



Standards-in-Action 2.0

**U.S. Department of Education
Office of Career, Technical, and Adult Education
Implementing Standards-Based Instruction for English Learners
Standards-in-Action Virtual Training**

Three Week Agenda

Institute Goals:

1. Experience, examine, and reflect on model disciplinary lessons designed to support English learners' (ELs) access to core academic content – and – success in learning English.
2. Explore specific research-based instructional activities that:
 - Sequence, scaffold and support ELs' learning;
 - Engage ELs deeply in the content they are learning;
 - Promote collaborative language opportunities.
3. Analyze and enhance an ESL or literacy lesson by adding strategies and supports to fill gaps and further develop the lesson to better support ELs' learning.

Week One: Tuesday: Teaching Content, Language and Literacy: The *Gettysburg Address* for ELs

11:30 – 11:45 a.m. **Welcome and Opening**

Ronna Spacone, Education Program Specialist, Office of Career, Technical, and Adult Education; Susan Pimentel, SIA 2.0 Project Director

After welcomes and brief introductions, this session will review some key considerations when designing instruction for ELs. This session will end with a preview of the three weeks of virtual training and a focus on the weekly agenda.

11:45 a.m. –
12:00 p.m.

Introduction to the Model ELA/Literacy Lesson for ELs: Lincoln's *Gettysburg Address*

Lydia Stack, National Expert

This session introduces a model literacy lesson developed for ELs by Understanding Language of Stanford University. The lesson is designed to provide students full access to the meaning and import of the *Gettysburg Address*.



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12:00 – 2:00 p.m.

Model Lesson, Part 1: Preparing the Learner

Lydia Stack and Jane Roy, SIA 2.0 Leadership Team

Through a mix of large and small group instructional activities, this session will build understanding of the time, place, and political context of the *Gettysburg Address* through videos, visuals, and a jigsaw reading activity. We will reflect on how these activities build ELs' content knowledge and language proficiency.

2:00 – 3:00 p.m.

Break

3:00 – 4:30 p.m.

Model Lesson, Part 2: Interacting with the Text

Lydia Stack and Jane Roy

Part 2 requires the reading of the *Gettysburg Address* multiple times — with a new purpose each time to deepen understanding of the text. Through a mix of large and small group instructional activities, this session will examine vocabulary in the speech and engaging in close reads. We will reflect on how these activities build ELs' content knowledge and language proficiency.

4:30 – 5:00 p.m.

Wrap-Up and Preview of Day 2

Lydia Stack, Jane Roy, and Susan Pimentel

This is an opportunity for you to ask questions and share reflections. We will also preview Thursday's work.

5:00 p.m.

Adjourn

Week One: Thursday

11:30 – 11:40 p.m.

Welcome and Daily Overview

Susan Pimentel

11:40 a.m. –
2:00 p.m.

Model Lesson, Part 2: Interacting with the Text, continued

Lydia Stack and Jane Roy

Through a mix of large and small group work, this session will focus on metacognitive reading strategies, reading fluency, and the different uses of language within the *Gettysburg Address*. We will reflect on how these activities build ELs' content knowledge and language proficiency.



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2:00 – 3:00 p.m.

Break

3:00 – 4:30 p.m.

Model Lesson, Part 3: Extending the Understanding

Lydia Stack and Jane Roy

Through a mix of large and small group instructional activities, this session will concentrate on understanding vocabulary within the *Gettysburg Address* and restating the speech through a collaborative process. We will reflect on how these activities build ELs' content knowledge and language proficiency.

4:30 – 5:00 p.m.

Wrap-Up and Evaluations

Ronna Spacone and Susan Pimentel

The final session of the week is an opportunity for you to ask questions and share any final reflections. We will also ask you to provide feedback on the week's virtual trainings with your reflections on what went well and what we could do better.

5:00 p.m.

Adjourn for the Week

Week Two, Thursday: Applying Week One Teachings to Our Work

11:30 – 11:40 a.m.

Welcome and Daily Overview

Lead Coach

11:40 a.m.

– 12:00 p.m.

Introduction to the Day's Activities

Lead Coach

- Recap lessons learned in Week 1.
- Review directions and participant materials.
- Scan sample annotated lessons.

12:00 – 2:00 p.m.

Small Group Work: Critique and Strengthen Selected Lesson

Small Groups and Coaches

Teams and coaches work to:

- Identify the strategies or supports included in the lesson that provide ELs access to academic content and language development.
- Add strategies and supports to fill identified gaps and further develop the lesson to better support ELs' learning.



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- 2:00 – 3:00 p.m. **Break**
- 3:00 – 3:30 p.m. **Small Group Work, cont'd**
Small Groups with Coaches
- 3:30 – 4:30 p.m. **Sharing Enhanced Lessons**
Small Groups with Coaches
- Small groups will study each other's enhanced lesson for 30 minutes to develop comments and questions to share with the other group. Then as a whole group, the coach(es) will lead a discussion on each group's work.
- 4:30 – 5:00 p.m. **Wrap-up and Evaluations**
Lead Coach
- 5:00 p.m. **Adjourn for the Week**

Week Three, Tuesday: Connecting Content, Language and Mathematics For English Learners

- 11:30 – 11:40 a.m. **Welcome and Daily Overview**
Susan Pimentel
- 11:40 a.m. –
12:20 p.m. **Introduction to the Model Mathematics Lesson for ELs: Ratios and Proportional Relationships**
Harold Asturias, National Expert
- This session introduces a model lesson focused on critical math concepts required by challenging academic content standards. The lesson addresses standards related to ratios and proportional reasoning within a real-world context. Throughout, attention will be given to building mathematical content knowledge and language proficiency.
- 12:20 – 2:00 p.m. **Model Lesson, Phases 1 and 2**
Harold Asturias and Chonda Long, SIA 2.0 Leadership Team
- Through a mix of large and small group work, we will launch the lesson. on rate and ratio reasoning by viewing a video, co-crafting mathematical questions, and engaging in a range of discussions about the situation. Throughout, we will focus on the interconnectedness of building mathematical content knowledge while developing language proficiency.



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2:00 – 3:00 p.m. **Break**

3:00 – 4:45 p.m. **Model Lesson, Phases 3 Through 5**
Harold Asturias and Chonda Long

Phases 3–5 of the model lesson will concentrate on ways to express mathematical ways of thinking so they are understandable to others. Through a mix of large and small group work, we will focus on the interconnectedness of building mathematical content knowledge while developing language proficiency.

4:45 – 5:00 p.m. **Wrap-Up and Preview of Day 2**
Harold Asturias and Chonda Long

The session is an opportunity for you to ask questions and share reflections. We will also preview the next day’s work.

5:00 p.m. **Adjourn**

Week Three, Thursday

11:30 – 11:40 p.m. **Welcome and Daily Overview**
Susan Pimentel

11:40 a.m. –
12:15 p.m. **Model Lesson, Phase 6**
Harold Asturias and Chonda Long

Phases 6 of the model lesson challenges participants to use the ratio reasoning developed in “The Intensity of Chocolate Milk” to solve a four-part ratio problem. Through a mix of large and small group work, we will check our understanding of rates and ratios.

12:15- 2:00 p.m. **Debriefing the Model Math Lesson and Its Design**
Harold Asturias and Chonda Long

Through a mix of large and small group work, this session will focus on the language supports, pedagogical structures, and connections between language and content present in the model lesson’s six phases.

2:00 – 3:00 p.m. **Break**



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3:00 – 4:00 p.m. **Debriefing the Model Math Lesson and Its Design, cont’d.**
Harold Asturias and Chonda Long

4:00 – 4:30 p.m. **Implications for Your Practice**
Harold Asturias and Chonda Long

In the final session, we will reflect on key ideas that you want to remember and use in teaching. What pedagogies and routines can you implement “back home,” and what do you need to apply what you’ve learned?

4:30 – 5:00 p.m. **Wrap-Up and Evaluations**
Ronna Spacone and Susan Pimentel

You will have the opportunity to ask any final questions and share any final reflections before we adjourn. We will ask you to provide feedback on the EL virtual trainings with reflections on what went well and what we could do better.

5:00 p.m. **Adjourn**