Welcome

Who are we?

Agenda

**Content**
- Introduction
- Integrating Content and Language to Build Bi-literacy
- Integrating 4 Language Skills while Targeting Language Function
  - A lesson sequence
- Overview of Professional Development
- Questions
- Closing
Workshop Objectives

- Consider uses of instructional materials and strategies for supporting English learners in the Bilingual/Dual Immersion classrooms
- Engage in hands-on activities linking content standards and strategies for supporting ELs in the Bilingual/Dual Immersion Classroom
- Become familiar with highlights of the university-district partnership and professional development opportunities

Guiding Questions

Linking Content & Language Objectives

- How can we target/reinforce the language students should include when they communicate their understanding of the content of the reading/lesson and its key function?
- How will students practice reading, writing, speaking/listening while learning the content of the lesson?

Handouts: pp. 1-3 (Developing Appropriate Language...); pp. 4-5 (Writing Language Objectives...)

Melanie McGrath – San Bernardino City USD

Integrating Content and Language to Build Bi-literacy

The UNIVERSITY OF CALIFORNIA

SAN DIEGO 92108
Language Objectives and Content Objectives

Content objectives:
identify what students should know and be able to do in terms of the subject-matter content.

Language objectives:
identify the language needed to understand or the literacy skill(s) needed to access academic content or the language needed to communicate understanding of content-specific learning

Language Objectives

- What are students being asked to do? (language function)
- What literacy skills are required to complete the task?
- What language structures are required to do the task? (syntax, grammar)
- What vocabulary is necessary to complete the task?

Language Objectives (literacy)

- Reading Comprehension Skills
  ▶ Preview and predict
  ▶ Summarize
  ▶ Make and test hypothesis
  ▶ Draw conclusions
  ▶ etc.
- Writing Process
  ▶ Help to brainstorm, outline, draft, revise, edit, and complete writing a text
  ▶ Organize text for intended audience and purpose
  ▶ etc.

**Language Objectives** (Structures)

- **Sentence structures** (simple, complex, compound, etc.)
- **Word formation** (noun to adjective, etc. e.g., nation, national, nationalize, international)
- **Grammatical conventions** (e.g., quoting and citing sources)

**Integrating Language and Content to Build Bi-literacy**

**Example:**
- Social Studies – Grade 3

**Important Considerations**

- In order to **maximize instruction**, bilingual teachers should make connections between content standards and language functions and objectives taught in both languages.
- Similar instructional routines, techniques and strategies can be used to **link** content standards, language functions and language objectives **in both languages**.
Content and Language Objectives

Example: Social Studies Grade 3

- **Content objective:** to understand how the Kumeyaay adapted to their environment in order to survive

- **Language objectives:**
  - language function: summarize (how the Kumeyaay lived);
  - language form: regular and irregular past tense verbs (hunted, gathered, made; wax)

EXAMPLE: Students will write a summary about the ways the Kumeyaay adapted to their environment using regular and irregular past tense verbs and a paragraph summary frame.
Integrating Content and Language to Build Bi-literacy

• Introduce Language Function:
  Summarize

Focus on Language Function (continued)

Language Function: Summarize

Focus on Language Function (continued)

Language Function

Summarization Sentence Frames:
• An important detail about the Kumeyaay is that they ______.
• The Kumeyaay ______ because ______.
• In addition, the Kumeyaay ______.
• The Kumeyaay also ______.
• Therefore, ______ because ______.
• To conclude, ______.
Focus on Grammar

Grammar to Support Language Function

Introduce Grammar that Supports Language Function: Past tense verbs

• Review regular past tense verbs
• Investigate irregular past tense verbs

Focus on Grammar (continued)

Grammar to Support Language Function

Introduce Grammar that Supports Language Function: Past tense verbs

Examples:

• The hunters **hunted** with bows and arrows made from willow branches. (regular tense)
• Women sometimes **caught** small animals such as rabbits. (irregular tense)

Focus on Grammar (continued)

Grammar to Support Language Function

<table>
<thead>
<tr>
<th>Regular Past Tense Verbs</th>
<th>Past tense</th>
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<tbody>
<tr>
<td>hunt</td>
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<tr>
<td>use</td>
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<tr>
<td>provide</td>
<td>provided</td>
</tr>
<tr>
<td>gather</td>
<td>gathered</td>
</tr>
</tbody>
</table>
Focus on Grammar (continued)

Grammar to Support Language Function

Irregular Past Tense Verbs

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>make</td>
<td>made</td>
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<tr>
<td>know</td>
<td>knew</td>
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<tr>
<td>is</td>
<td>was</td>
</tr>
</tbody>
</table>

Focus on Grammar (continued)

Grammar to Support Language Function

Language Function:
Summarizing

Language Forms:
Verb Tense

Making Connections

- How can we make connections with functions and forms in English and the target language?
Integrating 4 Domains while Targeting Language Functions

Presenter: Marsha Zandi, UCPDI

Effective Instructional Practices and Strategies: Overview

- Integrating Four Domains - Listening, Speaking, Reading and Writing - into a Lesson
- Targeting a Language Function - making comparisons

Effective Instructional Practices and Strategies: Overview

Strategies Across Content Areas
1. Comparison Chart (graphic organizer)
2. Academic Language Question/Answer Frame
3. Comparison Paragraph Frame
**Language and Content**

**ELA Standard:**

* Grade 4 RC 2.5

- Compare and contrast information on the same topic after reading several passages or articles.

**Language and Content**

**ELA Standard:**

* Grade 4 RC 2.5

- Compare and contrast information on the same topic after reading several passages or articles.

**Content Objective:**

Students will be able to compare and contrast information about sun protection products using two texts.

**Integrating Language and Content: Example 1**

**Grade 4 ELA RC 2.4**

**Content Objective**

Students will be able to compare and contrast information about sun protection products using two texts.

**Language Objective**

Partners will compare and contrast Sun Protection Product Document A to Document B completing a graphic organizer.
Integrating the Four Domains in a Lesson: Overview

Strategy #1

Compare and Contrast 2 Texts

Cross Content Strategy: Comparison Chart

Open and Closed

Reading: 2 Given Documents

Speaking/Listening: Discussing Similarities and Differences

Writing: Recording Analytical Notes on Graphic Organizer

Strategy #1: Comparison Chart

Direction:

• Compare the 2 texts about sunscreen listed below:
  • Document A - Sun Veil Sunscreen 30
  • Document B - Sunscreen 30

• Use the comparison chart to list their similarities and differences.

You will discuss this chart with a partner and also use it in 2 other activities.

Handouts: pp. 6-7 (Documents A and B); p. 8 (Comparison Chart of Documents)

Strategies & ELD Standards: Comparison Chart

Reading Comprehension (3-5):

• Early Intermediate: Orally identify examples of fact and opinion in familiar texts read aloud.

• Advanced: Describe main ideas and supporting details, including supporting evidence.
Strategies with Instructional Materials: Comparison Chart

• Use comparison charts to clarify their understanding of key concepts as they review information from the textbook which features comparisons—of concepts, structures, etc.
• Have students create comparison charts as a pre-writing strategy when they are preparing to write to demonstrate their understanding of key concepts in the textbook.

Integrating Language and Content: Example 2

Grade 4 ELA RC 2.4

Content Objective
Students will be able to compare and contrast information about sun protection products using two texts.

Language Objective
Using sentence frames, partners will ask and answer questions based on information from their own comparison graphic organizer.

Integrating the Four Domains in a Lesson: Overview

Strategy #2

Compare and Contrast 2 Texts

Cross Content Strategy: Academic Language Question/Answer Frame

Reading: Notes from Comparison Chart and Question/Answer Frame

Speaking/Listening: Ask/Answer Questions About Similarities and Differences

Writing: Add Notes to Comparison Chart
Strategy #2: Academic Language Question-Answer Frame

First 3-minute round
- Partner A begins as the Initiator who asks questions.
- Partner B is the Responder who answers the questions.

Second 3-minute round
- Partner B takes the role of Initiator and Partner A becomes the Responder.

Strategies & ELD Standards: Academic Language Question/Answer Frame

Listening & Speaking (3-5):
- Early Intermediate:
  Ask and answer questions by using simple sentences or phrases.
- Early Advanced:
  Ask and answer instructional questions with more extensive supporting elements.

Strategies with Instructional Materials

Academic Language Question/Answer Frame
- Use Question/Answer frames to provide a structure and opportunities to use academic English in discussions of key concepts in the textbook.
- Ideas developed in the context of the frames-based discussion can later be developed into written work.
Integrating Language and Content: Example 3

Grade 4 ELA RC 2.4

**Content Objective**

Students will be able to compare and contrast information about sun protection products using two texts.

**Language Objective**

Using a comparison paragraph frame, students will write a paragraph comparing two documents about sun protection products and read their paragraph aloud in pairs.

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**Key Ideas**

- Integrating the 4 language skills in all lessons across the L1 and L2 curriculum is essential for academic language development.
- English learners need opportunities in both languages to:
  - use academic language through cooperative activities,
  - practice listening to content information and answering higher-level questions, and
  - express understanding about content topics and process.
- English learners need explicit instruction for listening, speaking, reading and writing for academic purposes in both languages.
- Linking language function to language objectives in both languages can contribute to content learning and language development.

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**Professional Development Options - Closing**

Gretchen Laue, UCPDI
Professional Development Options with UCPDI

- SB 472 English Learner Professional Development (ELPD) – 40 hour Institute
  - Bilingual/Dual Immersion (K-6)
  - Elementary (K-6)
  - Secondary (6-12)
- ELPD Intensive 3-day Institutes
  - Elementary (K-6)
  - Secondary (6-12)

Stay Connected

- Sign up to receive the UCPDI e-Newsletter
  - Overview of upcoming trainings across California
  - View classroom videos
  - Highlights and overview of grant research
- How to sign up:
  - Visit ucpdi.ucsd.edu
  - Sign up here at CABE

Questions?
Thank You

University of California
Professional Development Institute

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ucpdi@ucsd.edu
Developing Appropriate Language Objectives for your Lesson Plans
Compiled by Corie De Anda, PLNU

Sources:
Making Content Comprehensible for English Language Learners: The SIOP Model, editions 1, 2, 3.
An Insider’s Guide to SIOP Coaching

Models of Appropriate Language Objectives from the SIOP materials:
Review and tell if they are in the listening, speaking, reading or writing domains

SW = Students will
• SW use the key vocabulary (first, then, together, plus, equals) while telling addition stories.
• SW appropriately state the equation for the story problem
• SW read about the achievements of the Sumerians in pairs
• SW write about one of the achievements of the Sumerians and then share with their partner
• SW articulate why names are given to particular places (in the discovery of the West)
• SW generate names of local streets and landmarks
• SW explain how the structure of some words gives clues to their meaning
• SW use capitalization and punctuation to make their writing readable
• SW use complete sentences during the small-group discussion
• SW use phrases such as “Would you please explain that to me?” to solicit support from the teacher
• SW say the following sentences (following a frame): “Reading helps me learn by . . .”, etc.
• SW verbally state what they know and want to know for the KWL chart
• SW orally explain the connection between a picture/word card and the topic
• SW make predictions and explain the connection between the previous learning and the new content by using the word because
• SW ask questions about concepts that they find confusing
• SW read and discuss a piece of nonfiction text with group members
• SW fill in a graphic organizer with a picture for each of the essential words in the passage read
• SW tell the meaning of two new vocabulary words using context clues
• SW will use their knowledge of cognates to tell the meanings of new words they find in their reading
• SW speak using the past tense to tell . . . speak using the future tense to predict what . . .
• SW say and make the gesture for the terms greater than and less than
• SW use comparative and superlative word endings to describe the order and size of the 7 . . .
• SW orally explain the meaning of four new idiomatic expressions to their partner
### Verb Phrase to Use in Writing Language Objectives

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
<th>Reading</th>
<th>Writing</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to a... and • Draw a picture • Role play • Answer questions • Follow directions • Show understanding by • Move... • Make a gesture • Point to pictures</td>
<td>• Name, identify • Tell how / why • Discuss • Explain • Ask/answer... • Summarize • Retell • Evaluate • Clarify • Give 2 reasons • Justify • Give a detailed explanation of • Predict • Compare/contrast</td>
<td>• Read silently and discuss • Partner read • Preview &amp; predict • Identify the story elements • Find... • Skim passage for • Read fluently • Identify main idea • Identify details • Identify topic sentence • Differentiate fact and opinion, cause and effect</td>
<td>• Write a sentence • Write complete sentences... • List... • Compare/contrast • Summarize • Explain in writing • Write the steps for making... • Generate questions about • Create a poem • Write a “found poem” • Write a chant or rap about... • Do an outline • Complete a graphic organizer • Take notes</td>
<td>• Define / Select the best definition • Find the best meaning among multiple meanings • Identify the part of speech • Identify the root or derivation and its meaning • Identify the meaning of the prefix • Explain how the suffix changes the part of speech of the word • Generate a list of words related to... • Give the opposite of • Tell a synonym for • Give another homonym for</td>
</tr>
</tbody>
</table>

**Now, rewrite the following objectives so they can be appropriate and complete language objectives:** [These are from PLNU students!]

1. SW learn to ask for and give directions: ________________________________

2. SWBA to describe a route from one location to another: ________________________________

3. SW use subject-oriented vocabulary: ________________________________

4. SW Provide detailed information about: ________________________________

5. Students need to be able to recognize by hearing and reading the terms... ________________________________

**Now, write one language objective appropriate for your own students:**
## Sample Language Objective Starters

<table>
<thead>
<tr>
<th>Language Acquisition Skill</th>
<th>Objective Starter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading/Speaking</strong></td>
<td>TLW ask questions and predict key concepts prior to reading.... <em>(relate to content)</em></td>
</tr>
<tr>
<td><strong>Speaking/Writing</strong></td>
<td>TLW select and define 2-3 key concepts related to....<em>(content)</em></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>TLW write summary sentences about...<em>(relate to content)</em></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>TLW orally defend a position on... <em>(relate to content)</em></td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>TLW discuss the difference between...<em>(relate to content)</em></td>
</tr>
<tr>
<td><strong>Speaking and/or Writing</strong></td>
<td>TLW distinguish ____ from ____ <em>(relate to content)</em></td>
</tr>
<tr>
<td><strong>Reading/Speaking</strong></td>
<td>TLW read and discuss ______ about ____________ with group members.</td>
</tr>
<tr>
<td><strong>Reading/Speaking</strong></td>
<td>TLW ask questions about concepts and facts that are confusing.</td>
</tr>
</tbody>
</table>
| **Speaking and/or Writing**| TLW compare ____ to ____ using the word *because*:  
  "I think that the ____ because ____." |
| **Writing**                | TLW write (or draw) a definition (or related meaning) for each new vocabulary word selected from text. |
| **Reading, Listening, Speaking, and/or Writing** | TLW make connections between previously learned vocabulary and vocabulary found in a new lesson and text. |
| **Reading**                | TLW read a contextualized sentence that includes a vocabulary word. |
| **Reading**                | TLW read a definition for a vocabulary word. |
| **Speaking**               | TLW speak in the future tense to predict what their next lesson or unit of study will be using sentence frames:  
  "I think we will learn about...."  
  "I think we are going to study...."  
  "I think this book will be about...." |
| **Reading/Speaking/Writing** | TLW use the language of > and < to identify the symbol used to show the relationship between two numbers.  
  "_____ is greater than _____."  
  "_____ is less than ______" |
| **Reading/Speaking**       | TLW orally paraphrase three key concepts after reading selected text with a partner. |
## Writing Language Objectives for English Acquisition

<table>
<thead>
<tr>
<th>Language Acquisition Skill</th>
<th>Objective Starter</th>
</tr>
</thead>
</table>
| **Reading/Writing/Speaking** | TLW use sentence frames to respectfully agree or disagree with other class members’ perspectives about ________:  
  “I disagree with _____ because ______.”  
  “I agree with _____ because ______.” |
| **Speaking** | TLW orally explain to a partner why he or she thinks ______. |
| **Speaking/Writing** | TLW use the language of place value, including *million, thousand, hundred*. |
| **Speaking** | TLW use gestures, words, phrases, and sentences to answer teacher-generated questions. |
| **Speaking/Writing** | TLW display their knowledge of _____ by using complete sentences when answering a question. |
| **Speaking/Writing** | TLW answer questions on increasingly sophisticated levels of cognition using the following prompts:  
  - **Knowledge**: The definition of (topic) is _______.  
  - **Comprehension**: (Topic) can be explained as _______.  
  - **Application**: An example of (topic) is _____.  
  - **Analysis**: (Topic) can be compared to _______.  
  - **Synthesis**: If I create a new (of topic), I will include _____ in it.  
  - **Evaluation**: We can conclude that (topic) _______. |
| **Speaking/Writing** | TLW use language to clarify what is being taught to them, what they understand, and what they don’t understand, as they move from group to group, using the following sentence frames:  
  “I understand that this is about ______.”  
  “I don’t understand ______.”  
  “I have a question about ______.”  
  “Can you explain _____ to me again?” |
| **Speaking/Write** | TLW create songs based on the content concepts related to (a topic). |
| **Speaking** | TLW be able to discuss questions and responses related to (the topic) in a group. |
| **Speaking** | TLW orally explain their responses and how they decided on them after they are given sufficient think-time. |
| **Reading/Speaking** | TLW use sequence words (e.g., *in the beginning, then, next, before, after, finally, etc.*) to summarize what they have seen in a video on (a topic). |
More Examples of Language Objectives from the SIOP Model

1. SW use the following key phrases orally to solicit support from the teacher or other persons: “I don’t understand,” “Would you please explain that to me?” etc.
2. SW use clarifying language verbally at the end of the lesson, such as: “What information do I need to remember for the test?” “What part of this information is most important?”
3. SW say the following sentences (following a frame): “Reading helps me learn by _____” “Writing helps me learn by _____” “Listening to other people helps me learn by _____” “Talking to other people helps me learn by _____”
4. SW write 4 sentences (following a frame): “When I go to ______ I travel by ______”
5. SW verbally state what they know, want to know for the KWL chart.
6. After doing a backwards walk through a new chapter, SW write 3 sentences following these given frames: “The conclusion and other text features make me think that we are going to learn ______” “We might learn about _______” “I don’t think this chapter will be about _______”
7. SW orally explain the connection between a picture-word card and a given topic, given these frames: “This is a word/picture related to the ______ topic because ______.”
8. SW make predictions and explain the connection between the previous learning and the new content by using the word because. “I think that the [new topic] will be _______ because the [previous topic] was ________.”
9. SW ask questions about concepts that they find confusing.
10. SW read and discuss a piece of nonfiction text with group members.
11. SW fill in a graphic organizer with a picture for each of the essential words listed.
12. SW tell the meaning of 2 new vocabulary words using context clues.
13. SW use their knowledge of cognates to read and define meanings of new words.
14. SW speak using future tense to predict what their next unit of study will be, given frames: “I think we will learn about _______” “I think we are going to study ______.”
15. SW say and provide the gesture for the terms greater than and less than when they see the symbol.
16. SW use comparative and superlative word endings to describe the order and size of the 7 classifications in taxonomy: largest, larger, large, small, smaller, smallest
17. SW explain the meaning of 4 new idiomatic expressions orally to a partner.
18. SW orally explain to a partner why he/she thinks the identified 3 concepts are the most important in the story / article / chapter.
19. SW use the language of place value, including million, thousand, hundred.
20. SW use sequence words [adverbial clauses] that represent time when writing paragraphs. Examples: “In the 14th century, ______” “But today, ______” “In the future, ______”
Sun Veil Sunscreen 30
Don't Go Out Without It.

- Every day you run the risk of skin damage caused by the sun. Harmful ultraviolet rays are dangerous even on cold, cloudy days. Sunscreen is important year-round no matter where you live.

- Sun Veil is the ultimate in sun and skin care products. Sun Veil Sunscreen reduces the harmful effects of the sun. Remember, you are being struck by the sun's powerful rays when you are...
  - DRIVING A CAR
  - WALKING TO THE STORE
  - PLAYING ON THE PLAYGROUND
  - RELAXING AT THE BEACH OR POOL
  - PARTICIPATING IN OUTDOOR SPORTS OR RECREATION

Sun Veil Sunscreen protects you so you can have fun in the sun, young or old.

Sun Veil Sunscreen is guaranteed 100% effective or your money back.
Sun Veil Sunscreen provides long-lasting waterproof protection from the sun’s burning UVA and UVB rays that will last for a full six hours in or out of water. Sun Veil’s nonirritating and mild formula is ideal for youngsters.

**DIRECTIONS:**
Apply Sun Veil’s disappearing blue-colored sunblock liberally to completely cover all exposed skin. The blue color disappears as you rub Sun Veil Sunscreen into the skin. The coloring is safe and easily washes from most clothing. For best results, allow Sun Veil Sunscreen to dry for 15 minutes before exposure to the sun.

**NOTE:** Prolonged swimming, excess sweating, or frequent towel drying may reduce the effectiveness of sunscreen. Reapplication is recommended when these circumstances exist.

**WARNING:**
Avoid contact with eyes.
If the skin becomes irritated or a rash develops, discontinue use immediately.
In case of accidental swallowing, contact the poison control center immediately.
Sun Veil Sunscreen is NOT recommended for infants under the age of 6 months.

**SUN ALERT:**
According to the National Council of Dermatologists, limiting sun exposure, wearing protective clothing, and using sunscreens may reduce the risk of skin damage and other harmful effects of the sun.

Questions or Comments?
Call 1-311-555-0132
Monday–Friday
9 AM–5 PM

*South Shore Cosmetics, Inc.*
<table>
<thead>
<tr>
<th>Item #1:</th>
<th>With regards to</th>
<th>Item #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document A</td>
<td></td>
<td>Document B</td>
</tr>
<tr>
<td>&quot;Sun Veil Sunscreen 30&quot;</td>
<td></td>
<td>&quot;Sunscreen 30&quot;</td>
</tr>
</tbody>
</table>

### How Are They Similar?

1. 
2. 
3. 
4. 

### How Are They Different?

<table>
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<th>Item #1: Document A</th>
<th>With regards to</th>
<th>Item #2: Document B</th>
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<tbody>
<tr>
<td></td>
<td>type of document it is</td>
<td>purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>organized (structure)</td>
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<td></td>
<td></td>
<td>special features it has</td>
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<tr>
<td></td>
<td></td>
<td>says (content)</td>
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</table>
**ACTIVITY 2 - PARTNER WORK**

Using Language of Comparison - Speaking/Listening

**COMPARISON QUESTIONS:** Partner 1 is the initiator. Partner 2 is the responder.

1. **Initiator:** How are ______________ and ______________ similar?
   **Responder:** ____________ and ____________ are similar because they both ____________.

2. **Initiator:** What do ______________ and ______________ have in common?
   **Responder:** Both ____________ and ____________ have/are ____________.

3. **Initiator:** How is ____________ like ____________?
   **Responder:** Like ____________, ____________ has ____________.

4. **Initiator:** What is significant similarity between ______________ and ______________?
   **Responder:** A significant similarity between __________ and __________ is ____________.

5. **Initiator:** What is another important comparison between __________ and __________?
   **Responder:** Another important comparison between __________ and __________ is ____________ because ____________.

**CONTRAST QUESTIONS:** Partner 2 is the initiator. Partner 1 is the responder.

1. **Initiator:** How are ______________ and ______________ different?
   **Responder:** ____________ and ____________ are different because they both have/are ____________.

2. **Initiator:** What makes ______________ unlike ______________?
   **Responder:** ____________ and ____________ are dissimilar because ____________.

3. **Initiator:** How else do ______________ and ______________ differ?
   **Responder:** Unlike ____________, ____________ is/has ____________.

4. **Initiator:** What is a major difference between ______________ and ______________?
   **Responder:** A major difference between ____________ and ____________ is ____________.

5. **Initiator:** What is another significant difference between ______________ and ______________?
   **Responder:** Another significant difference between ____________ and ____________ is ____________ because ____________.


Defining ELD and SDAIE

The focus of English Language Development (ELD) is learning English. ELD is core curriculum and should be taught every day by a credentialed teacher. Instructional components include vocabulary, language forms (word and sentence structures), and language function (the social and academic purposes for communicating with language).

Specially Designed Academic Instruction in English (SDAIE) is applied when teaching core content subjects to English learners. It is focused on teaching specific academic content, but also includes instruction that gives students access to the language forms and functions being used in discussions, texts, and resources related to the content learning.

two-step equations, then the teacher uses numbers and mathematical symbols on a white board to represent what they’ve just learned. For each teacher-guided example, the students are also asked to explain the steps using transition words—first, next, then—and present-tense verbs.

The teacher planned this lesson with two key learning objectives in mind, one related to content and the other related to language.

- **Content objective:** Students will be able to solve two-step linear equations (3x + 1 = 7), first using the math mat with “x” tiles, then on white boards using the “subtraction property of equality.”

- **Language objective:** Students will be able to explain the steps for solving two-step equations using transition words and the correct present-tense command verb form.

Replicating the process

Given the demographics of our county’s student population, today’s teachers must all develop expertise as language teachers and plan their lessons to include a language focus. The teachers in the English Learner Collaborative are modeling this idea by purposefully developing lessons with overt language objectives. For ELD lessons, they are writing language objectives. For academic content lessons, both content and language objectives are planned. Objectives are purposeful, clearly based on content and/or ELD standards, and matched to the proficiency level of the students.

While most schools are probably a year or two away from adopting new English Language Arts materials that will provide better resources for English learners, the teachers in the Collaborative are not waiting. They are acquiring the background knowledge and skills to improve English learner instruction, and applying it in their classrooms, to help their students right now.

One of the beneficial aspects of the English Learner Collaborative is that participating teachers are receiving support for this effort from their peers. The Collaborative has created a cross-country working group whose members are learning from each other as they pursue strategies for refining and improving instruction for second-language learners. The idea of teacher-to-teacher mentoring and peer support is not new, but here it is focused on a priority issue for local schools—English learner achievement.

It’s important for teachers to remember that they are not alone in addressing the English learner achievement gap. Through grade-level and content-area meetings, peer coaching, and initiatives like the Collaborative, every teacher has access to other experienced educators who are addressing the same challenge. Finding ways to share ideas, problem-solve together, and support one another in implementing strategies for English learner instruction is key.

Developing & delivering lessons with overt language objectives

At a recent professional development session held at the Sonoma County Office of Education (SCOE), teachers voiced frustration at the difficulty of addressing the double challenge facing their second-language learners: acquisition of English and accelerated learning of grade-level academic content. Although they have a variety of instructional strategies in their toolkits, the teachers felt that their students weren’t making sufficient progress.

These teachers understood that differentiating instruction was key, but how could they pinpoint their students’ needs? Where could they find clear guidance on providing lessons that would advance students’ language acquisition? What modifications did they need to make in their content lessons to help these second-language learners? What is English Language Development (ELD) really, and how should they teach it?

Sonoma County teachers are not alone in facing these challenges. Schools and districts across the country are seeing increased diversity in their classrooms, including greater numbers of English learners. As a result, more and more teachers are taking a careful look at what their students know and don’t know, then trying...
to determine what’s needed to move them toward becoming proficient English speakers who are academically equivalent to their peers.

The need to modify programs, curriculum, and instruction has spurred some teachers into action. One pioneering group of 65 educators has been meeting over a period of months as part of a Sonoma County Office of Education professional development initiative known as the English Learner Collaborative. With a shared goal of improving instruction for second-language learners, these teachers are learning from classroom-experienced EL specialists and from each other.

Initially their focus was on instructional strategies, but soon they and the Collaborative organizers recognized that strategies alone weren’t enough. The teachers really needed to re-purpose their lessons with a language focus, then plan instruction and select strategies to meet the specific learning goals they had set for their students.

### Focusing on language when planning lessons

Research tells us that when instructional activities have a specific purpose, more meaningful learning occurs—which is why most teachers are taught to write lesson plans as part of their early training. But as experienced teachers prepare for the many lessons they deliver each day and each week, they often find that the lesson plan format they learned in training is too detailed. A more common practice is to consult a pacing calendar, teacher manuals, and other supporting resources to plan lessons a week at a time. Unfortunately, carefully defined learning objectives are often missing from these shortened lesson plans.

Every lesson must have learning objectives. Clearly, a content lesson has objectives based on academic standards. Whether those objectives are written down or assumed, teachers generally know what they are. What’s less clear, however, are the learning objectives for second-language learners. Students who are struggling to access the language through which the content is delivered need instruction that has language objectives. And those language objectives must be folded into both content lessons and language lessons.

Teachers in the English Learner Collaborative have been experimenting with a new format for this kind of lesson planning. Many have adapted the process to their own lesson plan shorthand, but the key idea they are implementing is to purposefully develop and deliver lessons with overt language objectives.

Their lesson planning process begins with determining the purpose of the lesson, which may be content-focused, language-focused, or both. In the same way that lessons have been planned traditionally, the teachers identify the component parts of the instruction they will provide. For the language portion of the lesson, they specify the language form—that is, the grammatical structure of words or sentences—and the language function—i.e., the language purpose or thinking process—that they want students to master.

Next, the teachers identify the specific standards their lesson will address, including the English Language Development (ELD) standards, correlating grade-level English-Language Arts (ELA) standards, and any other content standards that are applicable to the lesson.

Key vocabulary words that will be taught are also listed on the lesson planning form.

Brandy Raymond, a teacher and cELD coordinator in the Roseland School District, prepared an ELD lesson for kindergarten students using this planning process. She calls her lesson Red Leaf, Yellow Leaf after the book by Lois Ehlert she’ll read to her students. She has identified “singular and plural” and “verb usage” as the language forms for her lesson. She’ll teach these forms as the kindergarteners learn the language function of classifying and explaining “how many.” The vocabulary for this lesson includes simple words for things in one objective is for students to explain what happened in a science experiment by using past-tense verbs to describe a sequence of actions.

The team develops a planning sheet of proposed language objectives as a starting point for a three-week cycle of instruction, which individual teachers then incorporate into their daily lesson plans.

At the end of the cycle, the staff reviews student achievement and plans new language objectives based on student need.

In a second-grade classroom, a lesson for intermediate ELD students scaffolds a science experiment designed to demonstrate the impact of using more or less force. Students are actively engaged in pushing bottle caps across a numbered game board, using different degrees of force. They add weight to the bottle caps by filling them with clay.

The teacher provides a chart showing past, present, and future tenses of verbs related to this game-like experiment. Using the words in the chart, the students make predictions about the results they expect, then report on what happened after the actions are complete. They use the following sentence frames, filling in the proper verb tenses.

- I (will push or pushed) the bottle cap to make it move.
- I (will get or got) two points.
- The cap (will move or moved) to the number 3.

The teacher also addresses another language objective—using “more” and “less” before a noun in a sentence. Sentence frames like these provide guided practice:

- I used ______ force to move the object with clay.
- I used ______ force to move the object without clay.

Another SDAIE example combining content and language objectives can be seen in an algebra class for eighth- and ninth-graders. A lesson on solving two-step linear equations from a Glencoe/McGraw Hill text is scaffolded for English learners at the intermediate and early intermediate level of language proficiency. These students manipulate tiles on a “math mat” to help them visualize the mathematical thinking required for learning.

### Language objectives can vary widely depending on the language proficiency of the target students and their developmental age

#### English learners need language objectives folded into both content lessons and language lessons

- Aiming High RESOURCE

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Closing the gap for English Learners

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Designed Academic Instruction in English (SDAIE) model, which delivers content instruction along with instruction related to the language forms and functions students need to access that content.

The integration of language and content objectives is being practiced by teachers in the Cloverdale Unified School District. Here, a group of teachers is working as a team to develop districtwide language objectives for lessons that also deliver science content. Several of these teachers have attended Collaborative trainings, then returned to their district to share what they’ve learned with other staff. They’ve taught their colleagues to write language objectives using commercially available form-and-function charts from English learner specialist Connie Williams, Ed.D., and a matrix developed by ELD expert Susana Dutro.

The teachers collaborate to plan multiple-week language objectives for science lessons. For example, one objective is for students to explain what happened in a science experiment by using past-tense verbs to describe a sequence of actions.

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Aiming High RESOURCE

**ELD standards are not like content standards**

English Language Development (ELD) standards are often called “on-ramps to the highway” that lead students to the English-Language Arts standards. The ELD standards define what students should know or be able to do in order to progress toward grade-level English language skills.

ELD standards are not written in the same manner as the English-Language Arts standards. They’re based on broad descriptions of the five English proficiency levels that cross all grade levels and are not specific to the lexicon, syntax, rules, and structures of English within these bands of proficiency. That’s because students within the proficiency bands may have very different instructional needs.

For example, early intermediate English learners in the primary grades will require very different instruction than early intermediate students in middle school, since they differ so significantly in their functional use of language.

Checking for understanding

When developing and delivering lessons to meet the needs of English learners, a teacher’s goal is to:

- Get and keep students engaged.
- Provide opportunities for students to practice language usage.
- Extend learning through multiple speaking and writing activities.
- Advance student proficiency.
- Assess student learning to determine if objectives were met.

One strategy that greatly strengthens language-focused lessons is frequent checking for understanding. This can be as simple as careful listening to students’ oral responses, moving from table to table to check written work, monitoring pair-share and group work, and asking questions to ascertain students’ level of comprehension. Teachers should always incorporate checking for understanding strategies in their lesson plans.

Checking for understanding must be done throughout a lesson, not just at the conclusion—and the learning of students at all levels of proficiency should be checked. If students are not understanding, the teacher must re-teach, provide more practice opportunities, or extend the lesson. In some instances, lessons will need to be modified to develop student understanding.

Checking for understanding should also encompass the idea of correcting misunderstandings and incorrect language usage. This is particularly important because when English learners don’t learn language correctly and continue to make the same mistakes, it’s harder for them to acquire proper usage. For instance, if a student consistently says “he” instead of “she” and is not corrected, that student may never learn to use these words properly.

The final component of checking for understanding is providing a formal assessment activity at the conclusion of the lesson. This assessment should give students the opportunity to demonstrate proficiency in what they have just learned. When some or all of the lesson objectives are language-related, the assessment should also be focused on students’ use of language.

**Linking language and content learning**

Planning instruction with a language focus is important not just for English Language Development instruction, but for content lessons as well. The process developed by the English Learner Collaborative is also being applied to content lessons. In this instance, lesson plans include both content objectives and language objectives. Instruction follows a Specially

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**Sample lesson plan format for an ELD lesson**

<table>
<thead>
<tr>
<th>Grade/Title</th>
<th>Grade 2, Irregular verbs</th>
<th>Proficiency levels</th>
<th>Language form</th>
<th>Language function</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD standard</td>
<td>Intermediate—Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms. Early advanced—Produce independent writing with consistent use of standard grammatical forms.</td>
<td>Intermediate to early advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELA standard</td>
<td>1.3 Written Conventions: Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Language objective**

- Students will be able to write sentences using the past and present tense form of irregular verbs to compare historical actions to today: “In the past they ________, but now we ________.”

**Vocabulary**

- Past, present: Ate/eat, went/go, had/have, sat/sit

**Getting and keeping students engaged**

- Introduce past and present, give examples, and have students tell whether specific incidents in their lives are in the past or present.
- Introduce a book on historical Thanksgiving through a “picture walk,” explaining that the boy is in the present, but thinking about the past.
- Have students identify whether pictures are in the past or present.
- Check for understanding by … listening to choral and individual oral responses.

**Practice, practice, practice**

- Set expectation that “we will use irregular verbs today.”
- Introduce sentence frame and review graphic organizer (Bridge Map).
- Model the sentence frame—“In the past they ate acorns, but now we eat mashed potatoes”—and how to use the Bridge Map.
- Have partners complete sentence frame, then reverse roles.
- Have students share ideas with the whole class, using the frame written on the board and ate/eat on the Bridge Map.
- Repeat with went/go, had/have, sat/sit.
- Check for understanding by … observing, checking in with partners.

**Integration through speaking and writing**

- Break students into proficiency groupings to write sentences using frames and the irregular verbs on the Bridge Map.
- Work with Early Intermediate group until they are ready to write their sentences.
- Check for understanding by … monitoring and observing students as they complete sentences.

**Demonstrate proficiency**

- Intermediate—Write sentences with the help of the teacher, following the modeled sentence frame. Read finished sentences to partners and/or the teacher.
- Early Advanced—Follow the model frame to write at least four sentences independently.
nature: leaf, tree, squirrel, seeds, plant, root.

This lesson for intermediate and early advanced English learners addresses two ELD standards. Students at the intermediate level will be learning to make themselves understood when speaking English (although they may make random language errors). Early advanced learners will focus on speaking clearly, correctly, and comprehensively, using standard English grammar.

With this framework, Raymond formulates language objectives for her lesson. She writes the objectives in terms of what her students will be learning or doing:

- Students will be able to classify pictures as "one" or "more than one."
- Students will be able to use the singular and plural forms of "to be" in sentence frames: There is one ______. There are many ______.
- Students will be able to use the words in sentence frames: There is one cow. There is one shirt. There are many boots.

Language objectives can vary widely depending on the language proficiency of the target students and their developmental age. Thus, an intermediate English learner in the primary grades will require a very different language lesson than an immediate-level high school student. In contrast to the kindergarten example above, a language objective for an intermediate high school student might be to read sentences aloud, correctly identifying and pronouncing all verb tenses.

In the lesson plans developed by teachers in the English Learner Collaborative, language objectives are framed in what they’ve termed the SWBAT format—that is, Students Will Be Able To...

- Describe a photograph using adjectives.
- Persuade their partners using modals (would, could, should).
- Quiz each other using who, what, when, where, and why questions.
- Predict what will happen in a science experiment using future tense, then explain the results in past tense.
- Use academic mathematical vocabulary to explain the steps for "reducing fractions."

"The articulation of language objectives has often been a missing component in lesson planning," says Patty Dineen, director of English Language Learner Services at SCOE and one of the coordinators of the Collaborative. "Yet, these teachers are discovering that establishing clear, student-centered language objectives helps focus their instruction. It also allows them to help prepare students for the next proficiency level:..."

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Begin their lessons by telling students exactly what they'll be learning.

This is important, says Dineen, because research has shown that students experience greater success when they know the learning expectations at the onset of lessons. Teachers should always state—orally and in writing—what the objectives are and how instructional activities contribute to that learning.

Teachers of English learners, especially, must be very explicit in developing purposeful, overtly stated lesson objectives. This tells students where they're headed and prevents them from wandering aimlessly down an instructional path with no idea of the purpose or expected destination.

Providing opportunities to practice

When students are learning a new language, they need many opportunities to practice. Through practice, language structures and vocabulary are assimilated and students can become fluent. This means that, to be effective, lessons with language objectives must include the time and structures for students to use the language they are learning.

Too often, however, English learners spend only minutes per day in academic talk. So, a key strategy for teachers in the English Learner Collaborative is to incorporate a significant amount of practice time into their language-focused lessons.

There are many ways to provide language practice. Structured partner and group work, for example, can give every student the opportunity to use target words and language forms. Choral responses, think-pair-share, sentence strips, and sorting information/words using graphic organizers are other common practice structures.

Sentence frames are frequently used to guide and scaffold language practice. They are especially effective because they embed practice into a lesson and are easily adapted to varied levels of proficiency—perfect for differentiating instruction. For this reason, teachers in the Collaborative are incorporating sentence frames in all their language-focused lessons and using them for guided practice with students.

For example, beginning students learning adjectives might use a simple sentence frame like this: I see a ______ (adjective) fish. And they might repeatedly use this frame to learn a few new words and to practice hearing, saying, reading, or writing those words.

For students with intermediate language proficiency, the teacher could develop a longer, more complex sentence frame, one that requires two adjectives joined by "and." For example, I see a ______ and ______ fish in the water.

The frame for advanced students would use an even more complex sentence: The photograph has a ______. ______ fish in a ______ environment.

The following sentence frames, which feature modals, could be used to help secondary students at the intermediate to advanced level learn the language function of "persuasion."

<table>
<thead>
<tr>
<th>Frame</th>
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<tr>
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</tr>
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When providing practice opportunities in their lessons, teachers should remember that students need practice in all language domains—listening, speaking, reading, and writing. Sentence frames provide an effective starting place for guided practice, but language-focused lessons should also include strategies and structures for extending language learning through both speaking and writing.
Detecting language objectives

Planning language objectives isn’t always a simple, straight-forward process—in fact, you could say that it takes a bit of detective work. With the English Language Development standards in hand, try answering these questions to help guide the development of overt language objectives:

- What language **forms** are students struggling with?
- What language **functions** do they need to access content learning?
- What **gaps** most need to be filled?
- What will increase their **fluency**?
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<th>Language function</th>
<th>Proficiency levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1, Past, present tense of irregular verbs</td>
<td>Intermediate—Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.</td>
<td>Intermediate to early advanced</td>
<td>Express action</td>
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<tbody>
<tr>
<td>Grade 2, Past, present tense of irregular verbs</td>
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<td>Intermediate to early advanced</td>
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Language objective

- Students will be able to write sentences using the past and present tense form of irregular verbs to compare historical actions to today. (In the past they ______, but now we ______.)

Vocabulary

- Past, present: Ate/eat, went/go, had/have, sat/sit

Getting and keeping students engaged

- Introduce past and present, give examples, and have students tell whether specific incidents in their lives are in the past or present.
- Introduce a book on historical Thanksgiving through a “picture walk,” explaining that the boy is in the present, but thinking about the past.
- Have students identify whether pictures are in the past or present.
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Practice, practice, practice

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- Introduce sentence frame and review graphic organizer (Bridge Map).
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- Have partners complete sentence frame, then reverse roles.
- Have students share ideas with the whole class, using the frame written on the board and ate/eat on the Bridge Map.
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- Break students into proficiency groupings to write sentences using frames and the irregular verbs on the Bridge Map.
- Work with Early Intermediate group until they are ready to write their sentences.
- Check for understanding by ... monitoring and observing students as they complete sentences.

Demonstrate proficiency

- Intermediate—Write sentences with the help of the teacher, following the modeled sentence frame. Read finished sentences to partners and/or the teacher.
- Early Advanced—Follow the model frame to write at least four sentences independently.

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<table>
<thead>
<tr>
<th>Grade/Title</th>
<th>Grade 1</th>
<th>Grade 2</th>
</tr>
</thead>
<tbody>
<tr>
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to determine what's needed to move them toward becoming proficient English speakers who are academically equivalent to their peers.

The need to modify programs, curriculum, and instruction has spurred some teachers into action. One pioneering group of 65 educators has been meeting over a period of months as part of a Sonoma County Office of Education professional development initiative known as the English Learner Collaborative. With a shared goal of improving instruction for second-language learners, these teachers are learning from classroom-experienced ELD specialists and from each other.

Initially their focus was on instructional strategies, but soon they and the Collaborative organizers recognized that strategies alone weren't enough. The teachers really needed to re-purpose their lessons with a language focus, then plan instruction and select strategies to meet the specific learning goals they had set for their students.

**Focusing on language when planning lessons**

Research tells us that when instructional activities have a specific purpose, more meaningful learning occurs—which is why most teachers are taught to write lesson plans as part of their early training. But as experienced teachers prepare for the many lessons they deliver each day and each week, they often find that the lesson plan format they learned in training is too detailed. A more common practice is to consult a pacing calendar, teacher manuals, and other supporting resources to plan lessons a week at a time. Unfortunately, carefully defined learning objectives are often missing from these shortened lesson plans.

Every lesson must have learning objectives. Clearly, a content lesson has objectives based on academic standards. Whether those objectives are written down or assumed, teachers generally know what they are. What's less clear, however, are the learning objectives for second-language learners. Students who are struggling to access the language through which the content is delivered need instruction that has language objectives. And those language objectives must be folded into both content lessons and language lessons.

Teachers in the English Learner Collaborative have been experimenting with a new format for this kind of lesson planning. Many have adapted the process to their own lesson plan shorthand, but the key idea they are implementing is to purposefully develop and deliver lessons with overt language objectives. Their lesson planning process begins with determining the purpose of the lesson, which may be content-focused, language-focused, or both. In the same way that lessons have been planned traditionally, the teachers identify the component parts of the instruction they will provide. For the language portion of the lesson, they specify the language form—that is, the grammatical structure of words or sentences—and the language function—i.e., the language purpose or thinking process—that they want students to master.

Next, the teachers identify the specific standards their lesson will address, including the English Language Development (ELD) standards, correlating grade-level English-Language Arts (ELA) standards, and any other content standards that are applicable to the lesson. Key vocabulary words that will be taught are also listed on the lesson planning form.

Brandy Raymond, a teacher and cELDT coordinator in the Roseland School District, prepared an ELD lesson for kindergarten students using this planning process. She calls her lesson Red Leaf, Yellow Leaf after the book by Lois Ehlert she'll read to her students. She has identified “singular and plural” and “verb usage” as the language forms for her lesson. She'll teach these forms as the kindergartners learn the language function of classifying and explaining “how many.” The vocabulary for this lesson includes simple words for things in their science experiment.

**English learners need language objectives folded into both content lessons and language lessons**

In a second-grade classroom, a lesson for intermediate ELD students scaffolds a science experiment designed to demonstrate the impact of using more or less force. Students are actively engaged in pushing bottle caps across a numbered game board, using different degrees of force. They add weight to the bottle caps by filling them with clay.

The teacher provides a chart showing past, present, and future tenses of verbs related to this game-like experiment. Using the words in the chart, the students make predictions about the results they expect, then report on what happened after the actions are complete. They use the following sentence frames, filling in the proper verb tenses.

- I used ____ force to move the object without clay.
- I used ____ force to move the object with clay.
- I (will push or pushed) the bottle cap to make it move.
- I (will get or got) two points.
- The cap (will move or moved) to the number 3.

The teacher also addresses another language objective—using “more” and “less” before a noun in a sentence. Sentence frames like these provide guided practice:

- I used _____ force to move the object with clay.
- I used _____ force to move the object without clay.

Another SDAIE example combining content and language objectives can be seen in an algebra class for eighth- and ninth-graders. A lesson on solving two-step linear equations from a Glencoe/McGraw Hill text is scaffolded for English learners at the intermediate and early intermediate level of language proficiency. These students manipulate tiles on a “math mat” to help them visualize the mathematical thinking required for...
Aiming High RESOURCE

Defining ELD and SDAIE

The focus of English Language Development (ELD) is learning English. ELD is core curriculum and should be taught every day by a credentialed teacher. Instructional components include vocabulary, language forms (word and sentence structures), and language function (the social and academic purposes for communicating with language).

Specially Designed Academic Instruction in English (SDAIE) is applied when teaching core content subjects to English learners. It is focused on teaching specific academic content, but also includes instruction that gives students access to the language forms and functions being used in discussions, texts, and resources related to the content learning.

Replicating the process

Given the demographics of our county’s student population, today’s teachers must all develop expertise as language teachers and plan their lessons to include a language focus. The teachers in the English Learner Collaborative are modeling this idea by purposefully developing lessons with overt language objectives. For ELD lessons, they are writing language objectives. For academic content lessons, both content and language objectives are planned. Objectives are purposeful, clearly based on content and/or ELD standards, and matched to the proficiency level of the students.

While most schools are probably a year or two away from adopting new English Language Arts materials that will provide better resources for English learners, the teachers in the Collaborative are not waiting. They are acquiring the background knowledge and skills to improve English learner instruction, and applying it in their classrooms, to help their students right now.

One of the beneficial aspects of the English Learner Collaborative is that participating teachers are receiving support for this effort from their peers. The Collaborative has created a cross-county working group whose members are learning from each other as they pursue strategies for refining and improving instruction for second-language learners. The idea of teacher-to-teacher mentoring and peer support is not new, but here it is focused on a priority issue for local schools—English learner achievement.

It’s important for teachers to remember that they are not alone in addressing the English learner achievement gap. Through grade-level and content-area meetings, peer coaching, and initiatives like the Collaborative, every teacher has access to other experienced educators who are addressing the same challenge. Finding ways to share ideas, problem-solve together, and support one another in implementing strategies for English learner instruction is key.

Today’s teachers must all develop expertise as language teachers and plan their lessons to include a language focus.

This publication was developed by the Sonoma County Office of Education in support of Aiming High. For information, contact Patty Dineen, pdineen@scoe.org

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Developing & delivering lessons with overt language objectives

At a recent professional development session held at the Sonoma County Office of Education (SCOE), teachers voiced frustration at the difficulty of addressing the double challenge facing their second-language learners: acquisition of English and accelerated learning of grade-level academic content. Although they have a variety of instructional strategies in their toolkits, the teachers felt that their students weren’t making sufficient progress.

These teachers understood that differentiating instruction was key, but how could they pinpoint their students’ needs? Where could they find clear guidance on providing lessons that would advance students’ language acquisition? What modifications did they need to make in their content lessons to help these second-language learners? What is English Language Development (ELD) really, and how should they teach it?

Sonoma County teachers are not alone in facing these challenges. Schools and districts across the country are seeing increased diversity in their classrooms, including greater numbers of English learners. As a result, more and more teachers are taking a careful look at what their students know and don’t know, then trying...