



# Standards-in-Action 2.0

Cultivating a Language and Content  
Focus for English Learners



# OCTAE Welcomes You to Standards-in-Action 2.0!



# Disclaimer

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# Educating English Learners

English learners are provided materials that are so greatly simplified that they provide virtually no exposure to the forms and structures of the language they should be learning.... [There's] a lot of attention and energy focused on turning English learners into English speakers, and not nearly enough on educating them.

-- Lily Wong Fillmore, English Learner Scholar  
September 2010



# New Standards—New Imperatives

- Instruction must immerse English learners in *meaning-making* language activities.
- English learners deserve opportunities to meet the same standards meant to prepare all students for college and beyond.
- Complex language skills are best learned by working with *complex and demanding* reading and mathematics materials in ESL *and* ABE classes.
- That translates into lessons that target both college and career readiness (CCR) and English Language Proficiency (ELP) standards.

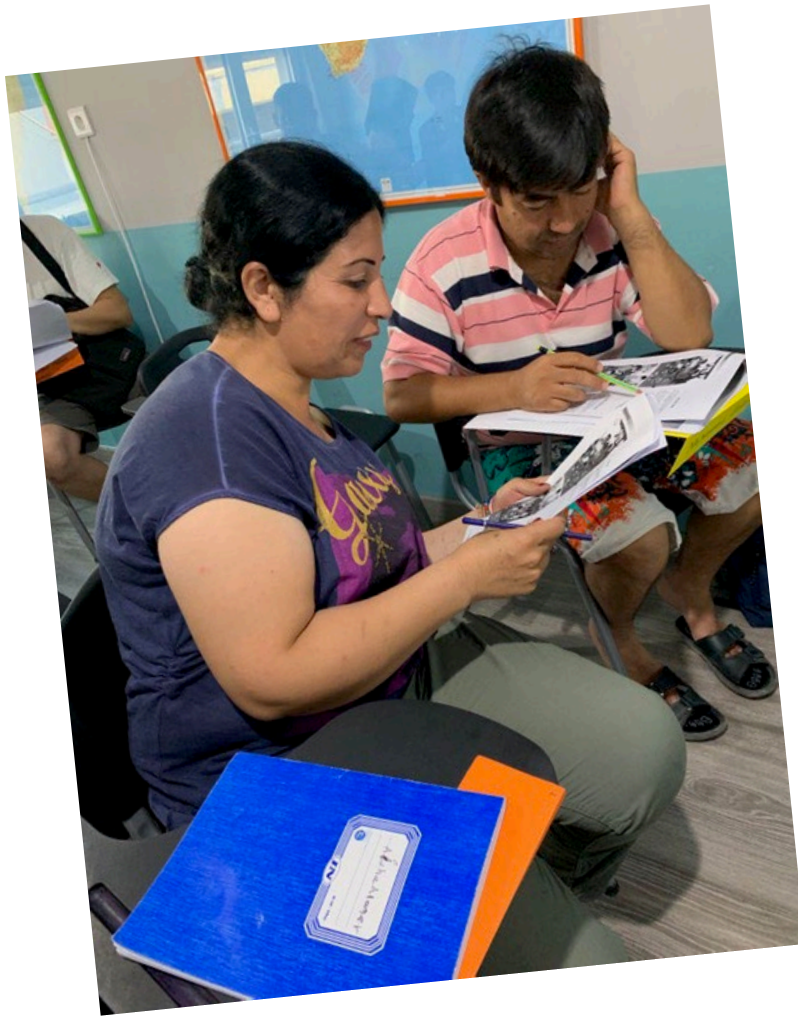


# How Can We Best Design Instruction for Our English Learner Students?

We need to:

- Connect learning content *and* developing language proficiency.
- Capitalize on the enormous reservoir of English learners' talents—their home languages, funds of knowledge, interests, and motivations—to boost their learning.
- Diagnose at what level English learners are ready to study and what supports they deserve to learn at high levels.
- Allow English learners to meaningfully participate in ABE classes with “imperfect” English.

# Let's Hear From You!



Which one of the following is the **most challenging** aspect of designing instruction to best serve our English learner students?

1. Knowing how to connect learning content and developing language proficiency.
2. Developing supports that provide English learners access to disciplinary learning.
3. Accessing curriculum that reflects the needed shifts to reach beyond teaching life skills.
4. Other?



# During Our Time Together. . .

We will focus on *how* you can foster language and content development—standards-in-action:

- Experience a model ESL/ABE literacy lesson that provides English learners with access to content-rich, complex texts.
- Apply what you learned to additional ESL/ABE lessons—one of your choosing.
- Experience a model ESL/ABE math lesson that provides English learners with ways to process important math together.





# Teaching and Learning

FROM	TO
Organizing learning as a series of stimulus-response interactions.	Creating opportunities for English learners to learn through a series of social and academic interactions.
Teachers as transmitters of information.	Building a community of learners to process, understand, and interpret content.
Developing language in isolation.	Promoting the simultaneous building (and production) of language and disciplinary practices and knowledge.



# Shared Norms

1. Be present and engage fully in all activities.
2. Ask questions through the chat box or by raising your hand.
3. Put cameras on whenever possible.
4. Prepare for productive struggle.
5. Respectfully challenge one another and withhold judgments for differing perspectives or learning styles.



# Standards-in-Action 2.0

Cultivating a Language and Content  
Focus for English Learners

*The Gettysburg Address*



# Session Overview

- Introduction to the Model ELA/Literacy Lesson for English Learners
- Model Lesson, Part One: Preparing the Learner
  - Break: 60 minutes
- Model Lesson, Part Two: Interacting With the Text
- Wrap-Up & Preview of Next Session

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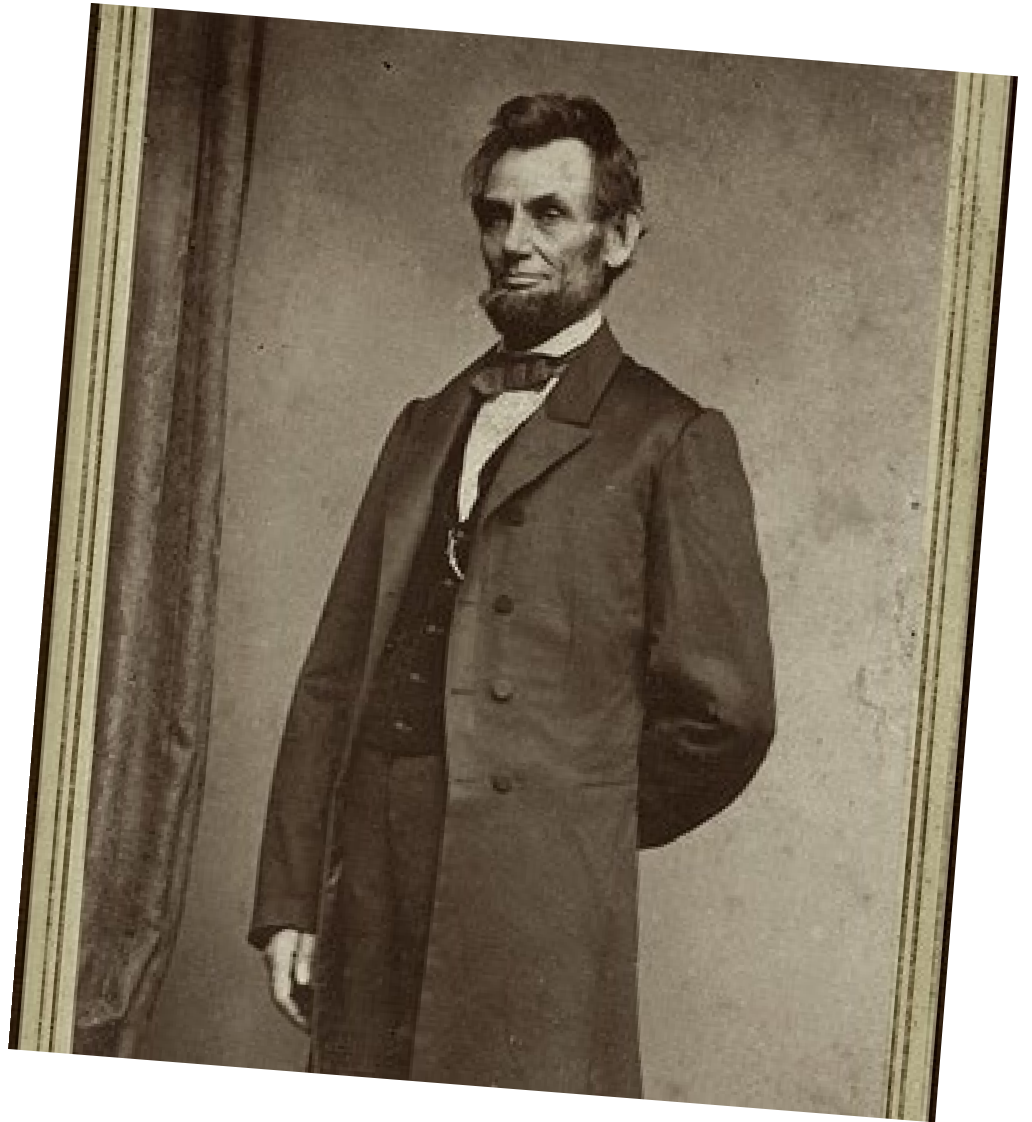
# **INTRODUCTION TO THE MODEL LESSON**



# **The *Gettysburg* *Address***

by Abraham Lincoln

A Model  
Language/Literacy  
Lesson Designed for  
English Learners





## LESSON 2

Persuasion in Historical Context:  
*The Gettysburg Address*

## LESSON 1

Advertising in the Contemporary World: An Introduction to Persuasive Text

## UNIT

Persuasion Across Time and Space:  
Analyzing and Producing Persuasive Texts  
([ell.stanford.edu](http://ell.stanford.edu))

## LESSON 3

*Ethos, Logos & Pathos* in Civil Rights Movement Speeches

## LESSON 5

Putting It Together:  
Analyzing and Producing Persuasive Text

## LESSON 4

Persuasion as Text:  
Organizational, Grammatical, and Lexical Moves in Barbara Jordan's *All Together Now*



# Three Parts to the Lesson

- Part 1: Preparing the learner to read the text.
- Part 2: Interacting with the text to provide students with opportunities to read and reread the text to deepen their understanding.
- Part 3: Extending the understanding to allow students to show their understanding of the text.





# CCR & ELP Targets in the Model *Gettysburg Address* Lesson

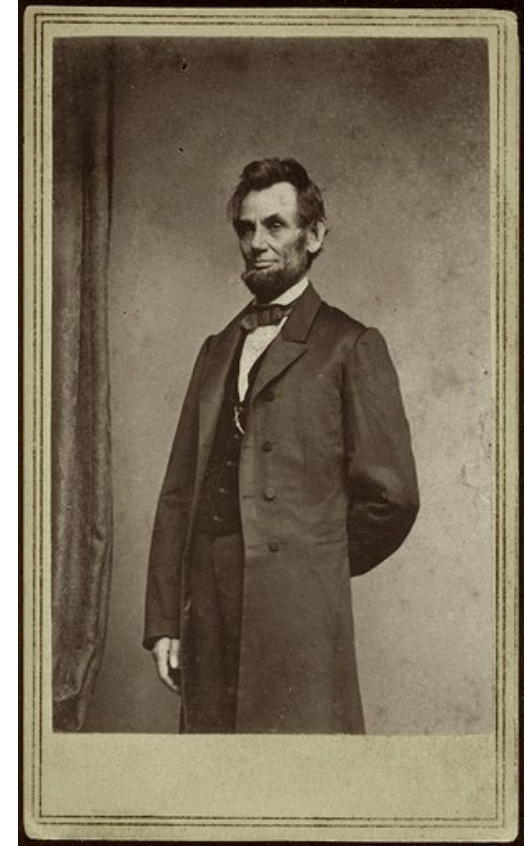
CCR Standards	ELP Standards
<p>Reading standards:</p> <ul style="list-style-type: none"><li>• read closely; draw inferences (standard 1, levels B-D)</li><li>• identify main ideas and key details (standard 2, level D)</li><li>• reading fluency (Foundational Skills standard 4, level C)</li><li>• interpret visual information (standard 7, level C)</li></ul> <p>Speaking and listening standard:</p> <ul style="list-style-type: none"><li>• engage in a range of collaborative conversations with peers (standard 1, levels B-D)</li></ul>	<p>Reading and viewing standard 1:</p> <ul style="list-style-type: none"><li>• construct meaning through viewing and reading (levels 3-5)</li></ul> <p>Collaboration &amp; communication standard 2:</p> <ul style="list-style-type: none"><li>• participate in oral exchanges of information and ideas (levels 3-5)</li></ul>

# CCR & ELP Targets in the Model Lesson, cont'd.

CCR Standards	ELP Standards
<p>Language standards:</p> <ul style="list-style-type: none"><li>• roots and affixes (4, level C)</li><li>• meaning of words from context (4, level D)</li><li>• word relationships; shades of meaning (5, level C)</li><li>• academic &amp; domain-specific words (6, level D)</li></ul> <p>Writing standard:</p> <ul style="list-style-type: none"><li>• clear and coherent writing (4, level D)</li></ul>	<p>Language standards:</p> <ul style="list-style-type: none"><li>• adapting language choices when writing or speaking (standard 7, levels 4-5)</li><li>• meaning of words and phrases (standard 8, levels 3-5):<ul style="list-style-type: none"><li>• in context</li><li>• using English morphology</li><li>• academic &amp; domain-specific words</li></ul></li></ul> <p>Writing standard:</p> <ul style="list-style-type: none"><li>• clear and coherent speech and text (standard 9, levels 4-5)</li></ul>

# Part One of the Model Lesson: Preparing the Learner

- ✓ Selected short readings & discussions (not lectures) build background knowledge.
- ✓ Visuals and movies build understanding of time and place.
- ✓ Volume of reading contributes to word knowledge and topic understanding.
- ✓ Explicit links to past learning and experiences improve retention.



# Instructional Activity 1 to Prepare the Learner:

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*Build Knowledge With the Lincoln Video*

# Purpose of Lincoln Video Activity



- Videos are invaluable tools to use with English learners.
- Humans take in about 70% of information visually.
- We learn best when we hear and see information at the same time.

## Target Standards

- CCR reading standard 7, level C (interpret information presented visually)
- ELP standard 1, levels 3-5 (construct meaning from viewing)



# As You Watch the Lincoln Video. . .

Refer to page 1 of your Participant Materials.

Answer these questions:

- Who is Abraham Lincoln talking to?
- How do you know?
- What are these men saying to Lincoln?



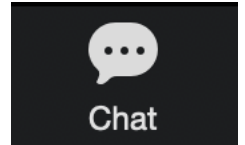
# Lincoln Video



[bit.ly/Lincoln-Video-Clip](https://bit.ly/Lincoln-Video-Clip)



# Debrief: Lincoln Video



Let's hear from you in the chat box about the following question:

- **Chat with a pause:** *How would this video assist English learners with access to the Gettysburg Address and provide language practice?*



# Instructional Activity 2 to Prepare the Learner:

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*Build Knowledge Through Visual Images*

# Purpose of Using Visual Images



- Photos allow English learners to visualize essential content.
- Photos provide important context (e.g., time and place).

## Target Standards

- CCR reading standard 7 and S&L standard 1, levels B-D (interpret visual information; engage in collaborative conversations with peers)
- ELP standards 1 & 2, levels 3-5 (construct meaning through visuals; participate in oral exchanges of ideas)



# Team Time: 40 minutes



Your turn to work with your group and coaches:

- You will be reviewing and commenting on a Civil War photo.
- Your coaches will go over the directions for the instructional activity with you.
- Go to page 2 of the Participant Materials for the written directions and photos.

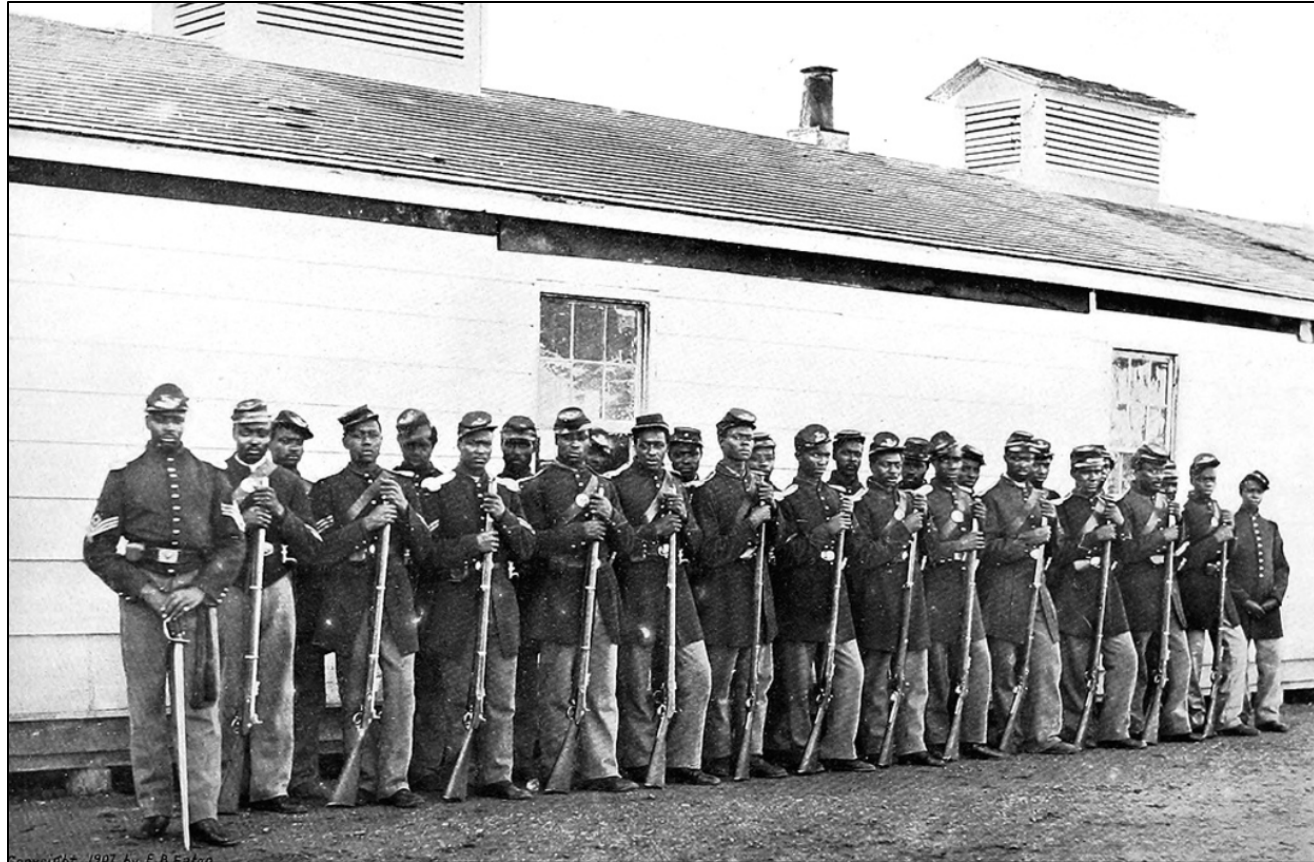


# Report Out on Photograph #1





# Report Out on Photograph #2





# Report Out on Photograph #3



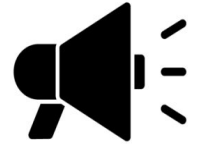


# Report Out on Photograph #4





# Debrief: Visual Images



Let's hear from a few of you about the following question:

- How do you think the Visual Images activity could help English learners build knowledge and language skills?





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**TAKE A QUICK STRETCH!**

# Instructional Activity 3 to Prepare the Learner:

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*Build Knowledge Through a Jigsaw Reading*

# Purpose of Jigsaw Reading Activity



- Allows students to build schema about the time, place, and political context of Lincoln’s famous speech.
- Allows students to learn from different texts without having to read every one.
- Reading selections can be at different reading and language proficiency levels.

## Target Standards

- CCR reading standard 1 and S&L standard 1, levels B-D (read closely; draw inferences; engage in collaborative conversations)
- ELP standards 1 & 2, levels 3-5 (construct meaning from reading; participate in oral exchanges of ideas)



# Team Time: 45 minutes

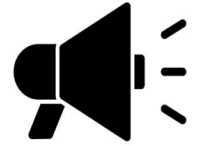


Your turn to work with your group and coaches:

- You will be participating in a jigsaw reading.
- Your coaches will go over the directions for this instructional activity with you.
- Go to page 4 of the Participant Materials for the written directions and three readings.



# Debrief: Jigsaw Reading



Let's hear from a few of you about the following question:

- How might these readings prepare English learners for the *Gettysburg Address* and help build their language skills?

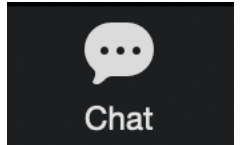


# Recap of Part One: Preparing the Learner

- Students built their schema about the time, place, and political context of the *Gettysburg Address* through:
  - Viewing a video;
  - Reviewing and detailing photographs;
  - Reading informational texts at different proficiency levels.
- All these activities are done cooperatively in pairs or small groups.



# Let's Chat!



Share your answer to these questions in the chat box:

- *How do these activities build upon one another to prepare the learner?*
- *What other instructional strategies could you use to prepare the learner?*

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**BREAK TIME (60 MINUTES)**



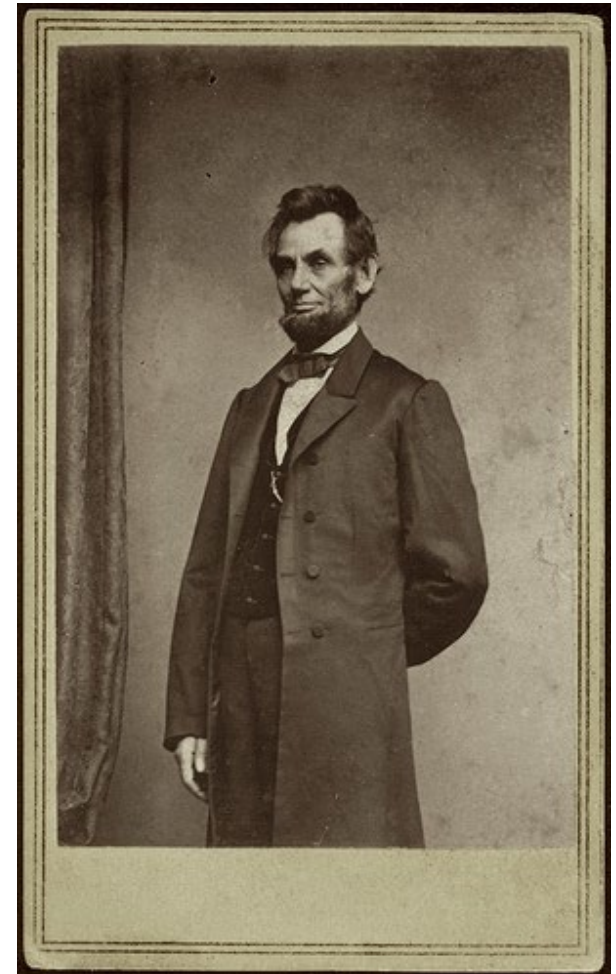
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**WELCOME BACK!**



# Part Two of the Model Lesson: Interacting With the Text

- ✓ Reading a text multiple times allows students to recognize new information each time.
- ✓ Reading a text multiple times provides insights to students about how language works.
- ✓ Stopping often and discussing what is read builds understanding and new insights.



# Instructional Activity 4 to Interact With the Text:

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*Build Vocabulary Through a Word Cloud*





# Team Time: 20 minutes

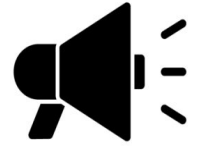


Your turn to work with your group and coaches:

- You will be identifying the words that jump out at you in the Word Cloud and writing sentences that contain them.
- Your coaches will go over the directions for this instructional activity with you.
- Go to pages 14–15 of the Participant Materials for the written directions and the Word Cloud.



# Debrief: Word Cloud, Part One



Let's hear from a few of you about the following questions:

- What's the benefit of asking English learners to choose words from the *Gettysburg Address* Word Cloud?
- In addition to the vocabulary development gained in the discussion, what other language skills will English learners practice or learn?



# What Does This Conversation Tell You?

(Transcription of dialogue between students at different levels of language proficiency )

S1: I choose, I choose, I choose these three words *we*, *nation*, and *people*. . . .The way I choose *nations* is like other nations is like all the people they come together to form a nations in the United States.

S2: Oh yeah, like me too in the “nations.”

S1: And the people who like the population of the United States start growing a little and start increasing.

S2: *Nations* because the nations stop fighting and the nations have a union for ... and lib...—What is this? (*pointing to the word liberty*)

S1: Liberty? You know Liberty?

S2: Yeah. I know how, how win and we like liberty because the people fight for liberty and they want liberty.

# Instructional Activity 5 to Interact With the Text:

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*Using Metacognitive Strategies to Understand  
Text*



# Purpose of Using Metacognitive Strategies to Understand the Text



- Helps English learners become more aware of their own learning.
- Helps English learners become more active learners who learn more deeply.
- Helps students slow down to make better sense of what they are reading.

## Target Standards

CCR reading standard 2, level D and S&L standard 1, levels B-D (explain key details and summarize text; engage in collaborative conversations)

ELP standards 1 & 2, levels 4-5 (construct meaning from informational texts; participate in oral exchanges of ideas)

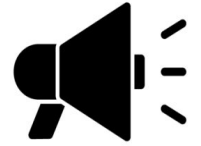


# Team Time: 25 minutes



Your turn to work with your group and coaches:

- You will be working directly with the speech and using the sentence starters. Use the sentence starters to share what you are wondering and what you understand and don't understand.
- This time we will split into **smaller** groups to provide time for each of you to participate fully.
- Your coach will go over the directions for this instructional activity with you.
- Go to pages 16–17 of the Participant Materials for the written directions and Metacognitive Strategies worksheet.



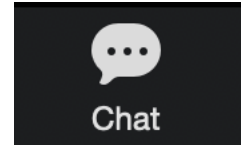
# Debrief: Metacognitive Strategies

Let's hear from a few of you about the following question:

- What can English learners gain in their language proficiency by using Metacognitive Strategies to read a selection?



# Let's Chat!



Share your answer to this question in a word or phrase:

- *What is something you learned today (or better understand) about how to support English learners in preparing for and interacting with texts and building their language skills?*



# Wrap-Up & Preview of Next Session

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- If there are any remaining questions, raise your hand or use the chat box.
- We will continue to focus on how to Interact With the Text and finish off with how to Extend the Learning.

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**WELCOME BACK!**



# Session Overview

- Brief Recap of Session One's Learnings
- Model Lesson, Part Two: Interacting With the Text, continued
  - Break: 60 minutes
- Model Lesson, Part 3: Extending the Understanding
- Wrap-Up



# Where Have We Been?

- We prepared the learner by building their knowledge through:
  - Viewing and discussing a short video;
  - Sharing reflections on visual images (photos);
  - Participating in a jigsaw reading exercise.
- We asked the learner to interact with the text through:
  - A Word Cloud that concentrates on keywords in the speech;
  - Using metacognitive strategies to understand the text.





# Where Are We Going Today?

- Continuing to experience strategies that promote students in interacting with the text. These include:
  - Reading the speech aloud to promote fluency;
  - Conducting several close reading exercises focused on the speech;
  - Exploring different aspects of language use in the speech.
- We also will experience strategies to extend students' understanding of the text. These include:
  - Reviewing key vocabulary;
  - Rewriting the *Gettysburg Address* in everyday speech.

# Instructional Activity 6 to Interact With the Text:

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*Reading Aloud With Partners in Four Voices  
to Build Fluency*

# Purpose of Reading in Four Voices to Build Fluency

- Fluency practice in a group allows English learners to work with others to read a text. They can ask for pronunciation help as they go along.
- Fluency practice increases students' automaticity with words and phrases specific to the complex text.

## Target Standard

- CCR reading standard 4: foundational skills, level C (reading with fluency).





# Reading the *Gettysburg Address* in Four Voices

- Go to page 19 of the Participant Materials.
- Lincoln's speech has been divided into meaningful chunks, with each font representing a complete idea or thought.
- We'll model. Each volunteer coach will take a different role
  - One will read the plain text;
  - One will read the underlined text;
  - One will read *italicized text*;
  - One will read the **bold text**.
- Now let's move into teams for you to take a turn.

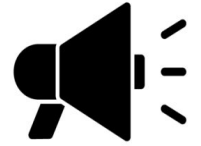


# Team Time: 10 minutes



Your turn to work in small groups with coaches:

- This time we will split into **smaller** groups to provide time for each of you to practice reading the speech.
- Your coaches will go over the directions for this instructional activity with you.
- Go to pages 18–19 of the Participant Materials for the written directions and the annotated speech.



# Debrief: Reading in Four Voices

Let's hear from a few of you about the following question:

- In addition to developing reading fluency, how could this read-aloud activity help English learners build knowledge and language skills?

# Instructional Activity 7 A & B to Interact With the Text:

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*Close Reading of the Gettysburg Address*  
Through Two Activities



# Two Close Reading Activities

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- A. Answer Guiding Questions
- B. Read and Retell

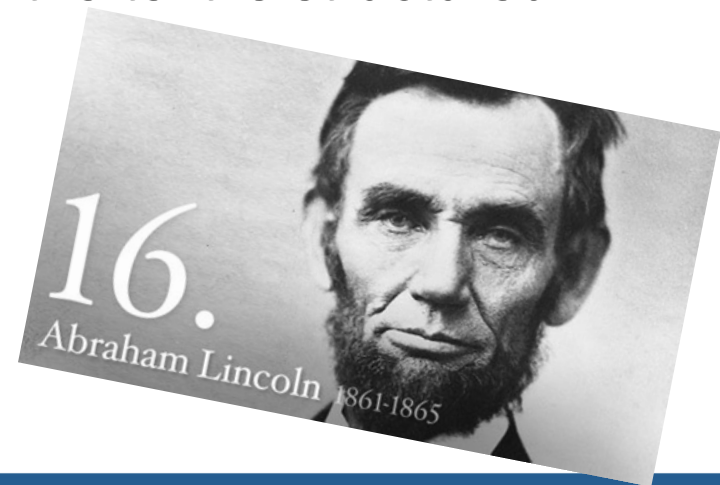


# Purpose of Close Reading: Answering Guiding Questions (A)

- Close reading invites students to examine the deep structures of a piece of text, including its organization, key details, and vocabulary.
- Guiding questions require students to return to the text to support their answers.
- Walking English learners through the speech sentence-by-sentence helps them understand how the text is structured and how Lincoln uses words to make his points.

## Target Standards

- CCR reading standard 1, level D (draw inferences)
- ELP standard 1, levels 4 & 5 (construct meaning from informational texts)





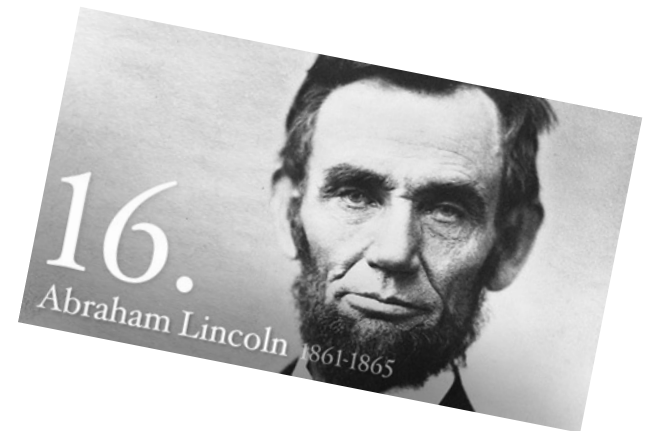
# Answer Guiding Questions on the *Gettysburg Address* (A)

Take a few minutes to consider answers to the following questions, and then we'll go through them together (page 20):

1. Para. 1: Lincoln refers to “our fathers” creating a new nation. Who is he referring to here? How many years are “four score and seven years”?
2. Para. 2: When Lincoln refers to a “nation so conceived and dedicated,” to which phrase in Para. 1 is he referring to? How do you know?
3. Para. 3: What does Lincoln mean when he states that the living must “be dedicated to the unfinished work” of the dead soldiers?
4. Para. 3: Which lines in the speech tell the living what their “unfinished work” is?

# Purpose of Close Reading: Read and Retell (B)

- Read and retell is an excellent strategy to prompt English learners to transform a text into their own words.
- Requires English learners to use different cognitive skills, including paraphrasing; selecting, organizing information; and making inferences to complete the activity.



## Target Standards

- CCR reading standards 1 & 2, level D (reading closely; ID the main idea and key details); S&L standard 1, levels C-D (engage in collaborative conversations)
- ELP standards 1, 2 & 9, levels 4-5 (construct meaning from informational texts; participate in oral exchanges of ideas; create speech and text)



# Team Time: 25 minutes



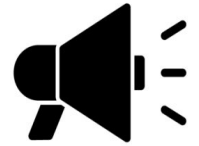
Your turn to work in small groups:

- You will be working directly with the speech to read and retell a portion of the speech.
- This time we will split into **small** groups to provide time for each of you to participate fully.
- You will do this activity without a coach.
- Go to page 22 of the Participant Materials for the written directions.



# Directions for Read and Retell (B)

1. Choose one of your groups to read the speech aloud.
2. Then, when ready, you will each take a turn to retell one of the paragraphs of the *Gettysburg Address*:
  - Take a few moments to study the guiding keywords and phrases listed on page 22. They are there to assist you in your retelling, if helpful.
  - Now, retell the paragraph without looking at the speech! You can use your own words, the keywords, phrases, or some mix of the two.
3. Don't forget to reserve some time to reflect on the debrief questions.



# Debrief: Close Reading Activities

Let's hear from a few of you about the following questions:

- What benefits do you see in asking English learners to answer a series of text-specific questions about the *Gettysburg Address*?
- Why ask English learners to read and retell portions of the *Gettysburg Address*?

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**TAKE A QUICK STRETCH!**

# Instructional Activity 8 A, B & C to Interact With the Text:

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*Exploring Language Use Through Three Literary Device Activities*





# Three Language Use Activities

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- A. Literary Device Activity Focused on Repetition
- B. “Dedicate” Matrix Activity
- C. Word Cloud Activity (Part Two)

# Purpose of the Literary Device Activity Focused on Repetition (A)

- By repeating the same words, the author ties a theme together and helps listeners understand.

## Target Standards

- CCR language standard 5, levels C-D (discern word relationships and shades of meaning); S&L standard 1, levels C-D (engage in collaborative conversations)
- ELP standards 8 & 2, levels 4-5 (determine the meaning of words and phrases from context; participate in oral exchanges of ideas)



# Purpose of the “Dedicate” Matrix Activity (B)

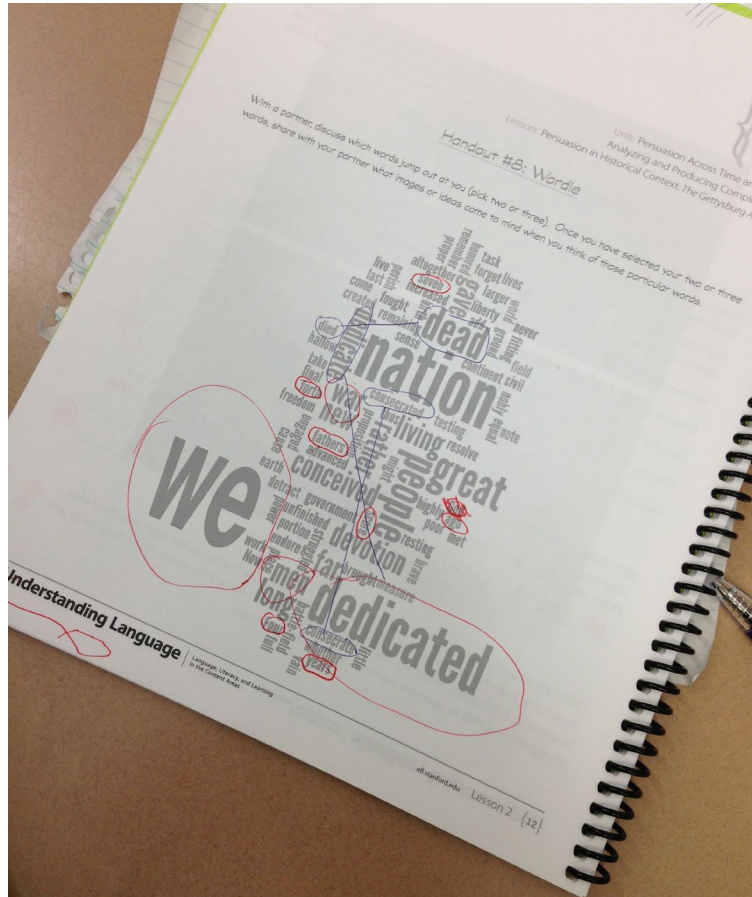
- English learners are more likely to remember the meaning of new words when they read them in a text.
- Lincoln’s masterful use of the word *dedicate* helps students see how they can find the meaning of a word in context.

## Target Standards

- CCR language standard 4, level D (clarify meaning of words from context); S&L standard 1, levels C-D (engage in collaborative conversations)
- ELP standards 8 & 2, levels 4-5 (determine meaning of words from context; participate in oral exchanges of ideas)



# Purpose of the Second Look at the Word Cloud Activity (C)



- English learners learn to recognize various forms of the same word and notice how those are used in the text.
- English learners determine there are many ways to use a word and that each word has many variations.

## Target Standards

- CCR language standard 4, level C (use roots as clues to determine word meanings)
- ELP standard 8, levels 3-5 (use English morphology)



# Team Time: 50 minutes



Your turn to work with your group and coaches:

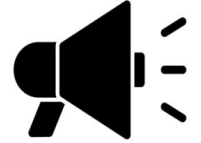
- You will be working directly with various aspects of language use in the speech.
- Your coaches will go over the directions for this instructional activity with you.
- Go to page 23 of the Participant Materials for the written directions and language use worksheet.

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**BREAK TIME (60 MINUTES)**



# Debrief: Language Use



Let's hear from a few of you about the following questions:

- How do English learners benefit when they are asked to look for repetition in the speech and different forms of the same word?
- Why ask English learners to visit the Word Cloud a second time?



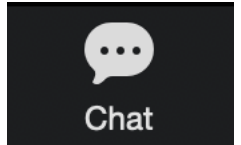
# Recap of Part Two: Interacting With the Text

- With each rereading of the *Gettysburg Address*, students gain more insights and understanding of the speech:
  - Metacognitive strategies to understand text.
  - Building vocabulary with a word cloud.
  - Reading aloud to practice fluency.
  - Close read and read and retell.
  - Exploring language use.





# Let's Chat!



Share your answer to these questions in the chat box:

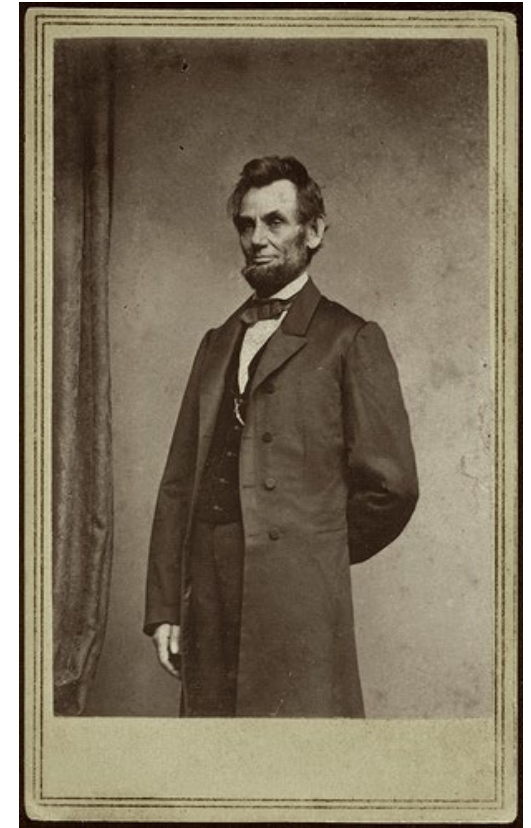
*We shared with you ways for the learner to interact with the Gettysburg Address and build understanding.*

- *How did the sequence of these activities lead to a greater understanding of the text?*
- *What other instructional strategies could you use to help students gain more insights and understanding about what they are reading?*



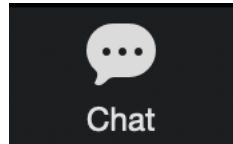
# Part 3 of the Model Lesson: Extending the Understanding

- ✓ Asking students to share their reflections on the readings with others builds a community of learners.
- ✓ Focusing on explicit language used in the speech builds students' vocabulary stores.
- ✓ Providing students with opportunities to write about the text builds, solidifies, and demonstrates their understanding.





# Let's Chat!



Share your answer to this question in a word or phrase:

- *What instructional activities have you used to introduce and practice vocabulary?*

# Instructional Activity 9 to Extend the Understanding:

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*Securing Vocabulary Activity*

# Purpose of Securing Vocabulary Activity



- Engages English learners in a fun, collaborative way to review content vocabulary and terms they have already encountered.

## Target Standards

- CCR language standard 6, level D (acquire academic and domain-specific words); S&L standard 1, levels C-D (engage in collaborative conversations)
- ELP standards 8 & 2, levels 3-5 (determine meaning of academic and domain-specific words; participate in oral exchanges of ideas)

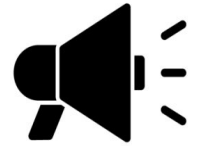


# Team Time: 25 minutes



Your turn to work with your group and coaches:

- You will be working directly with vocabulary that you have learned.
- Your coaches will go over the directions for this instructional activity with you.
- Go to pages 27–28 of the Participant Materials for the written directions and vocabulary clues.



# Debrief: Securing Vocabulary

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Let's hear from a few of you about the following question:

- In addition to reviewing vocabulary, what other skills will students practice or learn?

# Instructional Activity 10 to Extend the Understanding:

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*Writing About Reading: “In Your Own Words”  
Activity*

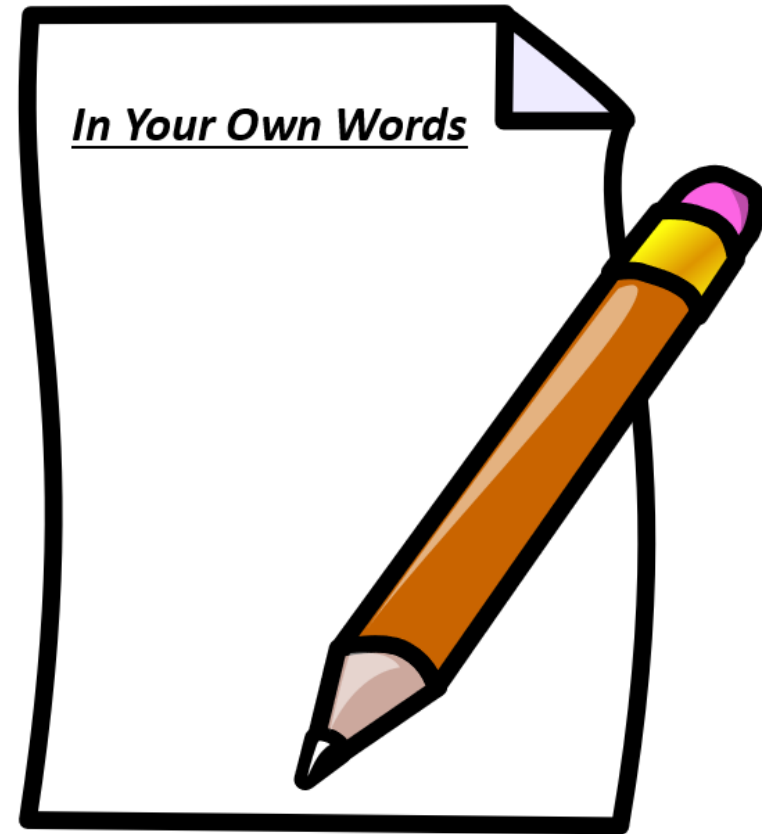


# Purpose of the Writing “In Your Own Words” Activity

- Allows students to express what they know in their own words.
- Allows teachers to assess students’ understanding of the *Gettysburg Address*.

## Target Standards

- CCR writing standard 4, level D (produce clear and coherent writing); S&L standard 1, levels C-D (engage in collaborative conversations)
- ELP standards 7 & 2, levels 4-5 (adapt language choices to purpose and task; participate in oral exchanges of ideas)



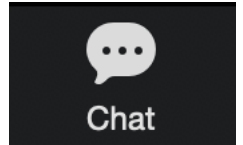


# Team Time: 20 minutes



Your turn to work with your group and coaches:

- You will be putting parts of the speech in your own words.
- Go to page 29 of the Participant Materials for the written directions.
- Then, we'll read the speech in everyday words together as a whole group.



# Debrief: "In Your Own Words"

- Follow along as I read through it.
- Your turn! Share a word or two about the translated speech in the chat box.
- Let's hear from you about the following question:
  - **Chat with a pause:** *How do English learners benefit when they are asked to rewrite the Gettysburg Address in their own words?*

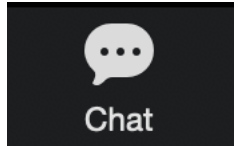


# Recap of Part 3: Extending the Understanding

- In this part of the lesson, students show their understanding of the *Gettysburg Address*:
  - Students review vocabulary used in the speech and the accompanying materials.
  - Students work in small groups to put the speech in sentences with no jargon.



# Let's Chat!



- Share your answer to this question in a word or phrase:
  - *What is an instructional activity that you have learned about that you would like to implement (or teach others about)?*

# Final Questions & Comments

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# Standards-in-Action 2.0

Thank you!