

**Purpose**

Module 2 is a full day session designed to introduce participants to the Louisiana Connectors and how they correspond with the Louisiana Student Standards. Each of the 10 Louisiana Connectors integrates disciplinary content, language and analytical practices. Participants in this session will learn tools for applying the Louisiana Connectors to planning and instruction with English learner students.

**Learning Outcomes:**

- Participants will be able to explain the organization and structure of the Louisiana Connectors.
- Participants will be able to analyze and interpret classroom tasks to determine which Louisiana Connectors apply.
- Participants will be able to apply the proficiency-level descriptors to formatively assess what a student knows and is able to do with language.

Modality	Content Area Practices	Standards for Language Features	
Receptive	ELP 1 - Negotiate input for meaning	ELP 8 - Vocabulary in context	
Productive	ELP 4 - Argumentation	<b>ELP 9</b>	<b>ELP 10</b>
	ELP 7 - Audience, task, and purpose	<b>Language Functions</b>	<b>Language Forms</b>
Interactive	ELP 2 - Discourse		
	ELP 6 - Counterclaims		

**Motivate**

Agenda Items	Agenda Descriptions & Resources	Notes
<b>Day 2 Introductions and Materials</b>		
<b>Dicta-Gloss</b>	<p>Listen carefully to the text. You will hear it three times. As you listen, note what you hear. After each reading you will connect with your peers at your table to reconstruct the paragraph.</p> <ul style="list-style-type: none"> <li>• <a href="#">Scaffold 2.1</a>: Apprenticeship Dicta-Gloss</li> </ul> <p><i>Independent listening → collaborative dicta-gloss → whole group discussion and connections</i></p>	
<b>Listening and Viewing with Purpose</b>	<p>As you view the video, think about what the characters <b>do, think, and want</b>. Additionally, what is the impact of their actions, motives, and desires?</p> <ul style="list-style-type: none"> <li>• Video: <a href="#">Interacting with Complex Texts</a></li> </ul> <p><i>Listening and viewing with purpose → small group discussion with <a href="#">Scaffold 2.2</a></i></p>	
<b>Connecting the Shifts to Instructional Practice – A Collaborative Poster</b>	<p>This activity connects the shifts we discussed in Module 1 to instructional practice. We will make posters like the example on slide 4 to illustrate the shifts and standards in motion.</p> <ul style="list-style-type: none"> <li>• <a href="#">Scaffold 2.2</a>: Characterization Activity</li> </ul> <p><i>Collaborative group work → gallery walk</i></p>	
<b>Introduction to the Louisiana Connectors</b>	<p>This activity is an introduction to the Louisiana Connectors. As you review the Louisiana Connectors (<a href="#">R.1</a>, p.5), please consider the following prompts:</p> <ul style="list-style-type: none"> <li>• <i>What do you notice about the Louisiana Connectors? What resonates?</i></li> <li>• <i>What do you wonder about the Louisiana Connectors?</i></li> </ul> <p><i>Independent analysis → dyad discussion → small group discussion → whole group consensus</i></p>	

**Engage**

<p><b>Task Analysis I</b>  <b>Part 4: How do the connectors relate to my classroom tasks?</b></p>	<p>You will use the Louisiana Connectors (<a href="#">R.1</a>) as a lens to analyze the bike race task from <a href="#">Scaffold 1.6</a>. Return to the task and discuss which Louisiana Connectors apply to the task. Be sure to include evidence and reasoning.</p> <p><i>Small group analysis &amp; discussion → whole group discussion &amp; consensus</i></p>	
<p><b>To the Balcony!</b></p>	<p>Now that you have seen the Louisiana Connectors on the dancefloor, let's take a look from the balcony. How can the Louisiana Connectors support teaching and learning for English learner students? Please reflect independently before sharing with a partner.</p> <p><i>Independent reflection → dyad discussion → small group discussion → whole group discussion</i></p>	
<p><b>Listening with Purpose</b></p>	<p>Please complete <a href="#">Scaffold 2.3</a>. Then, listen to the facilitators read from page 3 of the Louisiana Connectors (<a href="#">R.1</a>). After reading, please reflect independently with <a href="#">Scaffold 2.4</a>.</p> <p><i>Independent reflection → small group discussion → whole group consensus</i></p>	
<p><b>Viewing with Purpose</b></p>	<p>Beneath the Louisiana Connectors lie 8 guiding principles. <i>What do these guiding principles mean for teaching and learning in your classroom?</i></p> <ul style="list-style-type: none"> <li>• Use <a href="#">Scaffold 2.5</a> to think critically about the Connectors and your classroom practice as you listen and view video 2.1 with purpose.</li> </ul> <p><i>Viewing with purpose (<a href="#">V.2.1</a>) → analysis with Scaffold 2.5 → whole group consensus</i></p>	
<p><b>Modalities and Domains</b></p>	<p><a href="#">Scaffold 2.6</a> builds on the p.6 of the Louisiana Connectors to illustrate the interaction between modalities and domain.</p> <p><i>Independent analysis → small group discussion → whole group consensus</i></p>	

<p><b>Tour du Correspondences</b></p>	<p><i>How can the Louisiana Connectors support our planning?</i> In the mainstream and ELD, the Louisiana Connectors illustrate links to the Louisiana Student Standards.</p> <ul style="list-style-type: none"> <li>• Turn to page 40 of the Louisiana Connectors. (<a href="#">R.1</a>)</li> <li>• Please use <a href="#">Scaffold 2.7</a> to guide your analysis of the Correspondences included in the Louisiana Connectors.</li> </ul> <p><i>Small group analysis → whole group consensus</i></p>	
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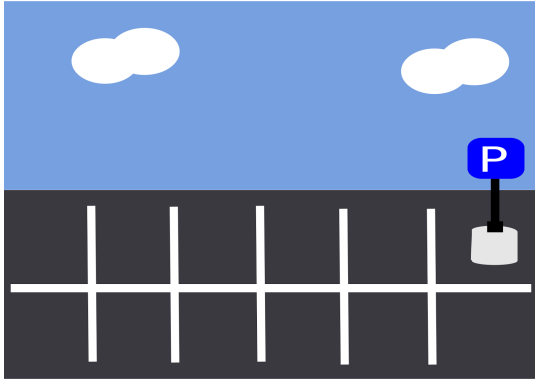
**Apply**

<p><b>Task Analysis II</b></p>	<p><i>How well do you remember the task analysis process?</i> Use this time to connect with your colleagues in your small group to work through the Task Analysis Process on <a href="#">Scaffold 2.8</a>. A thorough task analysis will set up our next and final activity.</p> <p><i>Small group task analysis → whole group consensus</i></p>	
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**Extend**

<p><b>Connecting Task Analysis and the Correspondences through Planning</b></p>	<p><i>How can collaborative task analysis and the correspondences help me and my colleagues plan intentionally with English learners in mind?</i> This time is designed to extend your learning by applying the task analysis tool from Scaffold 2.8, the correspondence matrix on page 163, and the Louisiana Connectors (pp. 164 - 173). Check out the <a href="#">Scaffold 2.9 Lesson Planning Tool</a>.</p> <p><i>Lesson planning in small groups → group share out</i></p>	
<p><b>Session Evaluation</b></p>	<p>Please and thank you for your candid feedback on <a href="#">this short session evaluation</a>.</p>	

### Session Parking Lot



***What's on your mind? Question? Comment?***  
Click the image at left to add your thoughts to the Parking Lot.

### Helpful Resources

- **MOOCs for Louisiana Connectors**
  - [\*Supporting ELs under New Standards\*](#)
  - [\*Constructive Classroom Conversations\*](#)
  - [\*Learning as Evidence: Improving ELLs' Argumentation through Formative Assessment Practices\*](#)
- [\*\*ELPA 21 Professional Development Modules\*\*](#)
  - [\*\*Freedom to Talk\*\*](#) by Kenji and Luis Hakuta
- [\*\*Ten Pedagogical Shifts\*\*](#) from *English Language Learners and the New Standards* (Heritage, Walqui, & Linqianti, 2015)
- **Louisiana Connectors**
- [ELP Standards Matrices](#)
- [ELP Standards Articles](#)
- [Understanding Language Lesson Sequence](#) (PDF)