

Welcome to iLit ELL

What's in This for Me?



- Meet the needs of your students
- Visualize your day
- Differentiate instruction
- Save time

Hi, I'm Becky, and I'll be your guide throughout this tutorial.

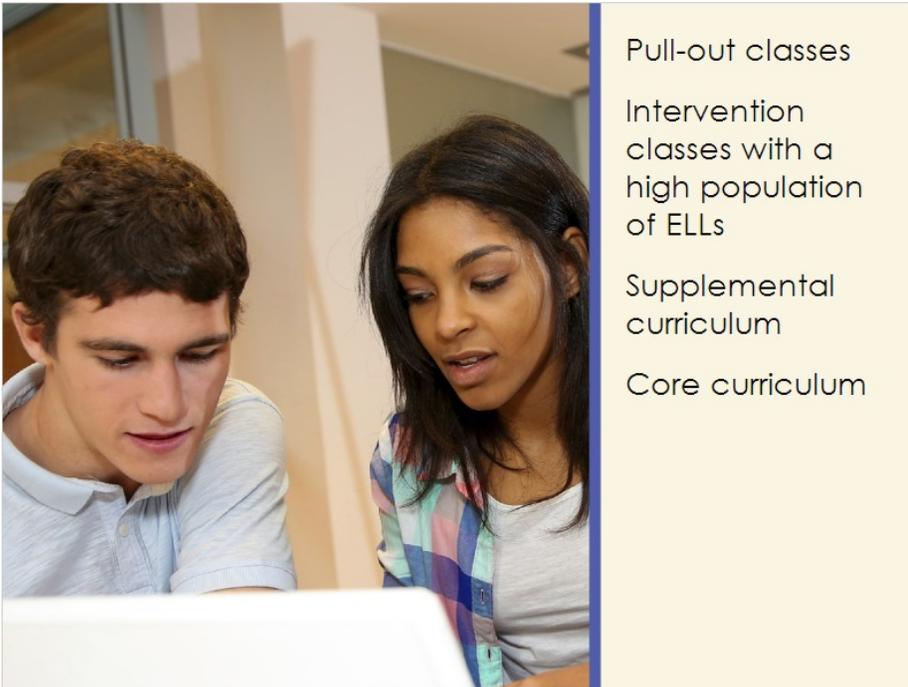
Welcome to iLit ELL—a digital intervention program for English language learners.

Join me for the next few minutes so I can help you feel prepared to jump in on day one. We'll

- learn how the program will help you meet the needs of your ELLs;
- explore lessons so you'll know how your day will go; and
- look at some assignments and grading features so you can see how iLit ELL will help you differentiate and save time.

Let's get started!

Designed for My Students



iLit ELL was designed specifically for your students: English language learners and students with language deficiencies.

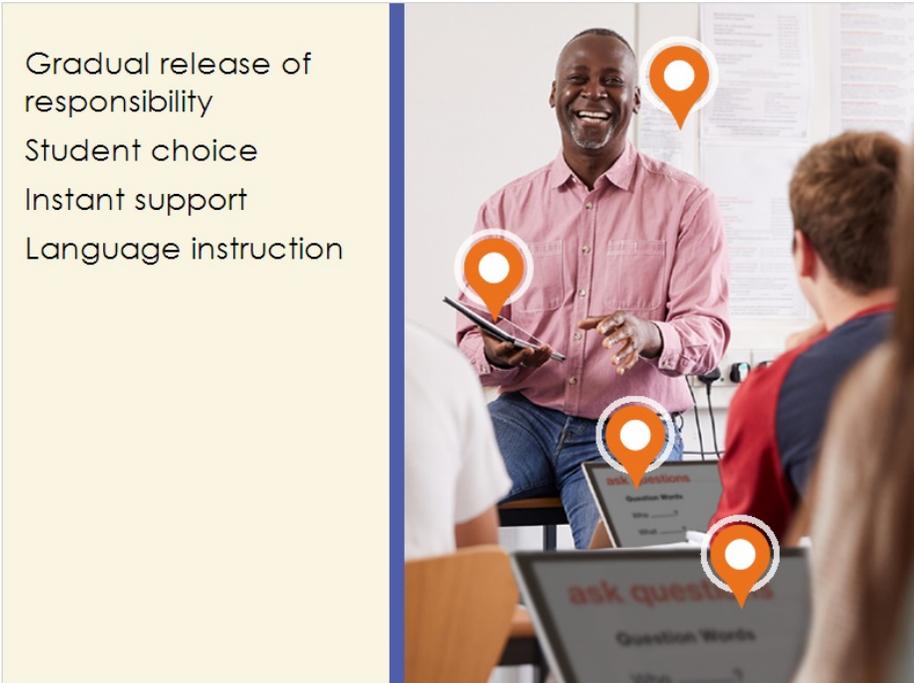
It's flexible so you can use it for

- pull-out classes;
- intervention classes with a high population of ELLs;
- supplemental curriculum; or
- core curriculum.

iLit ELL includes instruction and practice focused on helping students learn, speak, read, and write English.

Let's take a look at some of the features that will help your students, and make your job easier!

Picture This



Gradual release of responsibility
Student choice
Instant support
Language instruction

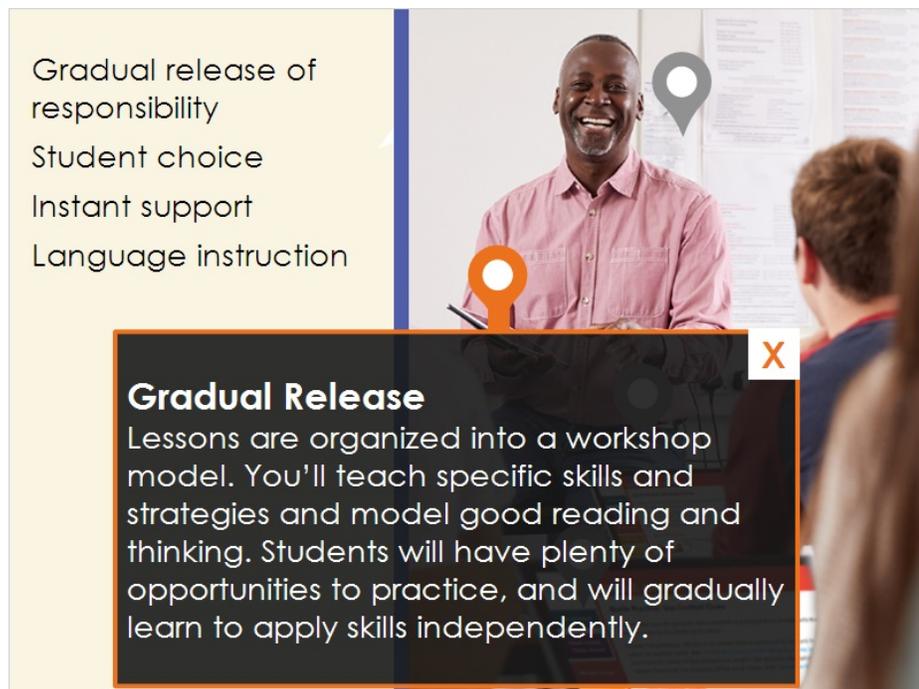
You're probably wondering what a day in an iLit ELL class looks like.

Picture a classroom that includes:

- Gradual release,
- Student choice,
- Instant support, and
- Language instruction.

Sounds good, right? Let's learn how these important components are built into iLit ELL instruction daily.

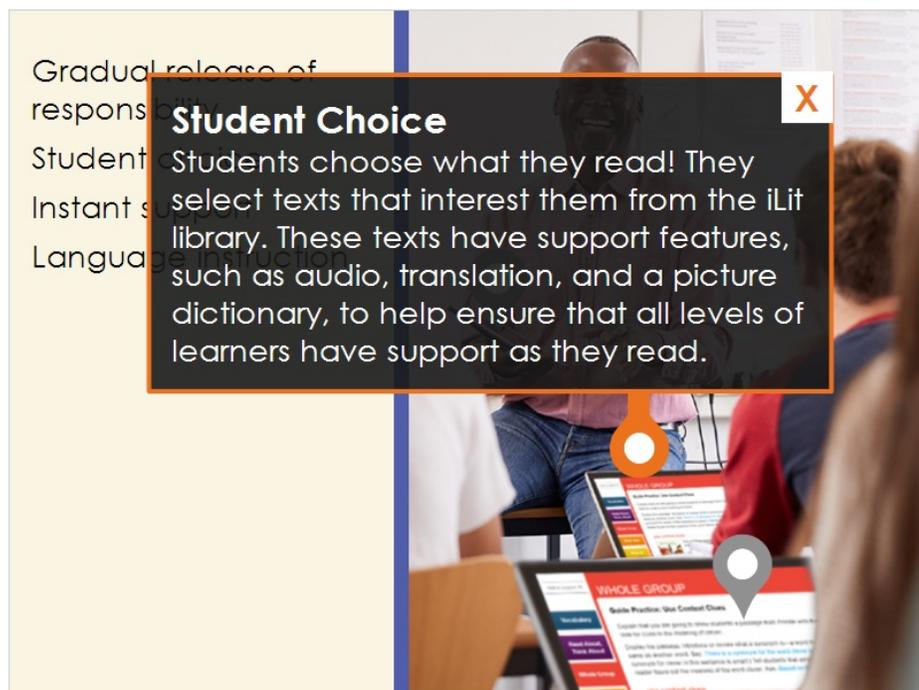
Gradual Release



Gradual release of responsibility
Student choice
Instant support
Language instruction

Gradual Release
Lessons are organized into a workshop model. You'll teach specific skills and strategies and model good reading and thinking. Students will have plenty of opportunities to practice, and will gradually learn to apply skills independently.

Student Choice



Gradual release of responsibility
Student choice
Instant support
Language instruction

Student Choice
Students choose what they read! They select texts that interest them from the iLit library. These texts have support features, such as audio, translation, and a picture dictionary, to help ensure that all levels of learners have support as they read.

Instant Support

Gradual release of responsibility

Student choice

Instant support

Language

Instant Support

Students can use the text features as they read and they'll receive immediate feedback as they answer questions and complete writing assignments. The system differentiates assignments based on the students' performance.

Language Selection

Gradual release of responsibility

Student choice

Instant support

Language

Language Selection

iLit ELL incorporates a Sheltered Instruction Observation Protocol or SLOP[®]—an effective instructional model designed for ELLs. You'll see notes and suggestions for incorporating SLOP[®] right in your lessons.

Support for Newcomers

Unit 1, Lesson 9

TIME TO READ

Read Independently or in Small Groups

If students did not finish that book they chose yesterday, have them continue reading that book. Have students who finished a book yesterday choose the book *Include Me* from the library by using the search feature. Spell the title for students to help them search.

Depending on the structure of your class, you may want to read the book as a whole class—if your class consists entirely of Newcomers—or in small groups, or independently.

Whole Class or Small Group Follow this routine:

- Either you or a volunteer read the entire book aloud as students follow along.
- Then go back to the beginning and you or a volunteer read each page one by one. Have students echo read. Stop to teach new vocabulary and make sure students understand the text.
- Arrange students into pairs. Have them take turns reading to each other, one page at a time.

Independent If you choose to have students read independently, encourage them to use the translation tool and the dictionary to help them understand new words. Conduct conferences with the students below. Tap or click each student's name to see their progress.

[Refresh](#)

Watch the *iLit ELL Newcomers' Module* tutorial for more information.

Project Broadcast Planner Lessons Assignments Performance Library Messages Connect

What about students that are brand new to the language?

The Newcomers' Module supports students with very limited English ability. Lessons help acclimate these students to school and transition to the English language.

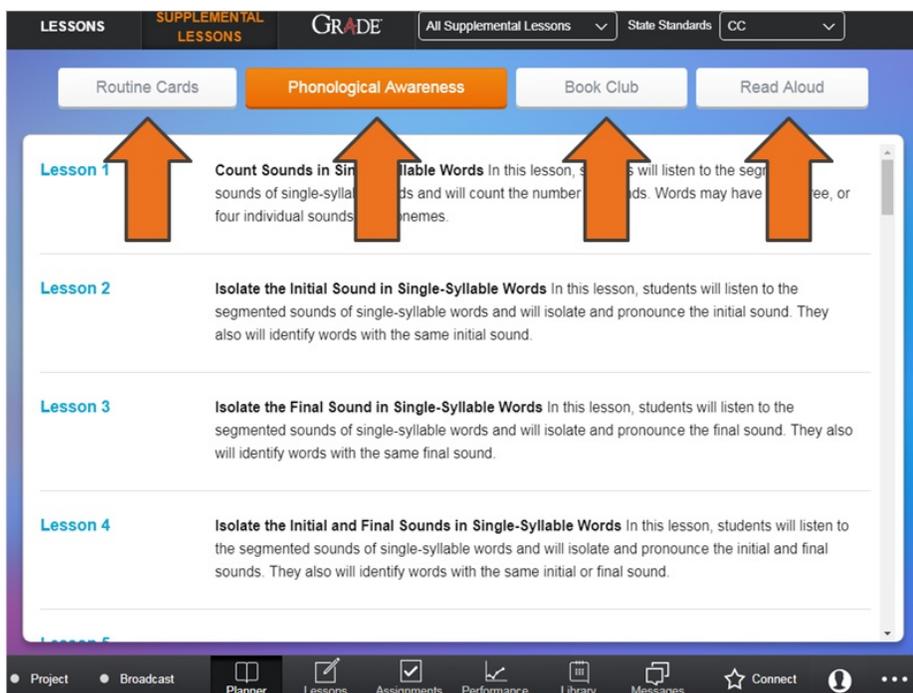
When you learn a new language or visit a foreign country you learn a few essential words and phrases quickly, right? Newcomers' Module lessons help students do just that.

They focus on essential skills, such as how to introduce yourself, or on basic vocabulary, such as names for common classroom objects.

Then they learn foundational literacy skills, such as letters and sounds.

After students complete the module, they are ready for regular iLit ELL instruction.

Engaging Lessons



Take a look at the lessons. Instruction is organized into 45-minute teaching blocks. Your students will have time to practice

- reading,
- talking and writing about texts,
- fluency,
- academic vocabulary, and
- literacy and language skills.

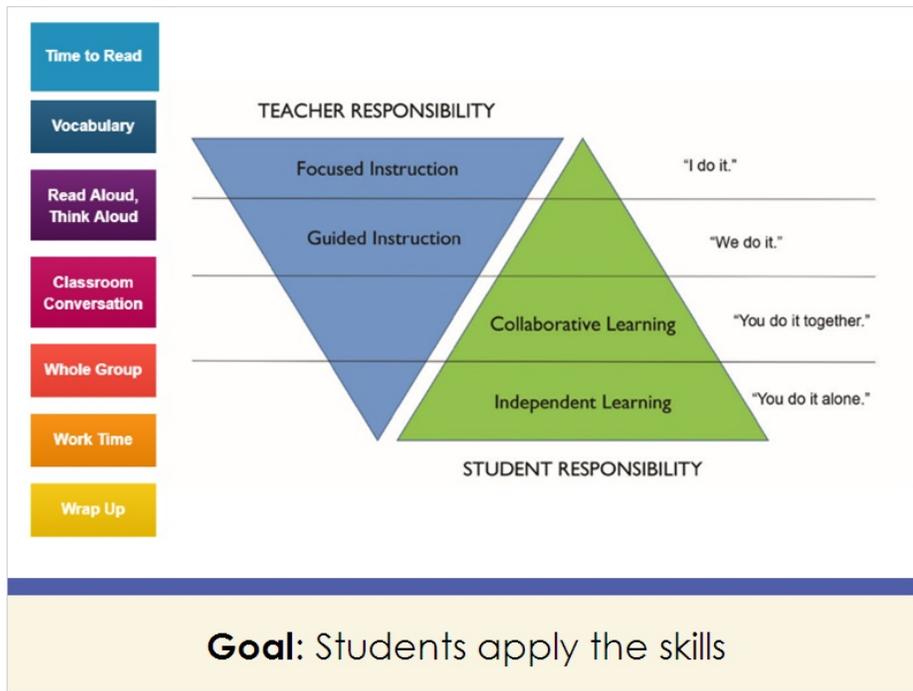
Keep in mind some important features woven throughout instruction. These are time savers and difference makers.

You can easily find teaching tools right in the lesson, such as buttons with SIOP® instruction and tips.

It's helpful to know what students might struggle with in a lesson, right? The Oops! feature shows common mistakes made when learning the skill or word you're teaching.

You have resources at your fingertips that will help you enhance or modify your lessons. For example, under the Supplemental Lessons tab you'll find routines, extra phonics instruction, ideas for Book Clubs, and additional texts to read aloud.

What Will I Be Teaching?



In order to dive right in, you need to know what you and the students will be doing each day.

Spend a few minutes looking at the lesson segments so you know what to expect. Keep in mind the gradual release design of the lessons-the parts are all connected and the end goal is for students to apply the skills.

TIME TO READ

TIME TO READ

Read PD

Have students take out their devices and begin independent reading for 5-10 minutes. Encourage them to use My Level to find appropriate books to choose from. You may wish to go to the next screen to preview the Response Prompt with students before they begin reading. While students are reading, conduct conferences with the students below. Select a student's name to access the Conference Form for that student.

Book Clubs If students struggle to read independently or as a way of wrapping Time to Read, you may want to form Book Clubs in which small groups of students read the same title. Students can either read silently and then discuss their reactions or read aloud and participate in a natural conversation. The following information for managing Book Clubs provides guidance that supports your efforts.

Students choose from a high-interest leveled library that includes picture books, Spanish titles, and content readers that focus on science and social studies topics. They can discuss in Book Clubs and respond to prompts using sentence frames.

[Refresh](#)

Goal: Students apply the skills

VOCABULARY

VOCABULARY

Word Study: Introduce the Vowel Sounds in moon and foot

Introduce the word study skill by reminding students of the sound of the long and short o. Display the presentation. Say: *When we see the letter combination oo, we know that it makes one of two vowel sounds: the ū sound in*

Read aloud the first column of words. Clarify the meaning of each word.

Teach words from the anchor text, as well as lessons on

- oral language production
- conversational fluency
- academic vocabulary
- related words or connectors
- transition words
- prepositions

oo in moon	oo in foot
balloon	tooth
spoon	good

[Proceed](#) [Review](#) [Expand](#)

Goal: Students apply the skills

READ ALOUD, THINK ALOUD

READ ALOUD, THINK ALOUD

Recall

Display the graphic organizer to review what happened in Chapters Five, Six, and Seven. Have students recall what they read in those chapters.

- For the first sequence box, say: **In Chapter Five, Izzy, Marco, and Raquel are at a construction site. What do they talk about in the second part of the chapter?** (They talk about Miss Mac's death and their book reports. They wonder who their new teacher will be.)

recall

At the construction site, Izzy, Marco, and Raquel talk about _____. They wonder _____.

On the TV news, Raquel sees _____. It upsets her because _____.

To honor Miss Mac, the teachers want to _____.

Model how strong readers read and think about a grade-level text.

Goal: Students apply the skills

CLASSROOM CONVERSATION

CLASSROOM CONVERSATION

Collaborative Discussion: Think-Pair-Share

Display the Conversation Starter and read it aloud. Call on a student to explain the Conversation Starter in his or her own words.

Have student pairs look for details in the text that tell what happened when Izzy accidentally spilled food on Billy Ray and when Billy Ray had the food spilled on him. Tell them to think about whether they would have acted similarly or differently. Tell one partner to imagine he or she is the one who spilled the food

Facilitating Discussion

conversation starter

What would you do if _____ if someone accidentally _____

A. If I accidentally spilled _____

B. If someone accidentally _____

Provide opportunities for students to process and discuss the anchor text. Use the Conversation Starters to scaffold the discussions and find routines and tips for encouraging reluctant speakers.

Goal: Students apply the skills

WHOLE GROUP

WHOLE GROUP

Time to Read

Vocabulary

Read Aloud
Think Aloud

Classroom
Conversations

Whole Group

Work Time

Wrap Up

Introduce: Write a Narrative Paragraph PD

Display the image of the girl eating a cheeseburger. Explain that writing a paragraph is like making a cheeseburger. Say: *The top bun is your topic sentence, the main idea of your paragraph. The meat, cheese, and toppings are your supporting details that tell more about your main idea. The bottom bun is your concluding sentence; it wraps your paragraph together. The topic sentence, detail sentences, and closing sentence are the ingredients of a good paragraph, and each one forms a different "piece" of the cheeseburger.*



Model skills and strategies and help students learn to apply them during Guide Practice activities.

Goal: Students apply the skills

WORK TIME

WORK TIME

Time to Read

Vocabulary

Read Aloud
Think Aloud

Classroom
Conversations

Whole Group

Work Time

Wrap Up

Today in Work Time PD

Independent Introduce the Word Study practice activity, Vowel Sound in *moon* and *foot*. Words. Have students open the activity from Assignments. Call on a student to explain the directions in his or her own words. Ask other students to confirm or offer corrections.

Small Groups Gather up to six students who may need additional support in Read Multisyllabic Words.

Early Finishers Some students may complete their assignment early.

- You might want to have students complete another activity from their assignments list or you may want to assign an additional activity from Extra practice.
- Have students read independently in their Time to Read book.

Students complete assignments, meet in small groups, or conference with the teacher. This part of the lesson is differentiated according to students' needs.

Goal: Students apply the skills

WRAP UP

WRAP UP

Closure

To close today's lesson, ask students to brainstorm memorable events from the class this year that could be the topic of a narrative paragraph. Have some fun with the activity, but remind students to be kind to classmates in their descriptions of the events.

Close the lesson by making a connection to the lesson objective, having students share what they learned, and explaining any homework assignments.

Goal: Students apply the skills

Differentiate Easily



I know that differentiating instruction is tough. iLit ELL will make that part of your job easier.

Checking understanding-You'll send surveys and knowledge checks during lessons. These will show you how students are doing and help guide your instruction.

Gathering data-

Students complete assignments that focus on various skills such as reading comprehension, vocabulary, grammar, writing, and phonics.

The system scores the assignments and stores the students' data.

Sending assignments-

iLit ELL uses that data to determine students' reading levels and send assignments. For example, students complete Interactive Readers that measure their reading comprehension. There are 9 levels of readers. The system will send the appropriate level to students based on their previous performance.

Measuring growth-

You'll administer assessments such as the Newcomers' Screener or GRADE™. These help determine student placement and measure reading growth.

Grade Efficiently

The screenshot shows the ClassView Management interface. At the top, there's a navigation bar with 'Users', 'Classes', 'Reporting', 'Monitoring', and 'Pending Classes'. The 'Reporting' menu is open, showing options like 'Student Summary Reports', 'Skill Based Reporting', 'District Reporting', 'GRADE Reporting', 'Exportable Reports', and 'Student Usage'. Below the menu, there's a search bar for users and a filter dropdown. A message states: 'You need to use the filter and Go button on top to see the Users.' Below this, there's a table with columns for 'Student', 'Reading Comprehension', and 'iLit'. The table contains several rows of data with percentages. To the right of the table, there's a summary box with 'iLit' branding and statistics like '3.8', '3.1', and '6.1'. At the bottom, there's a footer with 'Grade/Letter Reference: K 1 2 3 4A 5B 6C 7D 8E 9F 10G 11H 12I P(K-2) E(3-5) M(6-8) H(9-12) For help call 1-800-234-5832'.

For more information, read the *iLit Building Grades* handout and watch the *iLit ClassView* tutorials.

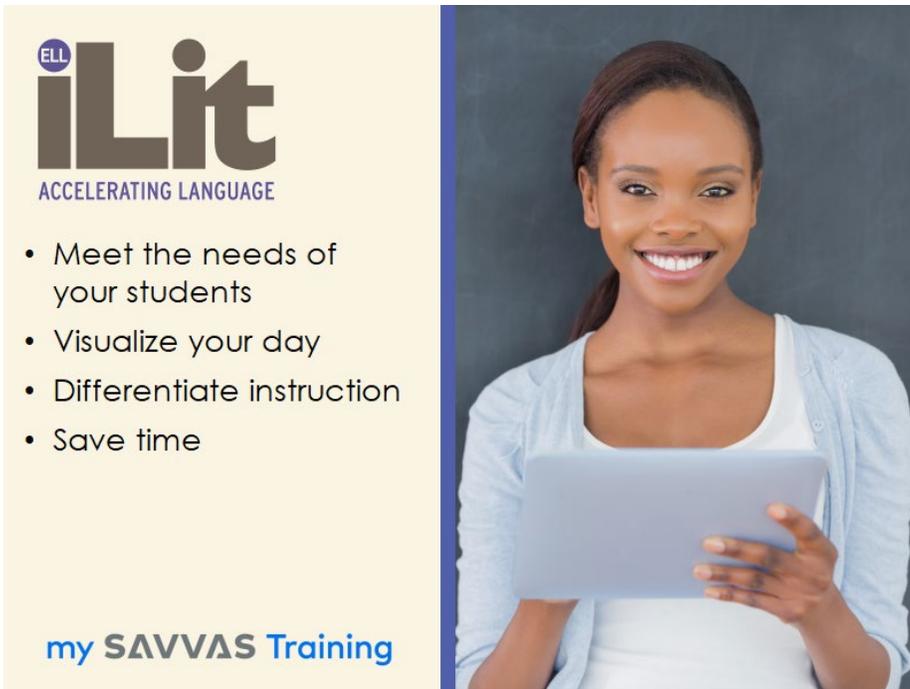
Drowning in papers to grade? Good news—iLit ELL takes care of most of the grading for you. This will give you more time to

- focus on students;
- build meaningful grades; and
- meet with students and parents.

You can access data through the Performance Dashboard in the Teacher App. Check students' current reading levels, scores on assignments, and number of words read.

Go to ClassView to see the data in printable and exportable reports.

Let's Recap!



Are you ready to dive into instruction?

During this tutorial, you

- learned how the program will help you meet the needs of your ELLs;
- explored lessons so you'll know how your day will go; and
- looked at some assignments and grading features so you can see how iLit ELL will help you differentiate and save time.

Thanks for joining me for this tutorial.