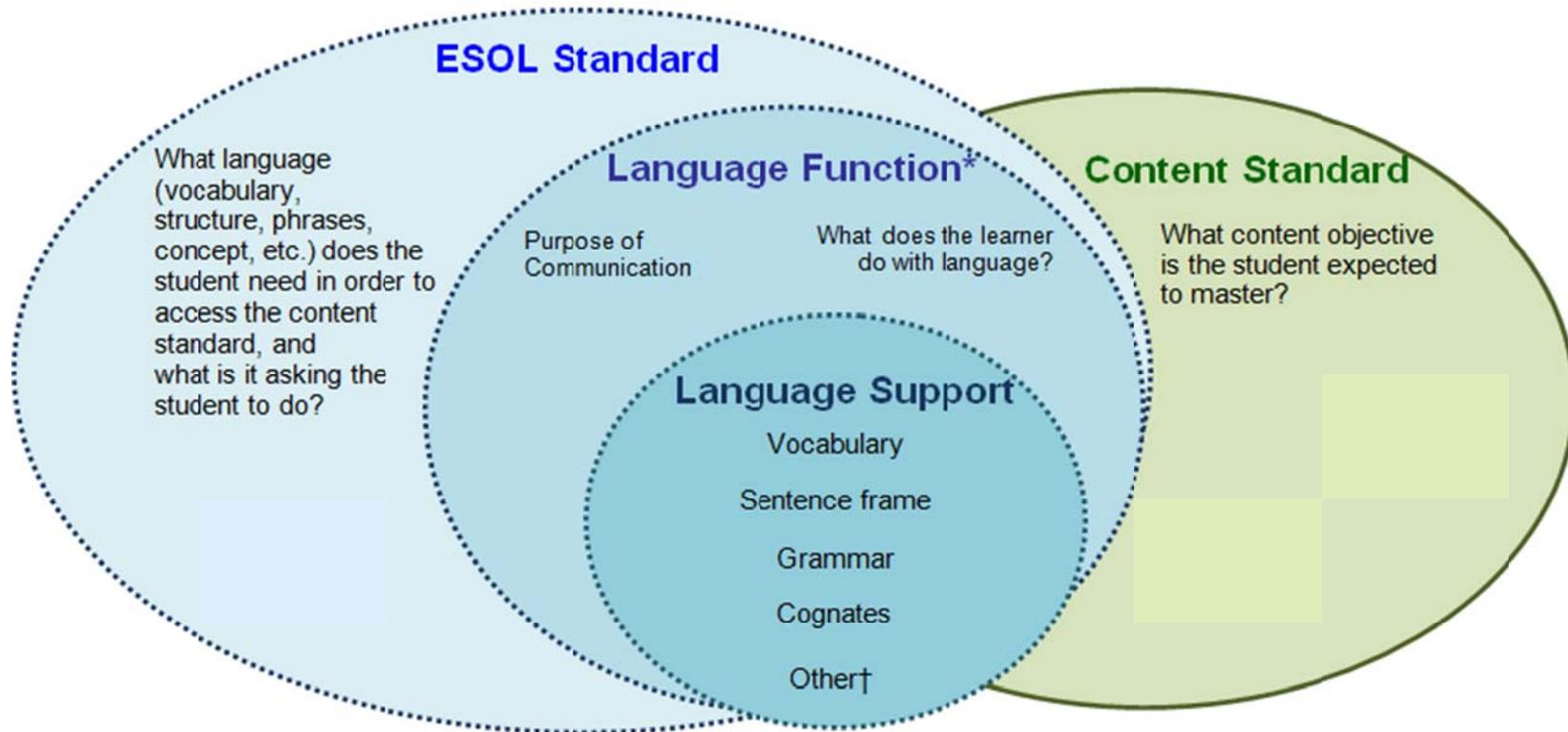


## Appendix D: Instructional Examples Template



How to integrate language support when writing a lesson plan in the content standards:

1. Consider the content standard that the student is expected to master. In what ways are the content standards and the ESOL standards interdependent?
2. Determine what language and language structures are needed in order for the student to access the content standard (language function).
3. Determine how the language and the language structures will be taught (use of language supports).

## Appendix D: Instructional Example Template

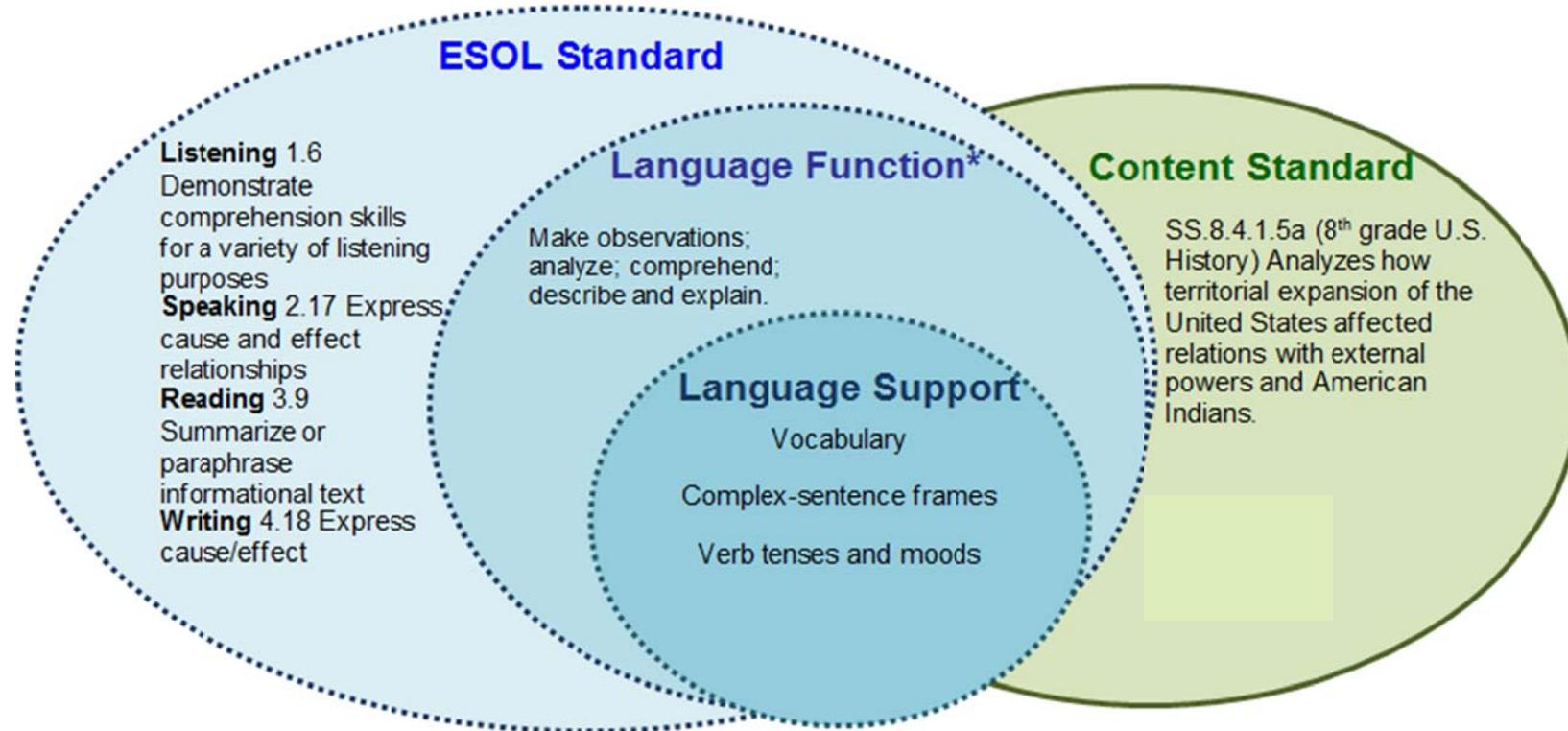
Because of the nature of second language acquisition, ELs may have a limited breadth and depth of vocabulary as well as limited knowledge of grammatical structures and syntax in English. As classroom teachers provide instruction for content objectives, ESOL is focused on language instruction. The two must be presented simultaneously; classroom teachers of ELs provide the content instruction, but also need to be aware of the language instruction that is required for ELs. Similarly, ESOL teachers need to be aware of the content that students are learning in order to know how to best support increasing students' English proficiency and academic achievement. Therefore, extra attention and direct, explicit instruction by classroom teachers may be necessary. Brainstorming, word banks, visual dictionaries, explanations, use of cognates, etc. are strategies and resources for vocabulary development. For grammatical structures and syntax, ELs may need sentence starters (sentence frames), or mini-lessons.

Example: When writing a personal narrative, students need to understand pronouns, proper nouns, various verb tenses, subject/verb agreement, etc., as well as topical vocabulary (family, likes/dislikes, etc.) The Language Function might be for students to describe their extended families. The Language Support may include vocabulary (I, He, Grandma, etc.) and sentence frame (I like \_\_\_\_, but I do not like \_\_\_\_\_. He likes \_\_\_\_, but he does not like \_\_\_\_\_.) or grammar (I like, you like, he/she/Grandma likes).

\*Language Function: A language function refers to the purpose for which speech or writing is being used. Examples include seek information, compare/contrast, describe, classify, analyze, clarify, etc.

†Other types of Language Support include metaphor, simile, idiomatic expression, pun, verb tense, graphic organizer, pictures, realia, L1, etc.

## Appendix D: Instructional Example – Secondary Social Studies



How to integrate language support when writing a lesson plan in the content standards:

1. Consider the content standard that the student is expected to master. In what ways are the content standards and the ESOL standards interdependent?
2. Determine what language and language structures are needed in order for the student to access the content standard (language function).
3. Determine how the language and the language structures will be taught (use of language supports).

## Appendix D: Instructional Example – Secondary Social Studies

### Secondary Social Studies Example:

**Content Standard:** SS.8.4.1.5a. (8<sup>th</sup> grade U.S. History) Analyze how territorial expansion of the United State affected relations with external powers and American Indians

**Skills:** Read primary/secondary sources from time period and make inferences; examine election propoganda of era; journal from perspective of a person affected by expansion; RAFT—explain reason for displacement to person displaced; answer oral questions while portraying character

**ESOL Standard: Listening** domain, Grades 6-12, Standard 1.6. Demonstrate comprehension skills for a variety of listening purposes and settings...

**Language Function:** Comprehend topic and details

**Language Support:** Content and academic vocabulary, figurative speech, pronouns and antecedents, complex sentence structures

**Instructional Support:** Visuals, key words or concepts repeated orally or in writing, guided notes, pausing to check for understanding

**ESOL Standard: Speaking** domain, Grades 6-12, Standard 2.17. Express cause and effect relationships...

**Language Function:** Describe and explain, answer questions

**Language Support:** Content and academic vocabulary, adjectives, complex sentences, conditional mood

**Instructional Support:** Word banks, sentence frames or templates, modeling, small vs. whole group, rubric and rehearsal for presentation

**ESOL Standard: Reading** domain, Grades 6-12, Standard 3.9 Summarize or paraphrases informational text, ....

**Language Function:** Make observations and inferences

**Language Support:** Content and academic vocabulary, past and present tenses, conditional mood

**Instructional Support:** Teacher modeling, visuals, building background, differentiated reading (e.g. simplified text for beginning, highlighted text for high beginning, intermediate), pair/small group strategies such as reciprocal reading.

**ESOL Standard: Writing** domain, Grades 6-12, Standard 4.18. Express cause and effect relationships...

**Language Function:** Use persuasive writing to analyze past events.

**Language Support:** Vocabulary, transitions and signal words, past and present tense, conditional mood, sentence frames/templates

**Instructional Support:** Teacher modeling and samples, word banks