenge.

Directions: First, draw an image of the person you are going to write about. Then, to each question. Make sure to use the prepositions **despite** and **rather than**.

Describe your person:

What challenge did this person face?

What kind of support did this person receive?

What did you learn about this person?

Lexia **ENGLISH** LANGUAGE DEVELOPMENT (Lexia Skill Builders)

Reproducible page 2

NAME: _____ DATE: _____

LEVEL 16
Informational Text
Prepositions

PART C: Drafting Process

Writing & Presenting

Oral Presentation Prompt:
Think about the different challenges people face. Write about how you, someone you know, or a character from Lexia English, has overcome a challenge.

Directions: Write your presentation script in the space below. Use the checklist to help guide your drafting.

Presentation Script Checklist

	SELF	PARTNER
Do you have a clear introduction that tells your listener what you'll present on?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Do you add details or evidence to support your ideas?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have periods, commas, etc.?	<input type="checkbox"/>	<input type="checkbox"/>
Do you include despite and rather than ?	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a clear closing that summarizes your presentation?	<input type="checkbox"/>	<input type="checkbox"/>

Lexia **ENGLISH** LANGUAGE DEVELOPMENT (Lexia Skill Builders)

NAME: _____ DATE: _____

LEVEL 16
Informational Text
Prepositions

PART D: Presentation Practice & Final Script Writing

Writing & Presenting

Oral Presentation Prompt:
Think about the different challenges people face. Write about how you, someone you know, or a character from Lexia English, has overcome a challenge.

Directions: Write a final draft of your presentation script. Practice delivering your presentation to a partner. Use the checklist to help guide your delivery.

Presentation Delivery Checklist

	PARTNER
My partner is prepared for their presentation with a final script.	<input checked="" type="checkbox"/>
My partner has an introduction and conclusion.	<input type="checkbox"/>
My partner uses details or evidence to support their ideas.	<input type="checkbox"/>
My partner keeps eye contact with their audience.	<input type="checkbox"/>
My partner shows enthusiasm about the topic.	<input type="checkbox"/>
My partner's voice is loud and clear enough to understand.	<input type="checkbox"/>

Lexia **ENGLISH** LANGUAGE DEVELOPMENT (Lexia Skill Builders)

Reproducible page 4

EXPRESSIVE LANGUAGE

Students are given the opportunity to apply skills from the student program and engage with material in support of expressive language development.

Lexia Skill Builders: Implementation Guide

The Lexia Skill Builders *Implementation Guide* for educators provides best practices and specific recommendations for differentiated support.

- Scaffolding suggestions for Emergent Bilinguals
- Anchor chart activities to help guide peer conversations
- Differentiated rubrics for assessment of students' oral presentations

With step-by-step instructions, tips, and strategies, the *Implementation Guide* enables educators to maximize the benefits of these instructional resources for each Emergent Bilingual student.

SKILL BUILDERS ROUTINES

FOUNDATIONAL ACTIVITIES

STEP 1 What Good Presenters Do Activity
STEP 2 Peer Feedback Statements Activity

Lexia Skill Builder Structure

PART A: GR

STEP 1 Language Frame
STEP 2 Grammar Practice
STEP 3 Review & Discuss

PART B: GR

STEP 1 Draw-Pair-Share
STEP 2 Graphic Organizer
STEP 3 Write-Pair-Share

PART C: PRE

STEP 1 Presentation Script
STEP 2 Write & Review
STEP 3 Read-Pair-Share

PART D: FINAL PRESENTATION

STEP 1 Presentation Draft
STEP 2 Read-Pair-Share
STEP 3 Final Edits

PART E: FINAL PRESENTATION

STEP 1 Teacher Prep
STEP 2 Oral Presentation
STEP 3 Final Presentation

TAG Feedback Anchor Chart

This poster will be referenced in Parts B, C, and D of every Skill Builder.
Good presenters work hard at getting better. Part of getting better is inviting others to give you feedback. We're going to learn how to play TAG with partners. Let's talk about what each letter stands for.

Step 1: T = Tell me something you liked.
A good reviewer is able to share positive feedback with a presenter to help them understand what they did well. Why would starting off on a positive note be helpful for you as a presenter?

→ Invite students to tell you what they liked about their work.
→ Ask students to give you feedback (e.g., "I really liked...").

Step 2: A = Ask me a question.
A good reviewer also asks questions that may help you improve your work.
→ Ask students to ask you questions about your presentation script.
→ Add these questions to your script.

Step 3: G = Give me a suggestion.
A good reviewer also gives suggestions that are specific and easy to follow.
→ Pick one topic to focus on (e.g., punctuation, ask students to write down how it can be improved).
→ Invite students to give you feedback (e.g., "I like your presentation, but I think you could improve your punctuation").
→ Add these suggestions to your script.

SCAFFOLDING SUGGESTIONS

While Skill Builders are meant to support student agency and autonomy, we recognize that Emergent Bilinguals are at different stages of language development. The following are suggestions for ways you can provide additional guidance at every part of a Skill Builder:

Part A: Grammar Practice

Heavy scaffolding—MOST support

- ✓ Display the grammar worksheet and complete it together.
- ✓ Define unknown words using visuals as often as they apply.
- ✓ Invite students to repeat each sentence after you.
- ✓ Say the correct answer and then ask the question. For example, say, "It's a big tree." Then ask, "What size is the tree?"

Medium scaffolding—MODERATE support

- ✓ Choose two or three questions to complete together.
- ✓ Invite students to repeat completed sentences after you.

Light scaffolding—LIGHT support

- ✓ Complete the first question together as an example.
- ✓ Invite students to repeat the completed sentence after you.
- ✓ Encourage students to provide an additional adjective and add it to the sentence. For example, they could say, "It's a big, green tree."

Part B: Graphic Organizer Brainstorm

Heavy scaffolding—MOST support

- ✓ Display the graphic organizer and complete it together. Have students copy exactly what you have written on your graphic organizer.

Medium scaffolding—MODERATE support

- ✓ Display the graphic organizer and complete it together using ideas generated by students.

Light scaffolding—LIGHT support

- ✓ Offer one or two ideas to get students started on their own graphic organizer.

Part C: Presentation Script

Heavy scaffolding—MOST support

- ✓ Explain and show examples of each item on the Presentation Checklist.
- ✓ Write a draft sentence-by-sentence and have students copy it.

Visual Guide for Parents & Guardians

The Visual Guide for Parents and Guardians was developed to further support the school to home connection. Educators can share this 2-page resource, available in 21 languages, with parents and guardians to provide an overview of Lexia English and to highlight easy ways in which families can support their children at home.

Dele la bienvenida a Lexia® English

Lexia English es un programa virtual interactivo que ayudará a su hijo a ser multilingüe aprendiendo a hablar inglés. Los niños aprenden y se divierten hablando con 17 personajes de todo el mundo.

Actividades en línea

Su hijo desarrollará habilidades en inglés de habla, escucha y gramática mientras trata los siguientes temas:

Matemáticas
 Ciencias
 Estudios sociales
 Conocimientos generales
 Biografías

Hoja de trabajo de seguimiento de progreso y establecimiento de objetivos

Su hijo comienza en un punto de partida que es adecuado para él, en uno de los 19 niveles del programa.

Los profesores y los alumnos establecen objetivos para hacer un seguimiento del progreso.

¡El éxito siempre se celebra!

Certificado de logros y pagatinas de recompensa de personajes

رحبوا بـ Lexia® English

Lexia English هو برنامج حاسوبي تفاعلي سيساعد طفلك على أن يصبح متعدد اللغات من خلال تعلم التحدث باللغة الإنجليزية. يتعلم الأطفال من 17 شخصية مختلفة من جميع أنحاء العالم ويستمتعون بالتحدث معهم.

الأنشطة عبر الإنترنت

سيطور طفلك مهارات اللغة الإنجليزية في التحدث والاستماع والقواعد أثناء التحدث من الموضوعات التالية:

الرياضيات
 العلوم
 الدراسات الاجتماعية
 لمعارف عامة
 السير الذاتية

يتبع الاحتفال بالنجاح دائماً!

شهادة الإنجاز وشهادات مكافأة حسن السلوك

Say Hello to Lexia® English

Lexia English is an interactive, computer-based program that will help your child become multilingual by learning to speak English. Children learn from and have fun talking with 17 characters from around the world.

Online Activities

Your child will develop English skills in speaking, listening, and grammar as they talk about the following topics:

Math
 Science
 Social Studies
 General Knowledge
 Biographies

Goal Setting & Progress Tracking Worksheet

Your child begins at a starting point that is just right for them, in one of the program's 19 levels. Teachers and students set goals to track progress.

Success is always celebrated!

Achievement Certificate and Character Reward Stickers