Lexia

ENGLISH™
LANGUAGE DEVELOPMENT

Lexia Skill Builders®

Implementation Guide

Lexia®

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TABLE OF CONTENTS

SKILL BUILDERS OVERVIEW

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.

Students plan and draft a presentation script using the language and grammar they have learned in the Lexia English student program. Opportunities for oral and written expression, peer collaboration, and skill refinement are embedded in the design of the Skill Builders.

Estimated Time Frames

The times below are estimates for completion of one Skill Builder. We recommend dividing parts over multiple sessions.

- Grades K-2: Total 90 minutes
- Grades 3-6: Total 120 minutes

Skill Builder writing tasks are in the service of oral language development. We invite you to modify activities to better reflect the writing processes your students are already engaged in.

When and How to Use Skill Builders

Students are encouraged to work on Skill Builders after they have completed a full level in the program. While the tasks are designed for both independent practice and peer collaboration, we invite you to become familiar with the parts of every Skill Builder to ensure successful student engagement with the tasks. These tasks are versatile and can be implemented in a variety of settings (e.g. whole class, small group, and 1-on-1).

To best support your implementation of Skill Builders, you'll want to complete the Foundational Activities (p. 4) with students *before* you start using Skill Builders. It is also important to note that younger students in Kindergarten through Grade 2, as well as those beginning their schooling in English, may require additional accommodations in order to fully understand the directions, prompts, and other processes within each Skill Builder. For this reason, we have provided Scaffolding Suggestions (pp. 9-10).

SKILL BUILDERS SNAPSHOT

The Objective describes the expected outcome of the Skill Builder.

Lexia **ENGLISH** LANGUAGE DEVELOPMENT | *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.

The Instructional Focus Areas note the targeted content, language, grammar, and genre of each Skill Builder.

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 includes any resources/activities that should be completed prior to the Skill Builder.

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

PART A: Grammar Practice

The **say** icon provides a script to help guide students through a task. Review these ahead of time and customize to your liking.

Step 1: *Language Frames* **Anchor Chart**

(say) *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 wi~~ll~~ you talk about the topic and draft a script for your presentation.*

The **arrow** icon directs you to implementation notes, as well as scaffolding strategies.

→ 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 propositions *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

Implementation Guide

SKILL BUILDERS ROUTINES

These activities are meant to be completed prior to student engagement and will help you generate two Anchor Charts.

——— FOUNDATIONAL ACTIVITIES ———

STEP 1 *What Good Presenters Do* Activity

STEP 2 *TAG Feedback* Activity

Lexia Skill Builder Structure

——— PART A: GRAMMAR PRACTICE ———

STEP 1 *Language Frames* Anchor Chart

STEP 2 Grammar Practice Activity

STEP 3 Review & Discuss

Students create a *Language Frames* Anchor Chart and use the *Grammar Practice* activity page to review the grammar words and phrases they have learned.

——— PART B: GRAPHIC ORGANIZER ———

STEP 1 Draw–Pair–Share

STEP 2 Graphic Organizer Brainstorm

STEP 3 Write–Pair–Share

Students use a graphic organizer to brainstorm their ideas related to a prompt. They share their thinking with a partner and receive feedback.

——— PART C: PRESENTATION SCRIPT ———

STEP 1 Presentation Script Checklist

STEP 2 Write & Review

STEP 3 Read–Pair–Share

Students use the Presentation Script Checklist to ensure all necessary information is included in their scripts. Partners provide feedback.

——— PART D: FINAL PRESENTATION PRACTICE & EDITS ———

STEP 1 Presentation Delivery Checklist

STEP 2 Read–Pair–Share

STEP 3 Final Edits

Students practice their presentation skills with partners who use the Presentation Delivery Checklist to provide feedback. Students have time to finalize their scripts.

——— PART E: FINAL PRESENTATION ———

STEP 1 Teacher Prep

STEP 2 Oral Presentation Rubric

STEP 3 Final Presentation

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

Implementation Guide

ANCHOR CHARTS

Working with students, collaboratively generate the following two anchor charts (see **pp. 6-8** for examples) that will be used in all Skill Builders.

What Good Presenters Do Anchor Chart

This poster will be referenced in Parts D and E of every Lexia Skill Builder.

> say *When we present our ideas, how we present them is just as important as what we say. Take a moment to think about some people in your life that are really good at presenting or speaking aloud. What makes them good at doing so?*

→ Invite students to think about people at school, home, or in their communities that are excellent speakers and presenters.

→ Encourage students to brainstorm what makes an excellent presenter.

→ Consider using language from the *Oral Presentation Rubric*:

- Makes direct eye contact
- Speaks clearly
- Has a clear purpose
- Understands the topic
- Shows enthusiasm about the topic
- Emphasizes key points
- Gives examples and details
- Has an introduction, middle, and conclusion

WHAT GOOD PRESENTERS DO ANCHOR CHART

WHAT GOOD PRESENTERS DO

Make eye contact with audience

Have a clear, strong message

Have a strong introduction & conclusion

Give examples to support their ideas

Show enthusiasm & interest in their topic

Speak clearly

Implementation Guide

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.

(say) *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 think about a time they received positive feedback and how it helped them improve their work.

→ Ask students to generate positive feedback statements and place them on a poster under the letter T (e.g. "I really like how you…" or "I like when you said…").

Step 2: A = Ask me a question.

(say) *A good reviewer also asks questions that can help a presenter clarify their ideas. You can ask about missing details that may help make the script better.*

→ Ask students to think about questions they could ask to help their partners add details to their presentation scripts (e.g. "Can you explain...?" or "Can you tell me more about...?").

→ Add these questions to the poster under the letter A.

Step 3: G = Give me a suggestion.

(say) *A good reviewer also gives their partners suggestions on how to improve their presentations. These should be specific and easy for presenters to include (i.e. punctuation, missing details, intro and concluding statements).*

→ Pick one topic to help students focus on first. For example, if you are going to focus on punctuation, ask students to think about why punctuation is important to include in their scripts and how it can help their listeners follow their ideas.

→ Invite students to generate statements that will provide their partners with specific suggestions they can easily incorporate into their scripts. For example:. "I think adding a [comma, period, exclamation point] here will help…" or "I think you can add…to your conclusion."

→ Add these statements to the poster under the letter G.

Implementation Guide

PEER
FEEDBACK STATEMENTS

T — Tell me something you liked
- I really like how you...
- I like when you said...

A — Ask me a question
- Can you explain...?
- Can you tell me more about...?

G — Give me a suggestion
- I think you can add... to your introduction/ conclusion
- I think adding a [comma, period, exclamation point] here will help...

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.

Medium scaffolding—MODERATE support

> ✓Provide specific examples of items on the Presentation Checklist as requested.
>
> ✓Write a presentation script as a group using ideas generated from the students.

Light scaffolding—LIGHT support

> ✓Help students get started on their presentation scripts by offering structure through the language frames and inviting them to provide their own content.

Extra support: Provide primary lined paper for students to write their scripts (for grades K–2).

Part D: Final Presentation Practice & Edits

Heavy scaffolding—MOST support

> ✓Point out specific parts of the draft that can be improved.
>
> ✓Edit the draft sentence-by-sentence and have students copy it.

Medium scaffolding—MODERATE support

> ✓Invite students to point out places in the draft that can be improved.
>
> ✓Make the suggested edits and have students copy it.

Light scaffolding—LIGHT support

> ✓Help students identify areas of improvement upon request.

Part E: Final Presentation

See the **Assessment of Presentations** section below ().

Student Pairings

Intentional and strategic student pairings are necessary for the successful implementation of the scaffolding strategies mentioned above. Consider the following options:

- Student is assisted by an "expert" (can be the teacher or a higher-level proficiency peer).
- Student collaborates with other learners within the same language proficiency band.
- Student assists a lower-level proficiency learner who serves as an "apprentice."
- Student works alone and is engaged in internalized practice crafted by the teacher.

Implementation Guide

ORAL PRESENTATION SUPPORTS

Presentation Delivery Formats

Provide flexibility in how students prepare for and deliver their presentations. Consider the following options:

- Have students deliver their presentations to the class or a small group.
- Have students record themselves delivering their presentation on a tablet, phone, or computer and share the file.
- Have students practice their presentations with a family member, guardian, or someone in their community before presenting to the larger group or recording their presentations. This person should provide feedback via the **Oral Presentation Rubric**.

Assessment of Presentations

Modify the Oral Presentation Rubrics as needed or use one you and your students are already familiar with. Consider these options for sharing assessment feedback:

- **Individual Feedback**. Schedule a one-on-one coaching session following the presentation. *Recommended for a small class or group of students at a lower language proficiency level.*
- **Group Feedback**. Encourage the group to collaboratively assess their peers' presentations. Using the Peer Feedback Statements anchor chart supports feedback that is respectful, evidence-based, and actionable. *Recommended for a class or group that includes a student at a higher proficiency level to be the first presenter, providing peer-modeling and an opportunity for positive evaluation.*
- **Self-Assessment**. Invite students to rate themselves using the Oral Presentation Rubric, including evidence for their self-rating in each category. Self-assessment can provide insight into any gaps in a student's understanding of the presentation content and delivery expectations. *Recommended for students who would benefit from identifying their own strengths and areas for improvement.*

Assessment of Enthusiasm

The **Oral Presentation Rubrics** (see below) identify showing enthusiasm as a key presentation component. Presenters may express enthusiasm in various ways, such as gesticulations, intonation, and emphasis. Illustrate this concept by reading a short passage aloud in a monotone voice. Ask students to reflect on how listening to you made them feel. Then, brainstorm ways that presenters can engage their listeners.

ORAL PRESENTATION RUBRICS

The following three rubrics can be used to assess students' oral presentations. Use the rubric that is most developmentally appropriate for your students, as well as accessible to them based on their level of language proficiency. A blank rubric is also provided, which you can edit to better reflect the processes your students are already engaged in.

Implementation Guide

Oral Presentation Rubric A

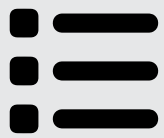|	EXCELLENT	GOOD	FAIR	NEEDS IMPROVEMENT
Delivery	☐ Presenter uses direct eye contact and rarely looks at the script ☐ Presenter speaks loudly and clearly all of the time	☐ Presenter consistently uses direct eye contact and looks at the script as needed ☐ Presenter speaks loudly and clearly most of the time	☐ Presenter makes some eye contact with audience and reads mostly from the script ☐ Presenter speaks unevenly and can be difficult to hear some of the time	☐ Presenter holds no eye contact with audience and reads from the script ☐ Presenter speaks unevenly and is difficult to hear most of the time
Comments				
Content/ Organization	☐ Presenter has a script that shows they have full understanding of the topic ☐ Presenter provides strong explanations and details ☐ Presenter has a strong and thoughtful introduction, middle, and conclusion	☐ Presenter has a script that shows they have good understanding of the topic ☐ Presenter adds some explanations and details ☐ Presenter has a good introduction, middle, and conclusion	☐ Presenter has a script that shows they are unclear about the topic ☐ Presenter adds very little explanation or details ☐ Presenter has a weak introduction, middle, or conclusion	☐ Presenter has a script that shows little to no understanding of the topic ☐ Presenter does not explain or include details ☐ Presenter has a weak or missing introduction, middle, or conclusion
Comments				
Enthusiasm/ Audience Engagement	☐ Presenter shows much enthusiasm about the topic ☐ Audience is highly engaged and interested	☐ Presenter shows some enthusiasm about the topic ☐ Audience is engaged and interested	☐ Presenter shows little or mixed feelings about the topic ☐ Audience is sometimes engaged and interested	☐ Presenter shows no interest in the topic presented ☐ Audience is not engaged or interested
Comments				

Oral Presentation Rubric B

Implementation Guide

★ ★ ★ = Almost Always   ★ ★ = Sometimes   ★ = Still Learning

EXPECTATION		SCORE
	Presenter makes eye contact with the audience.	
	Presenter's voice is loud, clear, and enthusiastic!	
	Presenter has a final script.	
	Presenter has an introduction, middle, and conclusion.	
	Presenter uses details.	

Comments

Oral Presentation Rubric C

	EXCELLENT	GOOD	FAIR	NEEDS IMPROVEMENT
Delivery	☐	☐	☐	☐
Comments				
Content/ Organization	☐	☐	☐	☐
Comments				
Enthusiasm/ Audience Engagement	☐	☐	☐	☐
Comments				