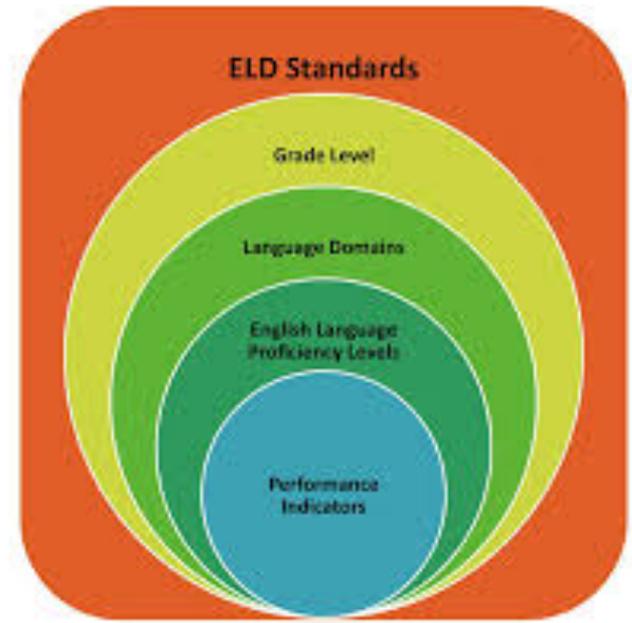


# Analyzing Linguistically Appropriate IEP Goals in Dual Language Programs

2016 Dual Language Conference:  
**Making Connections Between Policy and Practice**  
March 19, 2016  
Framingham, MA





# Session Description

- This practice oriented session will help teachers support the instructional relationship between language, literacy, and academic success by considering how standards based IEP goals can be developed that address the linguistic needs of English Learners.
- **Participants will learn to:**
  - (1) review and analyze language goals for ELD instruction
  - (2) define and develop standards-based IEPs, and
  - (3) analyze linguistically appropriate academic goals for IEPs.
- **Participants will consider:**
  - WIDA Guiding Principles of Language Development
  - WIDA Performance Definitions and Dimensions
  - grade-appropriate academic language
  - instructional needs of ELs with IEPs

# WIDA: Guiding principles of language development

Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

Students' home, school, and community experiences influence their language development.

Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.

Students' academic language development in their native language facilitates their development in English.

**Quick Review:**  
Read the 10 WIDA Guiding Principles.

Students learn language and culture through meaningful use and interaction.

Students use language in functional and communicative ways that vary according to context.

Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

**Turn & Talk:**  
Discuss the one that stands out to you the most when considering your ELs with IEPs.

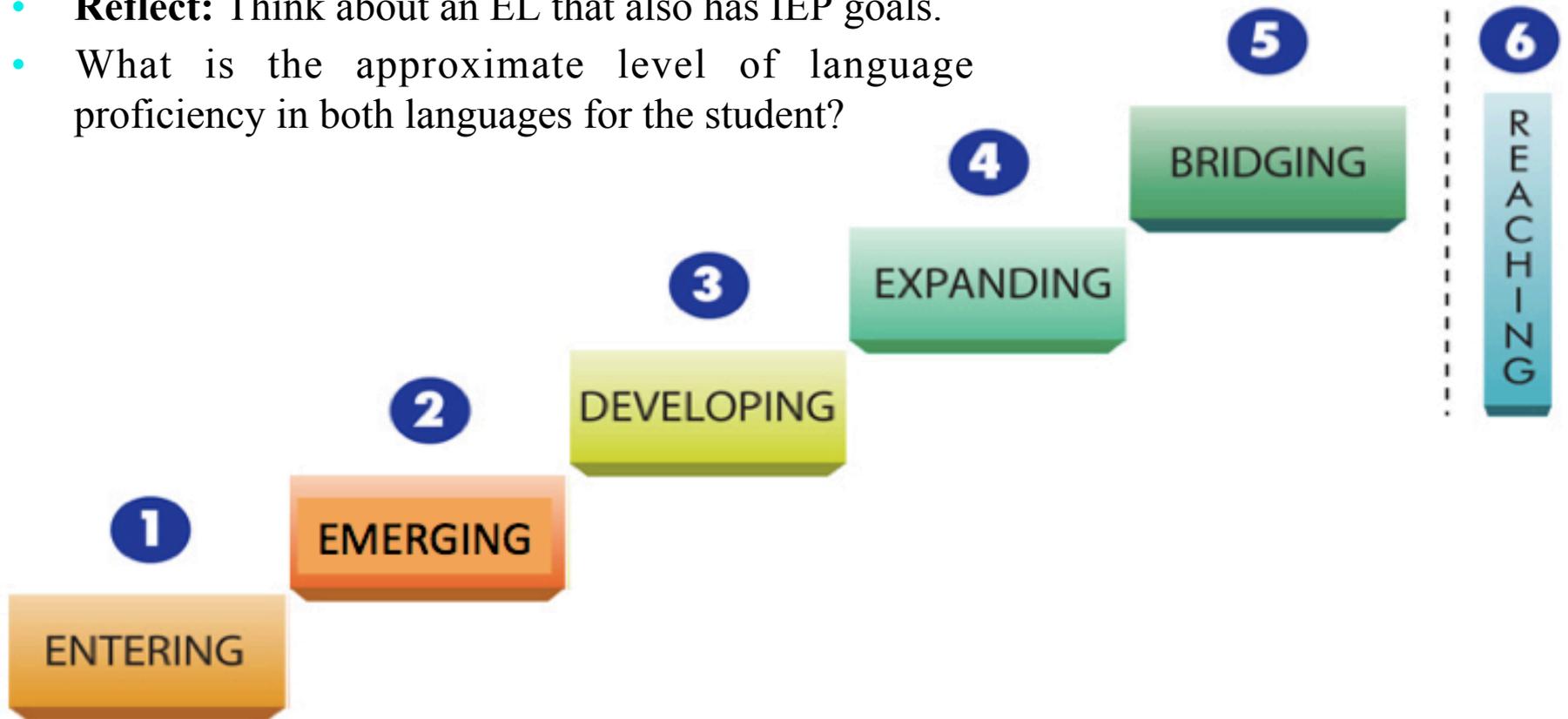
Students' development of academic language and academic content knowledge are inter-related processes.

Students' development of social, instructional, and academic language, a complex and long term process, is the foundation for their success in school.

Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

# WIDA Language Proficiency Levels

- **Reflect:** Think about an EL that also has IEP goals.
- What is the approximate level of language proficiency in both languages for the student?



# WIDA Performance Definitions

## WIDA Performance Definitions - Listening and Reading Grades K-12

With the language proficiency level of the student in mind, consider some of the tasks or skills that the student is expected to complete. How is this a match or not a match to the student you are thinking about?

**Within sociocultural contexts for processing language...**

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 6 - Reaching</b> Language that meets all criteria through Level 5, Bridging			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound, complex grammatical constructions (e.g., multiple phrases and clauses)</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language</li> <li>Words and expressions with shades of meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words or expressions with multiple meanings across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including expressions</li> <li>Words and expressions with common collocations and idioms across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>Compound grammatical constructions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions, including cognates</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Single statements or questions</li> <li>An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>

# WIDA Performance Definitions

## WIDA Performance Definitions - Speaking and Writing Grades K-12

With the language proficiency level of the student in mind, consider some of the tasks or skills that the student is expected to complete. How is this a match or not a match to the student you are thinking about?

Within sociocultural contexts for language use...

	Discourse Dimension	Sentence Dimension	Word/Phrase Dimension
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
<b>Level 6 - Reaching</b> Language that meets all criteria through Level 5, Bridging			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, cohesive, and coherent expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures matched to purpose</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language, including content-specific collocations</li> <li>Words and expressions with precise meaning across content areas</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with expressive meaning through use of collocations and idioms across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Repetitive grammatical structures with occasional variation</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content language, including cognates and expressions</li> <li>Words or expressions with multiple meanings used across content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic grammatical structures</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>Phrase-level grammatical structures</li> <li>Phrasal patterns associated with common social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social, instructional and some content-related words</li> </ul>

# What is meant by ‘age appropriate academic language’?

- **Two Minute Table Talk:** How would you define ‘age appropriate academic language’?

the quality and ability of work for a specified age range + suitable for a particular person, place, or condition = tasks or activities that are rigorous and developmentally appropriate, yet not stilted or unnatural for students

## age appropriate academic language

In (2012), van Leo and Walqui wrote, “The Common Core Standards provide us with an opportunity to reconceptualize our pedagogical view of language **and** the ways in which it can be taught.”

- the language needed by students to do work in schools
- the language used to acquire deeper understanding of content area topics
- the language found in texts and on tests
- the specific language and vocabulary of a content area, including conventions and devices typical for that content area (i.e. essay v lab report v debate)

# Instructional needs of ELs with IEPs

## Two Minute Table Talk:

How does the WIDA Framework help us to be mindful of the instructional needs of all ELs?

**Primary Language Support**

**Primary Language Literacy  
Development**

**English Language Development**

**English Language Literacy  
Development**

**Specifically Designed, Accessible  
Content Area Instruction**

**Academic, Developmental, &  
Functional Needs**



# Instructional needs of ELs with IEPs

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- The IEP is a comprehensive description of the student's strengths and needs in accessing and progressing toward age appropriate grade-level standards in the general curriculum.
- For English learners, the student's language proficiency and needs must be documented and all IEP goals must be appropriate for the student's proficiency level in the instructional language.

# Teacher Roles

<b>Content Teachers</b>	<b>Language Teachers</b>	<b>Special Education Teachers</b>
<p><b>Content Objectives</b> (based on CCSS, NGGS, or other content standards)</p>	<p><b>Language Objectives</b> (based on WIDA/ELP standards)</p>	<p><b>Measurable, Linguistically Aligned Objectives</b> (based on student need)</p>
<p>Teaches skills and content knowledge</p>	<p>Provides explicit, systematic English language instruction</p>	<p>Provides individualized instruction through explicit, systematic methods</p>
<p>Facilitates appropriate socialization/behaviors</p>	<p>Teaches appropriate use of language registers</p>	<p>Instruction targeted to remediate child's disability</p>
<p><b>Teaches to grade-level standards</b></p>	<p><b>Teaches to grade-level English proficiency standards</b></p>	<p><b>Teaches to IEP goals</b></p>
<p>Differentiates instruction</p>	<p>Teaches to language objectives</p>	<p>Utilizes variety of instructional methodologies</p>

# Language Objectives

- **Turn & Talk: What are the required elements of language objectives for your school, department, or district?**
- According to Egbert & Ernst-Slavit (2010), language objectives:
  - are the HOW of the lesson
  - should be specific about the language skills you want students to develop
  - derive from the content to be taught
  - consider the strengths and needs of students
  - present measureable, achievable outcomes

# Language Objectives

## Kinsella & Ward Singer (2011)

- A language objective stems from the content objective and **the language demands of the standard of the lesson.**
- The three main components of a language objective are:
  - function
  - form
  - target content application

# Language Objectives : Function

- Kinsella & Ward Singer (2011), describe the function as referring to what you want the students to do.
- They are measurable and active verbs.

## Active Verb Bank to Name Functions for Expressive Language Tasks

articulate	defend	express	narrate	share
ask	define	identify	predict	state
compose	describe	justify	react to	summarize
compare	discuss	label	read	rephrase
contrast	elaborate	list	recite	revise
debate	explain	name	respond	write

# Language Objectives : Function

- This can also be considered depending on the language aspect of the lesson:

## Language Skills Associated with Content Lessons

<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>
<ul style="list-style-type: none"><li>• Draw a picture</li><li>• Role play</li><li>• Answer questions</li><li>• Listen and retell</li><li>• Follow directions</li><li>• Demonstrate</li><li>• Distinguish between</li><li>• Record</li></ul>	<ul style="list-style-type: none"><li>• Name</li><li>• Discuss</li><li>• Explain</li><li>• Ask and Answer Questions</li><li>• Summarize</li><li>• Evaluate</li><li>• Clarify</li><li>• Justify</li></ul>	<ul style="list-style-type: none"><li>• Preview and predict</li><li>• Find specific information</li><li>• Read fluently</li><li>• Identify main idea</li><li>• Determine fact vs. opinion</li><li>• Scan</li><li>• Infer</li><li>• Identify vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Create complete sentences</li><li>• Summarize</li><li>• List</li><li>• Compare</li><li>• Explain</li><li>• Write questions and answers</li><li>• Create a poem</li><li>• Diagram</li></ul>

# Language Objectives : Form

- Kinsella & Ward Singer (2011) describe the form as the grammar, syntax, patterns, and structures students need to use to complete the task.

## Sample Noun Phrases Specifying Language Targets

academic vocabulary	complete sentences	subject verb agreement
precise adjectives	complex sentences	personal pronouns
citation verbs	clarifying questions	past-tense verbs
noun phrases	prepositional phrases	gerunds (verb + ing)

- These could be made more specific and depending on the function, the task, and/or the content area.

# Language Objectives : Content Application

- **Content application generally refers to the actual task from the content area that your students need to complete in order to accomplish the objective.**
- **This means that we consider:**
  - words that students are expected to produce in discussions, in answering comprehension questions, in any task that requires language production
  - the verbal and written responses we can anticipate from students
  - the most linguistically appropriate response for this grade level

# Are these language objectives?

Students will...

- **correctly use present and future tense verbs**
- **discuss a story using complete sentences**
- **define vocabulary words and use them in complete sentences**
- **use past tense verbs to write a paragraph explaining how the actions of Trevor influenced Terri and Matt**
- **write a paragraph in the past tense**
- **follow directions**

# Language is in the Foreground

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**Dutro (2013) explains that ELD objectives focus on language:**

Students will be able to use taught vocabulary and sentence patterns to describe, compare, explain, etc.

# Sample Language Objective Frame

Students will use \_\_\_\_\_ to \_\_\_\_\_.

(grammatical form) (grammatical function)

## Grammatical form

- comparative & superlative adjectives
- sequencing words
- modal verbs

## Grammatical function

- compare
- give directions
- suggest solutions

# Bring in the Content Application

Bruzzese (2015) suggests that a strong language objective will consider both the Language Components:

Students will be able to use taught vocabulary and sentence patterns to describe, compare, explain, etc.

**AND** the Content application:

**in completing a specific content-related task.**

# Sample Frame for **Language** AND **Content**

Students will \_\_\_\_\_  
(grammatical function) (content application)

- give directions to...
- describe ...

- solve a math problem
- the main character in a story

using \_\_\_\_\_  
(grammatical form)

- sequencing words and specific math terms
- precise character trait adjectives

# Analyzing Language Objectives

- Students will be able to use ‘based on’, ‘in my opinion’, and ‘I learned \_\_\_\_\_ from \_\_\_\_\_’ in order to explain their own ideas in light of the discussion.
- Students will recount a text read aloud or information presented through other media using ‘main idea is’, ‘mostly about’, and ‘important idea/detail’.
- Students will be able to use ‘the author stated’, ‘according to the text’, and ‘from \_\_\_\_\_ I know that’ in order to support their own ideas based on research read by the class.

# Writing Language Objectives

- Consider this 4th grade ELA standard:  
Determine a theme of a story, drama, or poem from details in the text, summarize the text.
- Using the sample language objective frame, work with a partner to create a possible language objective for this task.

Students will \_\_\_\_\_  
(grammatical function) (content application)

using \_\_\_\_\_  
(grammatical form)

# Organization of MPIs within the 2012 Standards

GRADE 8

ELD STANDARD 4 - The Language of Science

EXAMPLE TOPIC: Forms of energy

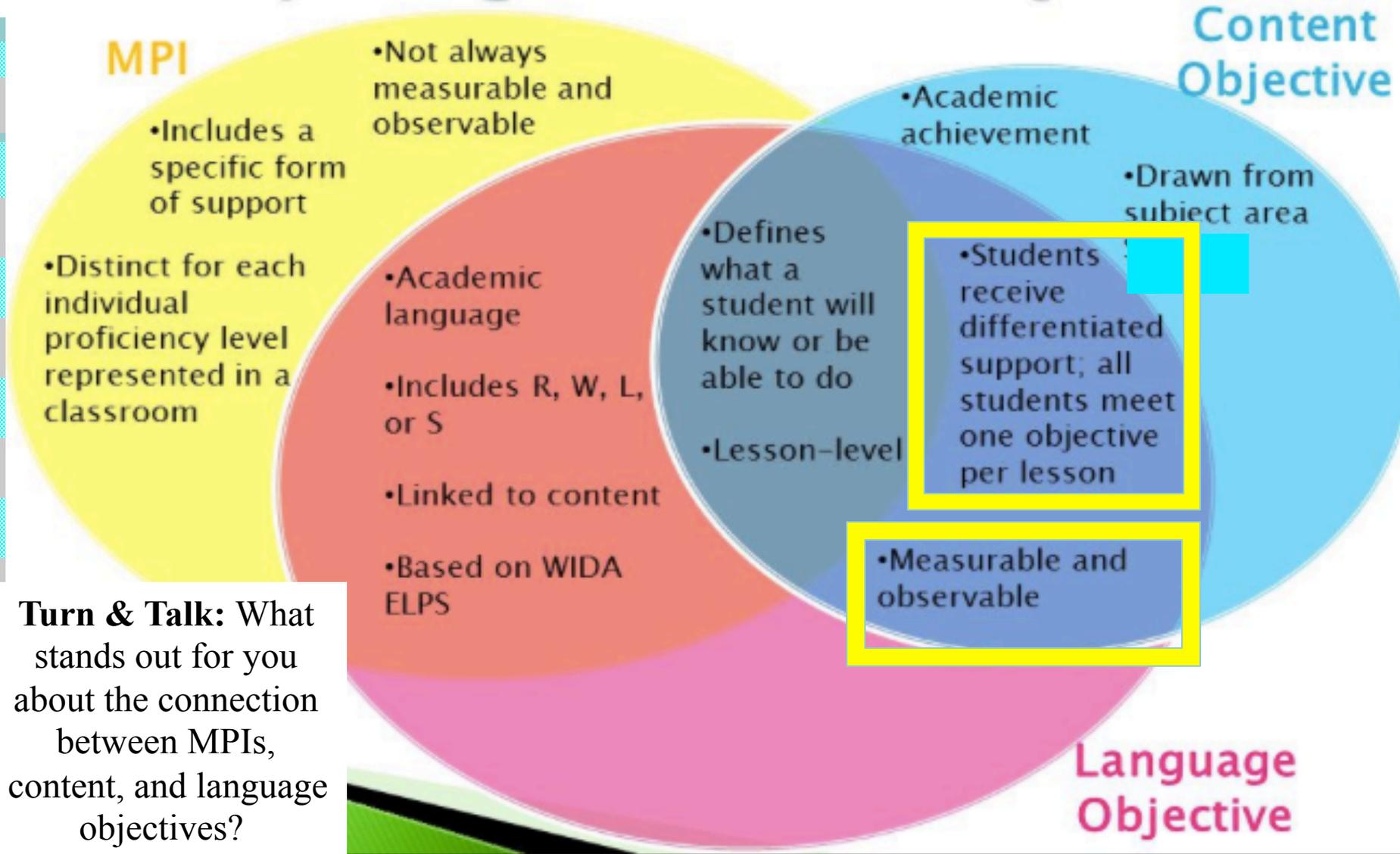
**COGNITIVE FUNCTION:** Students at all levels of English language proficiency will ANALYZE energy transfer.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
SPEAKING	State how energy transfers using visual supports (e.g., "heat," "light," "sound")	Give examples of how energy transfers using sentence frames and graphic supports	Describe how energy transfers using sentence frames and graphic supports (e.g., "___ energy is transferred. ___")	Compare and contrast how energy transfers using graphic supports	Discuss how energy transfers using graphic supports	

**STRAND**

**MPI**

# Comparing MPIs and Objectives



**Turn & Talk:** What stands out for you about the connection between MPIs, content, and language objectives?

# Effective Language Objectives...

- Stem from the linguistic demands of a task at the appropriate language level
- Focus on high-leverage language that will serve students in many academic and social contexts
- Use active verbs to explain task
- Name the specific language students will use
- Consider the language proficiency level of the students as well as the salient features of that proficiency level
  - (adapted from Dutro, 2013)
- **Turn & Talk:** Discuss one thing you learned about effective Language Objectives in the last 10 minutes. 😊

# Standards-based IEPs

- The process used to develop a standards-based IEP is directly tied to the state's content standards.
- Both the student's present level of performance (often referred to as "PLOP") and the annual IEP goals are aligned with the state's grade-level standards, creating a plan that is aimed at getting the student to a proficient level on all state standards.

This does not mean that the student is on grade level in the content area – rather they are working towards meeting grade level expectations and receiving grade level content instruction. (VA DOE, 2011).

# Steps to Creating a Linguistically Appropriate Standards-Based IEP

1. **Consider** the grade-level content and language proficiency standards for the grade in which the student is enrolled or would be enrolled based on age.
2. **Examine** classroom and student **data** to determine where the student is functioning in relation to the grade-level standards and language proficiency standards.
3. **Establish the present level** of academic achievement, functional performance and language proficiencies.
4. **Develop measurable annual goals** aligned with grade-level academic content and ELD standards.
5. **Assess and report** the student's **progress** throughout the year, considering language development in both languages and content areas.
6. **Identify specially designed instruction** including accommodations and/or modifications needed to access and progress in the general education curriculum and what academic language supports will be necessary for the student.

# 1. Consider the grade-level content and ELD standards for the grade in which the student is enrolled or would be enrolled based on age.

- Since academic content standards are the foundation of the general education curriculum, it is necessary for the IEP team to consider how the student is performing in relation to the state’s grade-level content standards.

## • What is the intent of the content standard?

- What is the content standard saying that the student must know and be able to do?

## What language standards connect to this content standard?

- How do students demonstrate academic language proficiency with this standard?

Reading Standards for Literature Pre-K-5

Grade 4 students:

### Key Ideas and Details

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE universal themes of literature.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
LISTENING	Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)	Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner	Find patterns related to literary characters, themes, and plots using graphic organizers with a partner	Predict the evolution of literary characters, themes, and plots	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: universal theme, character type, allegory, mythology, protagonist						

## **4. Develop measurable annual goals aligned with grade-level academic content standards.**

- **What are the student's needs as identified in the present level of performance?**
- **What can the student reasonably be expected to accomplish in one school year?**
  - How will language proficiency be supported as a part of the IEP goals?
- **Are the conditions for meeting the goal addressed?**
  - What scaffolds have been successful in helping the student make progress in the general curriculum?
- **How will the outcome of the goal be measured?**

## **6: Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.**

- **Remember your goal is to accelerate progress.**
  - What are the student's interests, preferences, and goals?
- **What accommodations are needed to enable the student to access the knowledge in the general education curriculum?**

How will language development (in both languages) be considered and monitored throughout the life of the IEP?
- **What accommodations have been used with the student and were they effective?**
- **Has the complexity of the materials been changed in such a way that the content has been modified?**

# Steps to Creating a Linguistically Appropriate Standards-Based IEP

- **Five Minute Table Talk:**

What idea or aspect did you hear that solidified a practice your school/IEP team has?

What idea or aspect did you hear that is a new or different way to consider the development of IEP goals for culturally and linguistically diverse students?

What idea or aspect might you consider discussing with your IEP team in the future as you develop linguistically appropriate standards based IEPs?

# Linguistically Aligned Goals

## Linguistically aligned goals should:

- Align to the student's present levels of performance in English (taken from an ELP assessment)
- Be drafted in the student's areas of disability that may be impacted by being an English learner

**Note: This may be accomplished through alignment of the student's academic goals in ELA (listening, speaking, reading, or writing as relevant to the student's English proficiency level (as per WIDA proficiency levels, performance descriptors, or other indicators of ELP aligned to the new ELD/ELP standards.**

# Objectives

- **Content Objectives are the:**

**What?**

- Purpose: tell what students will **know or do**
- Links to state standards

- **Language Objectives are the:**

**How?**

- Purpose Tells **how** students will perform the task **using which language forms/ key vocabulary**

# Five Components of IEP Goals

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1. Learner & Date
2. Behavior – clearly defined, observable behavior  
(state the form or key vocabulary)
3. Condition under which student will perform the behavior
4. Criterion – performance level required to achieve mastery of the goal
5. Evaluation Schedule – frequency of assessment

# SMARTER (Linguistically Aligned) IEP Goals

- Specific
- Measurable
- Attainable
- Realistic
- Timely
- *Enhance language*
- *Relevant for language acquisition*
- **Learner & Date**
- **Behavior** – clearly defined, observable behavior
- **Condition** under which student will perform the behavior
- **Criterion** – performance level required to achieve mastery of the goal
- **Evaluation Schedule**

# Common Core State Standards and Content Goals

- **ELA Reading Standards: Literature**
- 3.RL *Key Ideas and Details*
- **3.RL.2** (Content Goal) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

# Steps to Linguistically Aligned IEP Goal

- **What is the linguistic demand (taken from CCSS)?**  
*Recount stories by making connections between story events*
- **What is the language function (purpose)?**  
*Retell a story*
- **What is the language form needed to perform the function?**  
*Past tense verbs. transition words, articles*
- **What key vocabulary will be used?**  
*Taken from stories (past tense verbs)*

# Recount Stories: Level 2

content application

grammatical function

support

...y (date), after ... a series of (3) related pictures depicting events from a story, and after listening to the teacher tell a story to match the events in the pictures, (student) will use the pictures to verbally retell 1 event per picture to a partner, using at least (3) words per picture, and point to the picture as he/she describes the events, for (2 out of 3) stories told using taught transition words.

grammatical form

# Recount Stories: Level 3

- By (date), after viewing a series of (3) related pictures depicting events from a story, and after listening to the teacher tell a story to match the events in the pictures, (student) will use the pictures to verbally retell 1 event per picture to a partner, using at least 1 complete sentence per picture, and point to the picture as he/she describes the events, for (2 out of 3) stories told using past tense verbs and taught transition words.

grammatical  
function

support

content  
application

grammatical  
form

# Recount Stories: Level 4

content  
application

support

grammatical  
function

(date), after viewing a series of (3) related pictures depicting events from a story, and after talking to the teacher tell a story to match the events in the pictures, (student) will use the pictures to verbally retell 1 event per picture to a partner, using at least 1 complex or 2 simple sentences per picture, and point to the picture as he/she describes the events, for (2 out of 3) stories told using past tense verbs and taught transition words.

grammatical  
form

# Steps to Linguistically Aligned IEP Goal

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- **What is the linguistic demand (taken from CCSS)?**
- **What is the language function (purpose)?**
- **What is the language form needed to perform the function?**
- **What key vocabulary will be used?**

# Key Idea & Details: Level 4

- By (date), after reading a grade level informational article with the main idea (e.g. topic sentence, topic paragraph, title, headings) removed, (name) will infer and verbally state the main idea using at least one complex complete sentence in (2 out of 3) trials as measured by teacher observation.

support

content  
application

grammatical  
function

grammatical  
form

Can you identify the...

# Compare & Contrast: Level 2

- By (date), after reading (1) instructional level illustrated text with an advanced partner reading the text aloud and student repeating, (name) will use teacher provided glossary of pronouns (e.g. "He/she", "I", "you") to identify language that indicates narrative point of view by highlighting the language in the text for (in 4 out 5 trials).

support

content  
application

grammatical  
function

grammatical  
form

**Can you identify the...**

# Compare & Contrast: Level 4

- By (date), after reading (2) grade level texts from different points of view, (name) will use a Venn Diagram to verbally compare and contrast at least (2) similarities and at least (2) differences from each point of view (in 4 out of 5 trials) as measured by (a teacher made test).

support

content  
application

grammatical  
function

grammatical  
form

Can you identify the...

# Key Vocabulary for Math Problem Solving: Level 3

- By (date), after given real-life word problems and pictures of the word problems (name) will listen to and read along with the problem 2-3 times, underlining key language that signals use of mathematical operations (e.g. product of, increased by, per, ratio, quotient of), then use the underlined language and picture of the word problem to write an equation, and correctly solve (4 out of 5) math word problems.

support

content  
application

grammatical  
function

grammatical  
form

Can you identify the...

# Session Recap

- This practice oriented session will help teachers support the instructional relationship between language, literacy, and academic success by considering how standards based IEP goals can be developed that address the linguistic needs of English Learners.
- **Participants will learn to:**
  - (1) analyze language goals for ELD instruction
  - (2) write ELD language goals, ,
  - (3) define and develop standards-based IEPs, and
  - (4) analyze linguistically appropriate academic goals for IEPs.
- **Participants will consider:**
  - WIDA Guiding Principles of Language Development
  - WIDA Performance Definitions and Dimensions
  - grade-appropriate academic language
  - instructional needs of ELs with IEPs

# Thank You!

