



VIDEO RESOURCE PACKAGE: ENGLISH LANGUAGE ACQUISITION

Videos Feature Instructor:

Lia Conklin Olson
Ronald M. Hubbs Center for Lifelong Learning
Minnesota

These materials were produced and funded in whole with Federal funds from the U.S. Department of Education under contract number ED-991990024C0045 with StandardsWork, Inc. The content of these materials does not necessarily reflect the views or policies of the U.S. Department of Education, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

2025

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ENGLISH LANGUAGE ACQUISITION ONLINE CLASSROOM OBSERVATION FOR LIA CONKLIN OLSON

What follows is an observation of a lesson taught by Lia Conklin Olson. She serves as an instructor at the Ronald M. Hubbs Center for Lifelong Learning, St. Paul, MN. Her lesson focuses on identifying societal and environmental problems and their solutions in several text formats, including photographs, a website, a video, and an article. The lesson is divided into two parts. Part 1 is filmed. It includes reviewing visual images, a website, and a video to build background knowledge about social entrepreneurship.

The observation provides concrete examples of challenging state academic standards in English language acquisition in daily planning and practice. The observation tool is designed as a professional development tool for instructors, those who support instructors, and others working to implement standards. It is not designed for use in evaluation.

Core Action 1. Lesson content is rigorous and relevant for the level defined by the state-adopted standards.

Core Action 2. Lesson activities prepare students to access the content of the lesson.

Core Action 3. Lesson activities productively engage students in understanding the content.

Core Action 4. Lesson activities solidify or extend students' understanding of what they are reading, writing, and learning.

Core Action 5. Lesson activities build and expand students' academic vocabulary and syntax.

Core Action 6. Lesson activities offer strategic scaffolds to provide learners access to lesson content.



Core Action 1. Lesson content is rigorous and relevant for the level defined by the state-adopted standards.	Y, N, or N/A
A. Instructor establishes well-defined content and language development lesson goals based on the standards.	Y
B. Students are working with challenging content-rich texts that relate to their interests, experiences, culture, and level(s) of learning.	Y
C. Most class time is spent with some combination of reading, writing, speaking, or listening designed to build content and language.	Y

Evidence observed:

Indicator A:

As Lia welcomes students to the online class, she provides them with the content of the day's lesson: "Social Entrepreneurship: Solutions to Environmental Problems." She includes her students in reading aloud the six learning goals for the lesson. The goals give students a framework for what will happen in the lesson and why. The content goals include defining social entrepreneurship and exploring entrepreneurial solutions to environmental problems. The language development goals include interpreting written and spoken texts and using context and morphology to interpret new vocabulary. The targeted CCR standards and corresponding ELP standards are included in her lesson plan. They cover reading, speaking and listening, and language standards appropriate for an Advanced English class. Note that this SIA Classroom video features Part 1 of Lia's lesson, agenda items *01 Warm-Up* and *02 Build Knowledge*.

Indicator B:

Lia uses a website (MitiMeth.com) in the Build Knowledge portion of the lesson to build students' background knowledge of social entrepreneurship. They also use it to explore an example. MitiMeth is a Nigerian company that addresses the negative environmental and social impacts of invasive aquatic weeds by creating sustainable products from water hyacinths. Students view the website to explore entrepreneurial solutions to environmental problems and consider: What makes a business a social entrepreneurship? The Building Knowledge activities set the stage for students to examine another example of social entrepreneurship. This example is in the core text, "Andrew Mapuyo: Paper Bag King," in the Close Reading part of the lesson.



Indicator C:

All activities in the Warm-Up and Build Knowledge portions of the agenda focus on building content knowledge and developing language. These skills are in preparation for reading the core text in the next part of the lesson. The Warm-Up and Build Knowledge in the agenda engage students in reading, writing, speaking, and listening activities aimed at enhancing both content and language skills. Lia prompts students to discuss their experiences with owning a business and to share their reflections on their preview of the MitiMeth website. Afterward, they watch a short video that describes the company, and they draw evidence from the website to answer questions on a graphic organizer.



Core Action 2. Lesson activities prepare students to access the content of the lesson.	Y, N, or N/A
A. Instructor explicitly links lesson content to previous lessons or students' prior knowledge.	Y
B. Instructor offers a range of brief and engaging auxiliary resources to build students' knowledge and vocabulary about lesson content. This includes such resources as visual images, videos, and supplementary texts.	Y
C. Instructor draws on students' funds of knowledge about the topic and content of the lesson and provides opportunities for peer-sharing.	Y

Evidence observed:

Indicator A:

This is a new lesson, and Lia doesn't link to previous lessons. In the warm-up activity, however, students draw on their prior knowledge of business ownership and entrepreneurship.

Indicator B:

Lia employs multiple modes of communication to teach her students, including oral/verbal, written, visuals, and electronic. During the warm-up activity, Lia presents a photo montage of individuals in different entrepreneurial contexts. She uses these images to introduce the concepts of business and entrepreneurship. The MitiMeth website, along with its short descriptive video, further illustrates the idea of social entrepreneurship and the problem-solution relationship it entails. While reviewing the essential vocabulary for the MitiMeth website, Lia shows images of the harmful water hyacinth and its invasiveness on Lake Victoria. Supplementary texts and resources are accessible in Google Classroom. Lia also shares a link to the MitiMeth website on the PowerPoint slide and in the chat.

Indicator C:

Students move into their breakout groups to respond to questions about owning a business, explicitly drawing on their knowledge and experiences. They share various examples of owning a business or knowing someone who has owned one in their home countries or the U.S. They also use their funds of knowledge when discussing the MitiMeth example. Lia utilizes resources from Nigeria and Uganda. One student possesses knowledge about water hyacinths in their home country. There are chances for peer-sharing throughout the lesson through breakout groups and class discussions. At several moments, we can hear students building on each other's responses and posing questions to one another.



Core Action 3. Lesson activities productively engage students in understanding the content.	Y, N, or N/A
A. Instructor sequences activities to support students delving deeper into content to build their understanding of key information.	Y
B. Students participate actively in collaborative learning activities where they build on each other's insights and develop their language skills.	Y
C. Students display persistence with tasks about demanding content.	Y

Evidence observed:

Indicator A:

Part 1 of the lesson presents a comprehensive and thoughtful sequence of activities designed to support students in diving deeper into the content. First, Lia introduces the concept of business. Then, she expands this idea to encompass social entrepreneurship as a specific example of a type of business. Next, students investigate the definitions of entrepreneur and entrepreneurship, connecting them to the word social [00.10.47.00]. Finally, to understand what defines social entrepreneurship, Lia previews essential vocabulary related to the MitiMeth example before accessing the MitiMeth website and informational video [00.18.05.00]. This culminates in examining the three elements of social entrepreneurship: identifying issues, brainstorming solutions, and developing a business idea [00.30.53.00]. These activities will assist students as they engage deeply with the core text, “Andrew Mapuyo: Paper Bag King,” in Part 2 of the lesson.

Indicator B:

Lia uses breakout groups to allow students to collaborate and learn from each other in Part 1 of the lesson. We see students actively engaged in sharing their experiences of business ownership. This enables them to delve into the content and practice their collaborative language skills. Students support one another and seek clarification using phrases like, “I don’t know...Do you know someone, Rigat?” [00.05.19.00]. Additionally, students work together and deepen their understanding during whole-class activities. Sometimes, students correct each other, while others elaborate on and enhance an idea [00.07.48.00]. Lia assigns them roles such as leader, timekeeper, and reporter to aid their collaborative efforts [00.34.16.00]. It’s evident that students frequently do this, as they readily assume their respective roles to facilitate the discussion.



Indicator C:

Lia encourages and reassures her students throughout the lesson. Students remain engaged with the content and tasks, persisting throughout the lesson. Lia is responsive to students when they struggle with the questions and activities. For instance, when students struggle to answer the three questions on the graphic organizer, Lia replays the informational video. She pauses it at appropriate points to guide students' thinking and responses [00.29.28.00]. Lia monitors students to check their progress and ensure they stay engaged. At various points in the lesson, she calls on students who have been quiet. She seeks their input to make sure they remain engaged and understand that their comments are valuable.



Core Action 4. Lesson activities solidify or extend students' understanding of what they are reading, writing, and learning.	Y, N, or N/A
A. Students have varied opportunities to demonstrate their understanding of the lesson's core content and its vocabulary through research, writing, or presentations.	N/A
B. Students have varied opportunities to apply what they are learning in authentic adult-oriented contexts.	Y
C. Instructor ends the class by: <ul style="list-style-type: none">• Reviewing lesson objectives;• Providing students with opportunities to reflect on their learning; and• Previewing the next class session and explaining how it will build upon today's activities.	N/A

Evidence observed:

Indicator A:

We only observed the initial part of the lesson before students read the core text, so there is no opportunity to observe this indicator.

Indicator B:

In the current lesson, students are asked to reflect on their experiences of owning a business or knowing someone who does. Owning a business provides an authentic, adult-oriented context. It's evident from student contributions that Lia recognized this would be a subject of great interest for her students. In the next part of the lesson, the adult-oriented context will deepen. Students will investigate how entrepreneurs persuade others to support their companies and purchase their products.

Indicator C:

The video captures only Part 1 of a two-part lesson, so this indicator is unavailable for observation.



Core Action 5. Lesson activities build and expand students' academic vocabulary and syntax.	Y, N, or N/A
A. Instructor provides systematic work with academic and domain-specific words and phrases specific to the content of the lesson.	Y
B. Instructor highlights syntactically complex sentences from the lesson content for special examination and discussion.	N/A
C. Instructor provides students with opportunities to use newly learned words and phrases in their writing and discussions.	Y

Evidence observed:

Indicator A:

The vocabulary crucial to understanding the lesson content is examined in detail. The root word entrepreneur is analyzed alongside the suffixes *-ship* and *-ial* [00.10.47.00]. This analysis offers valuable practice in applying English morphology to ascertain the meanings of words and phrases, including their various forms. Attention is also directed toward the French cognate *entreprendre*. Before previewing the website, students review key domain-specific terms: *water hyacinth*, *invasive weed*, *aquatic*, *handicrafts*, *woven*, and *sustainable* [00.18.05.00].

Indicator B:

This indicator is not possible to observe because the lesson focuses on a video rather than a written text.

Indicator C:

When responding to the three questions about the MitiMeth business, students use the terms *water hyacinth*, *invasive weed*, *aquatic*, *handicrafts*, *woven*, and *sustainable*. In the second part of the lesson, students will discuss the text using the terms *entrepreneurship*, *entrepreneurial*, and *entrepreneur*.



Core Action 6. Lesson activities offer strategic scaffolds to provide learners access to lesson content.	Y, N, or N/A
A. Instructor creates opportunities for students to learn through a series of social and academic interactions.	Y
B. Instructor provides such supports as sentence frames, visuals, graphic organizers, and student-friendly glossaries to promote understanding.	Y
C. Instructor allows students to use their home language in various ways to build understanding and facilitate access to learning activities.	N

Evidence observed:

Indicator A:

Lia offers numerous opportunities for students to interact with her and one another. She fosters a positive rapport with students, who respond by staying engaged. Here are three examples: 1) She encourages students to shout out answers at the beginning of the lesson [00:03:00:00]. 2) She invites volunteers to share information and answer questions with the entire class [00:26:46:00]. 3) She has collaborative teams working in breakout groups [00:04:20:00] and team reporters sharing their discussions with the whole class [00:08:33:00]. Generally, students keep their cameras on, which allows Lia to gauge their level of engagement. Lia also calls on quieter students periodically throughout the lesson. Students utilize the “hands up” feature when they want to volunteer information, enabling Lia to call on them efficiently.

Indicator B:

Lia uses many supports throughout the lesson. Some of these are content and language supports, and others are technology supports:

1. The learning goals and agenda are presented clearly and thoughtfully.
2. The Google Slides presentation used by Lia throughout the lesson is divided into sections to signal the transitions from one activity to another.
3. The visual images of different types of businesses spark a discussion about entrepreneurship. As students move to breakout groups, they lose access to Lia’s presentation. She encourages them to take a photo of the slide or download it from Google Classroom [00.04.28.00].
4. In the Google Slides presentation, a graphic organizer clearly outlines the three questions students need to address. The following slide effectively and clearly presents the three components of social entrepreneurship.



Indicator C:

Students occasionally utilize their home language. Lia draws attention to the French cognate for entrepreneur, and another student mentions *water hyacinth* in their home language. However, students could benefit from using their home languages to deepen their understanding of the concepts. This practice could be integrated into future lessons by forming teams of students who share a home language.



ENGLISH LANGUAGE ACQUISITION HYFLEX CLASSROOM OBSERVATION FOR LIA CONKLIN OLSON

What follows is an observation of a lesson taught by Lia Conklin Olson, an instructor at the Ronald M. Hubbs Center for Lifelong Learning in St. Paul, MN. Her lesson introduces a unit on Aging and focuses on defining “old.” Students watch a video to determine the point of view of its creator and featured subject. They use evidence from the video to support their conclusions. Students also share their points of view about what it means to be “old.”

The observation provides concrete examples of challenging state academic standards in English language acquisition in daily planning and practice. The observation tool is designed as a professional development tool for instructors, those who support instructors, and others working to implement standards. It is not designed for use in evaluation.

Core Action 1. Lesson content is rigorous and relevant for the level defined by the state-adopted standards.

Core Action 2. Lesson activities prepare students to access the content of the lesson.

Core Action 3. Lesson activities productively engage students in understanding the content.

Core Action 4. Lesson activities solidify or extend students’ understanding of what they are reading, writing, and learning.

Core Action 5. Lesson activities build and expand students’ academic vocabulary and syntax.

Core Action 6. Lesson activities offer strategic scaffolds to provide learners access to lesson content.



Core Action 1. Lesson content is rigorous and relevant for the level defined by the state-adopted standards.	Y, N, or N/A
A. Instructor establishes well-defined content and language development lesson goals based on the standards.	Y
B. Students are working with challenging content-rich texts that relate to their interests, experiences, culture, and level(s) of learning.	Y
C. Most class time is spent with some combination of reading, writing, speaking, or listening designed to build content and language.	Y

Evidence observed:

Indicator A:

Lia communicates clear learning objectives for the session. The class follows an organized plan. The first activity is to read the content and language development goals. They are clear, well-defined, and encompass the main features of the lesson, helping to contextualize the activities for the students. They provide students with a framework for what will occur in the lesson and the reasons behind it. The content goals include examining the meaning of “old” and exploring various perspectives on aging. Language goals involve interpreting a video and analyzing the points of view of both the video creator and its subject. Another goal is using morphology to understand vocabulary. The targeted CCR standards and corresponding ELP standards are included in her lesson plan. They cover reading, speaking and listening, and language standards appropriate for an Advanced English class.

Indicator B:

Lia uses the video text to challenge students to identify the main idea/purpose and compare evidence for positive and negative perspectives on aging. The text is a National Geographic Learning, World Link, Level 3 video. It features the perspective of a 98-year-old woman discussing what it means to be “old” in the U.S. Using this video on aging gives students the opportunity to explore point of view. Students can also reflect on how an author conveys their viewpoint through the information presented and the language used. Students are encouraged to support their ideas with evidence and specific examples. This resource serves as a springboard for students to share their perspectives on aging in their countries and cultures.



Indicator C:

All class activities emphasize content knowledge and language development. This activity focuses on a spoken text, so students spend much of their time viewing and speaking about the video content. They also analyze the visual image used in the warm-up activity. The Jigsaw activity requires notetaking as students document their evidence for Evelyn's and the video creator's points of view. At the end, the activity requires students to write about their common view of aging in their home country.



Core Action 2. Lesson activities prepare students to access the content of the lesson.	Y, N, or N/A
A. Instructor explicitly links lesson content to previous lessons or students' prior knowledge.	N/A
B. Instructor offers a range of brief and engaging auxiliary resources to build students' knowledge and vocabulary about lesson content. This includes such resources as visual images, videos, and supplementary texts.	Y
C. Instructor draws on students' funds of knowledge about the topic and content of the lesson and provides opportunities for peer-sharing.	Y

Evidence observed:

Indicator A:

This lesson introduces a unit on Aging in America. The content topic is new and does not connect to the content in previous lessons. However, students have been practicing skills such as identifying opinions vs. facts, which sets the stage for considering an author's point of view. Lia introduces the concept of point of view at 00.05.05.00. In her interview, Lia discusses presenting this new concept [00.11.37.00]. Students draw on their prior knowledge of points of view and aging during the warm-up activity.

Indicator B:

To introduce the topic of perspectives on aging, Lia uses a striking visual image of a group of adult high school graduates. One graduate appears to be much older than the others. This image encourages students to discuss ideas about growing old in America and explore various viewpoints. The activity involves reflecting on the language and punctuation of the photo's caption, including the exclamation mark at the end of it. Highlighting this punctuation helps students gain insight into the graduate's positive perspective regarding an older person in their graduating class [00.14.01.00]. Specifically, students interpret the graduate's optimistic view of aging. Although Lia only uses one auxiliary resource, it is engaging and very effectively introduces the topic of aging and point of view.



Indicator C:

Lia greets her students by name at the beginning of the lesson and maintains direct connections with them throughout. Her individual attentiveness to students demonstrates respect and fosters a welcoming classroom atmosphere. Students respond by actively contributing their reflections and opinions. The final activity for students, as detailed in the lesson plan, involves writing about a shared perspective on aging in their home country. This homework assignment encourages students to draw on their personal experiences and knowledge as well as the viewpoints of their families, friends, and community. Students will share their insights with one another through this collaborative streaming application.



Core Action 3. Lesson activities productively engage students in understanding the content.	Y, N, or N/A
A. Instructor sequences activities to support students delving deeper into content to build their understanding of key information.	Y
B. Students participate actively in collaborative learning activities where they build on each other's insights and develop their language skills.	Y
C. Students display persistence with tasks about demanding content.	Y

Evidence observed:

Indicator A:

The warm-up activity is designed to support students delve deeper into the content. First, Lia introduces the concept of aging by presenting an unusual image of an older individual [00.03.49.00]. Second, she uses the warm-up to introduce a point of view, as the “author” of the photo is not the older person. By exploring the language of the caption, students can evaluate the author’s perspective [00.14.01.00]. The video segment follows a similar pattern: students identify main idea and details, then assess both the author’s and interviewee’s (Evelyn’s) points of view. Originally, Lia planned three viewings of the video after the warm-up activity. The first viewing was to focus on the main idea and purpose (questions 1 and 2). The second viewing was to target details (questions 3-6), and the third was to determine specific aspects of the points of view. However, in real time, she realizes (through informal monitoring) that students only need to watch it twice [00.27.10.00]. In the classroom, students could answer the questions about the main idea and details (questions 1–6) after viewing the video just once. In response, Lia adjusts the lesson. She then asks students to watch the video a second time to gather evidence from Evelyn’s and the video creator’s points of view. This is the most challenging aspect of the lesson.

Indicator B:

The Jigsaw activity allows students to work in teams to discuss evidence for their assigned points of view. Students work collaboratively to answer questions and agree on the evidence to present to the other students [00.33.54.00]. Lia’s structured activities promote a community of learners who process and interpret content together. In the lesson plan, Lia notes that a longer class time would allow for more collaborative work to answer the warm-up questions.



Indicator C:

Lia stays positive, upbeat, and encouraging throughout the lesson. Students are comfortable elaborating on and adding detail to each other's responses. They remain engaged with the content and tasks, persisting throughout the lesson. During whole-class activities, both online and face-to-face, students consistently volunteer information and contribute to the discussion. For instance, in the Jigsaw group, Lia interacts face-to-face with Group B to facilitate their discussion of Evelyn's perspective [00.36.17.00]. Lia notes that she wrote the last four Jigsaw activity questions to challenge the students, yet they stayed focused on the task.



Core Action 4. Lesson activities solidify or extend students' understanding of what they are reading, writing, and learning.	Y, N, or N/A
A. Students have varied opportunities to demonstrate their understanding of the lesson's core content and its vocabulary through research, writing, or presentations.	Y
B. Students have varied opportunities to apply what they are learning in authentic adult-oriented contexts.	Y
C. Instructor ends the class by: <ul style="list-style-type: none">• Reviewing lesson objectives• Providing students with opportunities to reflect on their learning; and• Previewing the next class session and explaining how it will build upon today's activities.	Y

Evidence observed:

Indicator A:

Lia provides diverse opportunities for learners to engage with the content beyond traditional lectures. She effectively implements active learning strategies, which include collaborative discussions, peer sharing, and independent thinking time to engage learners. These social and academic interactions create opportunities for students to grasp and demonstrate their understanding. For instance, each Jigsaw group presents its findings to the other group. Groups A and B share their insights face-to-face [00.45.04.00]. The online groups also exchange information with each other. The final stream assignment asks students to write about a common point of view about being “old” in their home countries.

Indicator B:

The stream assignment encourages students to reflect on common attitudes toward aging in their home countries. It prompts them to connect what they have learned about aging in the U.S. with their cultural perspectives. The culminating assignment of the unit requires students to interview an elderly person and share both that individual's and their own perspectives on aging. All these activities provide authentic, adult-oriented contexts in which her students will engage.



Indicator C:

The opportunity to apply what they have learned in the stream assignment encourages students to reflect on their understanding. While Lia does not thoroughly review the lesson objectives or explicitly prompt students to reflect on their learning, she does preview the upcoming lesson. She also asks students to answer a question about their views on aging in their own countries. The information she shares with students indicates that the lesson will continue to explore the theme of aging in America.



Core Action 5. Lesson activities build and expand students' academic vocabulary and syntax.	Y, N, or N/A
A. Instructor provides systematic work with academic and domain-specific words and phrases specific to the content of the lesson.	Y
B. Instructor highlights syntactically complex sentences from the lesson content for special examination and discussion.	N/A
C. Instructor provides students with opportunities to use newly learned words and phrases in their writing and discussions.	Y

Evidence observed:

Indicator A:

Lia asks students to explore adjectives that are essential for understanding Evelyn's perspective in the video. They include *heartbroken*, *useless*, *careful*, and *fearful*. Then, Lia breaks down the words into their parts to provide practice using English morphology to determine the meanings of words and phrases [00.24.11.00].

Indicator B:

This indicator is not possible to observe because the lesson focuses on a video rather than a written text.

Indicator C:

The adjectives *heartbroken*, *useless*, *careful*, and *fearful* provide essential clues about Evelyn's point of view on aging. In their Jigsaw groups, students use these adjectives to describe the positive point of view of the video creator [Jamboard 00.45.20.00].



Core Action 6. Lesson activities offer strategic scaffolds to provide learners access to lesson content.	Y, N, or N/A
A. Instructor creates opportunities for students to learn through a series of social and academic interactions.	Y
B. Instructor provides such supports as sentence frames, visuals, graphic organizers, and student-friendly glossaries to promote understanding.	Y
C. Instructor allows students to use their home language in various ways to build understanding and facilitate access to learning activities.	N

Evidence observed:

Indicator A:

Lia establishes a positive rapport with her students through her cheerful demeanor, the use of their names, a positive mindset, and consistent encouragement. Students show they are comfortable contributing in class. Lia actively monitors student engagement and calls on quieter individuals. She offers multiple opportunities for students to interact with her and one another. During teacher-learner interactions, she encourages students to express their thoughts and understanding instead of merely answering questions or transmitting information. Other interactions involve the whole class sharing ideas, with many students responding to questions simultaneously [00.03.53.00]. There are also requests for individual volunteers to share insights and answer questions for the entire class [00.27.23.00]. Lia promotes the idea of students building on each other's understanding by asking if anyone has anything to add to a peer's comment. Sometimes, students independently expand on one another's ideas, providing additional information or clarification during whole-class interactions. For instance, during the Jigsaw activity, students work collaboratively in teams, and then team representatives present their information to the class at the end [00.45.04.00]. In collaborative work, online students meet in breakout groups, while in-person students gather at tables.

Indicator B:

Lia uses many supports throughout the lesson:

1. The learning goals and agenda are presented clearly and thoughtfully [00.02.46.00].
2. Lia uses a Google Slides presentation throughout the lesson. The presentation is divided into sections to indicate the transition from one activity to the next.
3. The high school graduation photo effectively sparks a conversation about aging, making it relatable for all students.
4. Graphic organizers help present complex information, including points of view. Other graphic organizers and Jamboards facilitate notetaking and clarify expectations for the point-of-view activities.



Indicator C:

There is no evidence of students using their home language to build understanding. However, doing so might have been helpful in the Jigsaw activity, which was a more challenging aspect of the lesson. Using home language could be incorporated into future lessons by establishing teams of students who share a home language.