



Study Guide

The Language Lens for Content Classrooms

A guide for K-12 Teachers of English and Academic Language Learners

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This study guide is arranged by chapter, enabling readers to work their way through the entire book or to focus on the specific topics addressed in a particular chapter. This guide is designed to help you reflect on and apply the ideas presented in the book by providing thoughtful questions and prompts related to each chapter. Hopefully it will serve as a useful companion piece for individuals, small groups, or an entire faculty.

If you are interested in booking Sarah Ottow for a virtual training, professional development day, or to provide feedback on the book, please contact pub@learningsciences.com.

Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.

Chapter One: Start with the End in Mind

1. What are some of your professional goals for this school year? Your student learning goals?

Professional Goals	Student Learning Goals

2. How can this book guide you to focus on one or two of those goals?

3. Choose one or more of the competencies described earlier in the self-assessment to go deep on and connect to goals you already are working on.

4. Take stock of your collaboration resources for *content* and also your collaboration resources for *language*. Who is on your grade-level or department team with whom you can collaborate?

5. Does your school or district have a language specialist or a team of language specialists with whom you can consult and collaborate?

6. Have you discussed who your language learners are? How have you, or how can you, work with some of the educators you listed to focus on student needs—especially in terms of language needs?

Chapter Two: Student Identity Investment

1. Do you have an ELL or ALL student who would benefit from more identity investment from you? What other staff members may be able to provide you with additional information about their stories? Can you complete a student sketch of this student's story? If you don't know the full story yet, how can you find out more about the student's stories and what factors may impact learning over time?
2. Keep those students described in question 1 in mind, and consider one unit or lesson you teach. What opportunities may exist in that unit or lesson to tap into students' linguistic and cultural backgrounds? Are there topics that you can explicitly connect to students' experiences, and how might you do that?
3. What are ways that you can gauge student engagement to see if doing more identity investment, or different identity investment strategies, are making a difference?

Chapter Three: Academic Language Goals

1. Think on the next lesson you plan to teach in class. What are three examples of how you can make your language more clear and intentional for your students—including tiered vocabulary and key language functions.

Example 1	Example 2	Example 3
<p data-bbox="203 430 589 493">My language is unclear for all students when I:</p>	<p data-bbox="615 430 1002 493">My language is unclear for all students when I:</p>	<p data-bbox="1027 430 1414 493">My language is unclear for all students when I:</p>
<p data-bbox="203 1159 576 1186">I can be more intentional by:</p>	<p data-bbox="615 1159 989 1186">I can be more intentional by:</p>	<p data-bbox="1027 1159 1401 1186">I can be more intentional by:</p>

Chapter Five: Scaffolds for Comprehensible Input and Output

1. Use a language lens planning tool or checklist to chart one of your lessons. Develop your own or use figure 5.6 (found on page 95):

Lesson and/or Unit of Study			
Content Goals			
Language Goals			
ELL Students	Beginning	Developing	Bridging
Scaffolds			
Activities to Engage Students Across All Domains	Literacy (reading and writing)		
	Oral Language (listening and speaking)		
Opportunities for Student Ownership and Authentic Assessment			

