ENGLISH LEARNERS SUCCESS FORUM

Analyzing Content and Language Demands

ALL GRADE LEVELS

ELA	Math
AREA OF FOCUS	**AREA OF FOCUS**
II Sustained Language and Content Support	**I** Interdependence of Mathematical Content, Practices, and Language
V Formative Assessment	**V** Assessment of Mathematical Content, Practices, and Language
GUIDELINES	**GUIDELINES**
5 Materials reflect the understanding that students learn language through prolonged exposure and opportunities to negotiate content and ideas in the target language, with scaffolds and supports for further development as needed.	**1** Materials reflect the understanding that students learn language through prolonged exposure and opportunities to negotiate content and ideas in the target language, with scaffolds and supports for further development as needed.
14 Materials provide teacher guidance for consistent formative assessment and feedback strategies that support students' language proficiencies and content understandings.	**14** Assessments able to capture and measure students' mathematics and language progress over time
SPECIFICATIONS	**SPECIFICATIONS**
5a Concepts, skills, and language are spiralled throughout the curriculum, so that students have multiple exposures and opportunities to learn them over time.	**1a** Highlight, define, illustrate, and show the purpose for mathematical language within the context of the lesson (not in isolation)
14a Teacher materials guide formative assessment and feedback strategies for teachers during student-led discussions and presentations. Teachers are guided to assess students' oral language abilities, content knowledge and disciplinary practices, and to determine how students need to be supported in developing concepts, practices, and the oral language to express them.	**14a** Assessments prompt student to use math practices through language (including but not limited to vocabulary)
	14b Rubrics specifically identify and describe typical mathematical content, practice, and language achievements

Description of resource and intended audience:

This tool is intended to support analysis the language and content area demands before teaching. This information from the analysis can be used to inform instruction and formative assessment. Parts of this tool have been adapted from "Content Language Objectives (CLOs)" training by Denver Public Schools.

Materials needed: An upcoming lesson, access to relevant instructional materials, grade level standards

Approximate time needed: 15- 45 minutes. As the tool is utilized more, the time needed will decrease.

Instructions:

Prior to instruction, use the tool below to guide your thinking about your lesson to ensure intentional instruction of language to support students gaining content knowledge.

1. Content
   - What knowledge and skills are embedded within that standards that students are learning?
   - Is mastery of standard expected by the end of the lesson?
   - What is the content-aligned success criteria?

2. Language Domain
   - What domain of language (speaking, listening, reading, writing) will be specifically targeted in this lesson?
3. Language Function
   - How will students use language in the lesson? Some exampes of language functions include *describe, explain, classify, compare and contrast, sequence, defend, justify*
   - If a student is successfully achieving the content objective, what does that look/sound like in student language?

4. Language Form
   - What grammatical structures of the language, syntax, and academic vocabulary will be used?
   - To what, if any, ELA CCR standards does the language form align?
   - If a student is successfully using the language function, what does that look/sound like?
   - What features of language (syntax, academic vocabulary, parts of speech) are students using to be successful?

5. Differentiated Supports
   - What supports will my levels 1-2 students need to understand the content?
   - What supports will my levels 3-4 students need to understand the content?
   - What supports will my level 5-6 students need to understand the content?

Works Cited

http://neweducators.dpsk12.org/NewEducators/media/NewEducators/Documents/Final_CLO_Training_PPT-1.pdf

