



# Standards-in-Action 2.0

## Cultivating a Language and Content Focus for English Learners

Literacy Lesson: “The Hill We Climb”



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# 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.

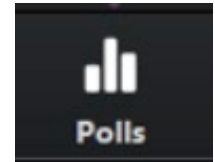


# Daily Overview

- Introduction to the Model Lesson
- Model Lesson, Part 1: Preparing the Learner
- Model Lesson, Part 2: Interacting With the Text
  - Break: 60 minutes
- Model Lesson, Part 2, cont'd.
- Model Lesson, Part 3: Extending the Understanding
- Debrief the Three Parts of the Lesson
- Wrap-Up & Preview of Day Four



# Let's Hear From You!



How often have you organized (or observed) English learner instruction focused on poetry?

1. Frequently
2. Occasionally
3. Rarely
4. Never

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# **INTRODUCTION TO THE MODEL LESSON**

# **The Hill We Climb**

by Amanda Gorman

Language & Literacy  
Lesson designed for  
high beginner/low  
intermediate English  
learners





# Three Parts to the Lesson

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- 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.





# Level: High Beginner/Low Intermediate

ELP Standards	Corresponding CCR Standards
<ul style="list-style-type: none"><li>Standard 1, Level 3: Determine central ideas/themes, retell key details; answer questions and summarize part of the text.</li></ul>	<ul style="list-style-type: none"><li>Reading 2, Level C: Determine a poem's theme from details in the text; summarize the text.</li><li>Reading 1, Level A: Ask and answer questions about key details in a text.</li></ul>
<ul style="list-style-type: none"><li>Standard 2, Level 3: Participate productively in conversations.</li></ul>	<ul style="list-style-type: none"><li>Speaking &amp; Listening 1, Level B: Engage effectively in a range of discussions.</li></ul>
<ul style="list-style-type: none"><li>Standard 8, Level 2/3: Determine the meaning of general academic and content-specific words and phrases.</li></ul>	<ul style="list-style-type: none"><li>Reading 4, Level C: Determine the meaning of words and phrases as they are used in a text, including figurative language.</li></ul>



# Today's Activities

- You will experience 12 activities focused on two short excerpts from a poem, “The Hill We Climb.”
- We will debrief all the activities together at the end of the day.
- You will have time to add debrief notes in your materials as we move through the activities.

# Part 1 of the Model Lesson: Preparing the Learner

- ✓ Selected short readings and 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: *Build Knowledge Through Visual Images*

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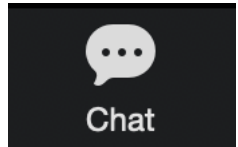


# Whole Group

- Take a couple of minutes to look at the photo on the next slide (and in your Participant Materials, Instructional Activity 1 on pg. 1).
- What questions come to mind?
- In the chat, we'll ask you to share your questions.



# What Questions Come to Mind?



Instructional Activity 2 to Prepare the Learner:  
*Build Knowledge Through a Two-Part Activity*

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# Team Time to Learn About Amanda Gorman: 30 minutes



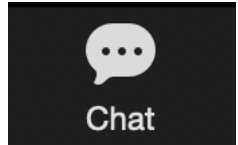
Your turn to work with your group and coaches:

- You will be reviewing and discussing readings about Amanda Gorman.
- Go to Instructional Activity 2 A & B (pg. 2) in the Participant Materials for the written directions and texts.
- Be prepared to share your photo caption when you return to the whole group.





# Share Your Team's Caption!



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**TAKE A QUICK STRETCH!**

Instructional Activity 3 to Prepare the Learner:  
*Explore the Literal vs. Figurative Meanings of  
the Poem's Title*

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# Thinking about the Poem's Title: "The Hill We Climb"





# Team Time to Explore Figurative Language: 15 minutes



Your turn to work with your group and coaches:

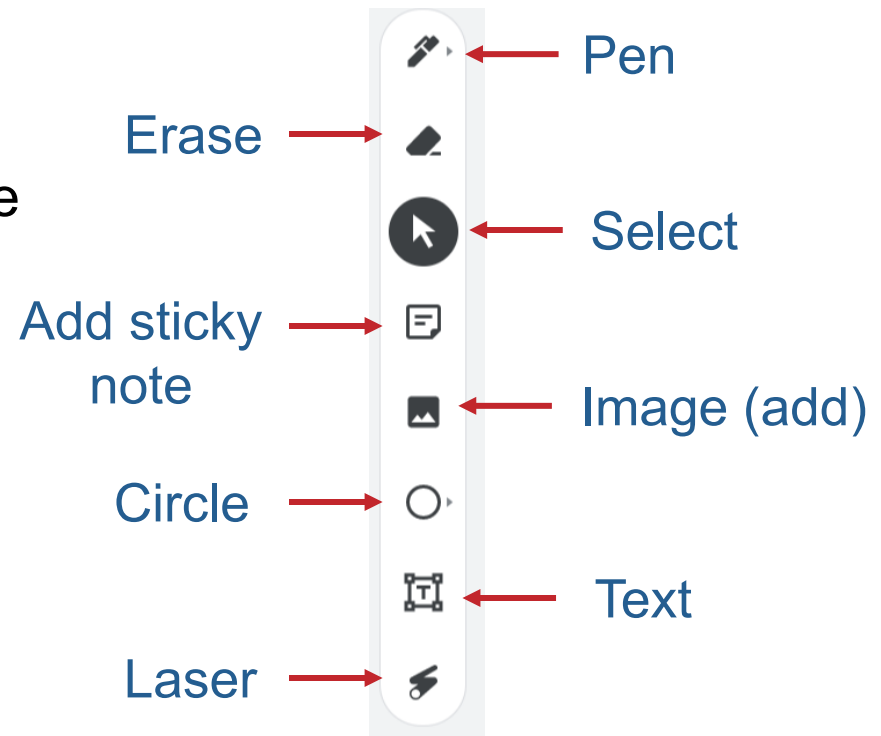
- You will be thinking about the figurative meaning of the title, “The Hill We Climb.”
- Go to Instructional Activity 3 (pg. 6) in the Participant Materials for the written directions.

# Using the Jamboard

1. On the top of your screen, you will see different boards. Make sure you click to the board that corresponds to your team.



2. If you hover over the icons on the left, you will see different functions.



# Part 2 of the Model Lesson: Interacting With the Text



Reading a text multiple times:

- Allows students to recognize new information each time.
- Provides insights to students about how language works.



Stopping often and discussing what is read builds understanding and new insights.





# Working Closely with Poem Excerpts: Activities 4–10

You are going to work with two short excerpts of the poem.

## **Excerpt 1**

- *First read:* Reflect on the poem read aloud.
- *Second read:* Explore language use through repetition.
- *Third read:* Close read the questions.

## **Excerpt 2**

- *First read:* Notice and wonder reflection.
- *Second read:* Focus on key academic vocabulary.
- *Third read:* Close read the questions

*Fourth read:* Read aloud excerpts in four voices.



Instructional Activity 4 to Interact With the Text:  
*Reflect on the First Read of the Poem (Excerpt 1)*

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# Whole Group First Read (Excerpt 1)

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- Go to Instructional Activity 4 (pg. 7) in the Participant Materials.
- Listen to Excerpt 1 and then take a moment to reflect on what you watched.

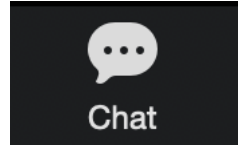


# Excerpt 1: What Do You Notice?





# Share Reflections



Let's share as a chat with a pause:

- Share a word or short phrase in response to the poem. It can be a word or phrase you heard, something you noticed in the video, or a feeling.

Instructional Activity 5 to Interact With the Text:  
*Explore Language Use Through Repetition*  
*(Excerpt 1)*

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# Whole Group to Explore Language Repetition

- Go to Instructional Activity 5 (pg. 8) in the Participant Materials for a copy of Excerpt 1.
- Listen to Excerpt 1 a second time and highlight the pronouns “we,” “us,” and “our” every time they are used.
- Take a minute to determine:
  - How many times does each pronoun appear?
  - What pronouns doesn't she use?

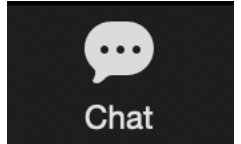


# Excerpt 1: Language Repetition





# Share Your Thoughts



In the chat, reflect on the following questions. We'll take them one by one.

1. How many times does each pronoun (we, us, our) appear?
2. What pronouns doesn't she use?
3. Why do you think Gorman repeats a form of "we" throughout this excerpt?
4. What is the impact of this repetition?
5. How do you see or not see yourself as part of this "we"?



# Instructional Activity 6 to Interact With the Text: *Close Read of the Poem (Excerpt 1)*

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# Team Time for a Close Read: 25 minutes

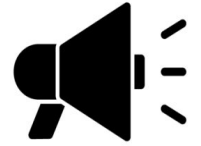


Your turn to work with your group and coaches:

- You will be answering questions about Excerpt 1 and discussing the main idea of the excerpt.
- Go to Instructional Activity 6 (pg. 9) in the Participant Materials for the written directions.



# Let's Hear From Some Teams



- What were your thoughts about the main idea of Excerpt 1?

# Instructional Activity 7 to Interact With the Text: *Notice and Wonder (Excerpt 2)*

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# Whole Group First Read Excerpt 2

- Go to Instructional Activity 7 (pg. 10) in the Participant Materials.
- Listen to Excerpt 2 and then take a moment to think about:
  - What do you notice?
  - What do you wonder?
  - What stands out to you?



# Excerpt 2: Notice and Wonder?





# Share Notice and Wonder

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Take a moment, and then we'll share our thinking as a Word Cloud:

- What is your top-of-mind reflection about this excerpt?

Instructional Activity 8 to Interact With the Text:  
*Focus on Key Academic Vocabulary (Excerpt  
2)*

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# Team Time to Explore Some Vocabulary: 20 minutes



Your turn to work with your group and coaches:

- You will be exploring key vocabulary in Excerpt 2.
- Go to Instructional Activity 8 (pg. 11) in the Participant Materials for the written directions.

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**BREAK TIME (60 MINUTES)**

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**WELCOME BACK!**

Instructional Activity 9 to Interact With the Text:  
*Close Read of the Poem (Excerpt 2)*

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# Team Time for More Close Reading: 25 minutes

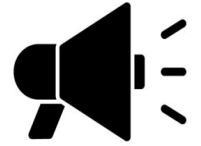


You will continue to work with your group and coaches:

- You will answer some questions about Excerpt 2. Then you will discuss the main idea of this excerpt and how it compares to the main idea of Excerpt 1.
- Go to Instructional Activity 9 (pg. 13) in the Participant Materials for the written directions.



# Let's Hear From Some Teams



- What were your thoughts about the connection(s) between the two excerpts?

Instructional Activity 10 to Interact With the  
Text: *Read Aloud With Partners in Four  
Voices to Build Fluency*

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# Team Time to Read Aloud the Poem Together: 10 minutes



Your turn to work with your group and coaches:

- You will read the excerpts aloud in four voices.
- Go to Instructional Activity 9 (pg. 15) in the Participant Materials for the written directions.



# 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 poem builds students' vocabulary stores.
- ✓ Providing students with time to write about or represent the reading builds, solidifies, and demonstrates their understanding.



Instructional Activity 11 to Extend Understanding:  
*Create a Visual Representation of the Poem*

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# Team Time to Create a Visual Representation: 20 minutes



- Your team will collaborate on a visual representation of the poem on Jamboard.
- Then you will take a few minutes to look at the other teams' Jamboards.
- Go to Instructional Activity 11 (pg. 17) in the Participant Materials for the written directions.

# Instructional Activity 12 to Extend Understanding: *Secure Vocabulary Through a Word Cloud*

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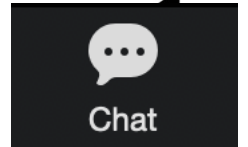


# Let's Create a Word Cloud Filled With the Poem's Words!

- Take a moment to think about your favorite words from the poem excerpts you studied today.
- When you are ready, write your words into the Mentimeter so we can create a Word Cloud together.
- As you watch the Word Cloud develop, think about these questions:
  - What do these words say about what calls our attention?
  - How do the words we picked resonate with the overall meanings of the two excerpts?



# Share Your Thoughts



In the chat, reflect on the following questions.

- What do these words say about what calls our attention?
- How do the words we picked resonate with the overall meanings of the two excerpts?



# Ready to Debrief? Where Have We Been?

- We prepared the learner by building their knowledge about the context of the poem and the poet.
- We asked the learner to interact with the text through hearing and reflecting on the poem and its meaning.
- We asked the learner to extend and secure their understanding of the meaning of the poem through various representations.



# Team Debrief Time: 10 minutes

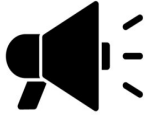


- Review the “Recap of the Three Parts of the Lesson” in your Participant Materials (pg. 19), then discuss answers these questions:
  1. What connections can you make to what you learned previously with the Gettysburg Address lesson?
  2. How do the lesson activities support English learners’ academic language development?
  3. How do the lesson activities support English learners’ agency, authority, and identity as learners?
  4. How might you adapt these activities when working with your students?
- We will call on a selection of teams to share your reflections.





# Whole Group Debrief

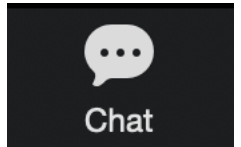


Let's have a couple of teams share their reflections on these four questions:

1. What connections can you make to what you learned previously with the Gettysburg Address lesson?
2. How do the lesson activities support English learners' academic language development?
3. How do the lesson activities support English learners' agency, authority, and identity as learners?
4. How might you adapt these activities when working with your students?



# Let's Chat!



Individually, take a few minutes to write three to five key ideas you got today that you want to remember and use in your teaching.

Now, share your answer to this question in a word or phrase:

- What is an instructional activity that you will try (or want to teach others about)?

Go to Mentimeter to answer.

# Final Questions & Comments

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# Standards-in-Action 2.0

Thank you!