



Project LUISA

Language Understanding to Improve Student Achievement

## Session 1. April 11, 2013

1. Introduction: The Grammatical Pendulum Swing (8-9:00)
2. Language Functions and Forms (9:15-9:45)
3. Review and Discussion of Articles (9:45-10:20)
4. Integrating ELD into a Language Arts lesson (10:20-11:00)
5. ELLs and Grammar (11:00-11:30)
6. Lunch
7. ELD and Content; example lessons (12:30-1:15)
8. CCSS & ELD (1:15-1:30)
9. Team Collaboration Time (1:45-3:30)
10. Looking Forward





# Language Functions

refer

to things and  
information

create

songs, poems,  
stories, jokes

narrate

persuade

inform

describe

interpret

evaluate

summarize

generalize

ask for information

ask for clarification

ask for agreement

request

offer

summon

greet

conclude

refuse

complain

complement

interact

socially

thank

forgive

apologize

congratulate

express

emotions  
and  
opinions

paraphrase

introduce

predict

hypothesize

metalingual

to discuss and  
describe language

direct

advise

warn

threaten

# Which Functions do we need to teach?

refer

to things and  
information

create

songs, poems,  
stories, jokes

narrate

persuade

inform

describe

express  
emotions  
and  
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congratulate



# Language Functions (in school) ODE requirements

## Asking

informational questions  
clarifying questions

## Giving Information

Expressing needs and likes  
Expressing and supporting opinions

Retelling/relating past events

Literary analysis

Persuading

Describing people, places, things  
Describing spatial and temporal relations  
Describing actions

Sequencing

Defining

Explaining

Generalizing

Summarizing

Comparing

Contrasting

Cause and effect

Interpreting

Evaluating

Drawing conclusions

Making predictions

Hypothesizing and speculating

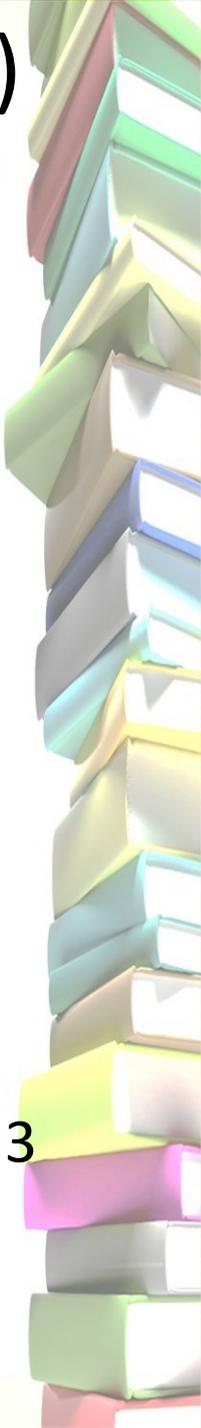
# Language Functions and Forms (in school)

What function stands out in this passage? Given Function

Describing people, places, things

When we had reached the nearby shore, we saw a deep cave overhung with laurels at the cliff's edge close to the sea. Large herds of sheep and goats were penned there at night and round it was raised a yard walled by deep-set stones, tall pines and high-crowned oaks.

from "The Odyssey," *Springboard*, Level 3



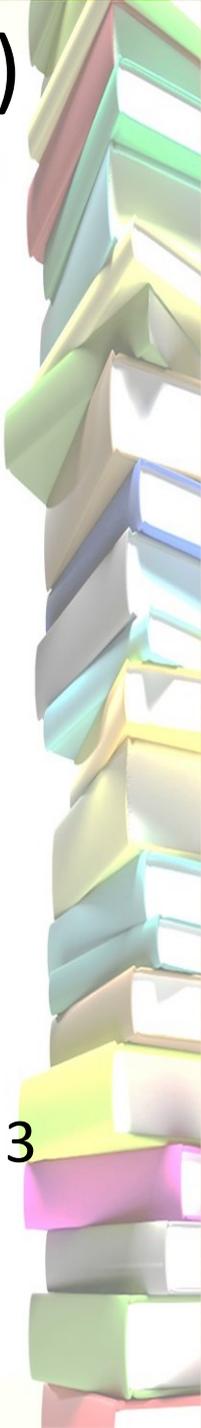
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Certain **Forms** are likely to occur with a given Function

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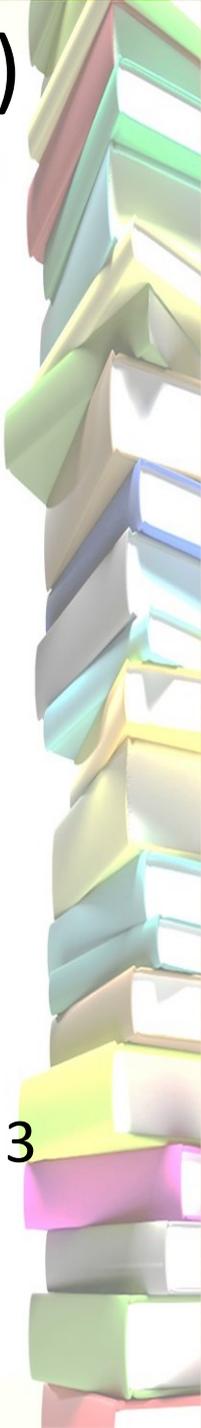
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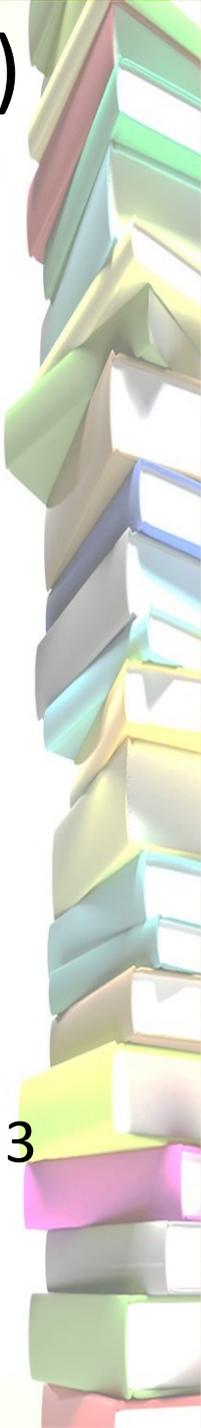
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What function stands out in this passage?

Explaining

Why has Quicksilver, a manufacture of surf and skate clothing, along with thirty other companies, paid to have its logos planted within the PlayStation game “Tony Hawk’s Pro Skater 3?” Because video gaming did \$9.4 billion worth of business in 2001. And because the Tony Hawk games have had \$450 million in sales since 1999. And because all those games are played more than once, which makes a big difference if you are a brand hoping to be embraced by young buyers.

from “Branded: The Buying and Selling of Teens” *Springboard*, Level 3



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What if **Functions** stand like buttons in this passage? Given Function

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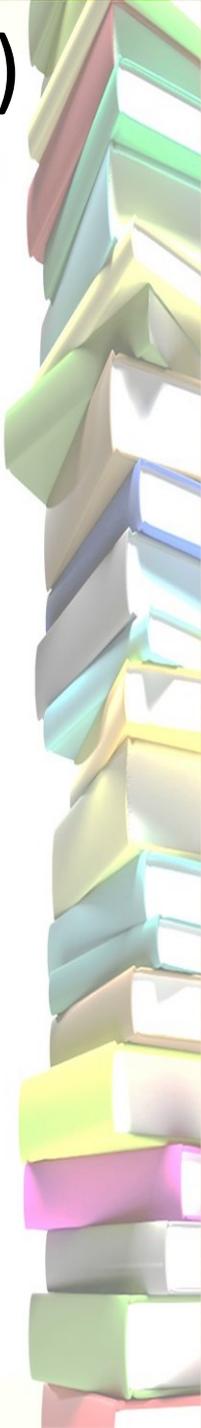
# Language Functions and Forms (in school)

What function stands out in this passage?

Evaluating

The One campaign urges the United States to increase its spending on foreign aid to 1 percent of its budget, and implores rich nations to forgive the billions of dollars African nations owe to international organizations such as the World Bank. Last week, the proverbial stars appeared to have aligned for the literal ones: President George W. Bush signed off on a deal with British Prime Minister Tony Blair to forgive African debt.

from "When Stars Align" *Springboard* Level 3



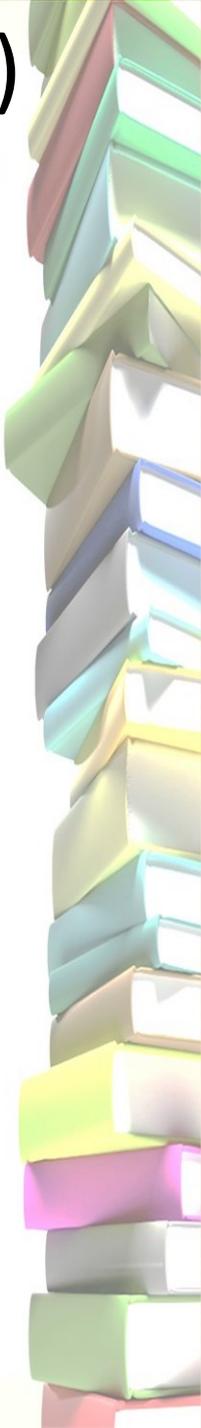
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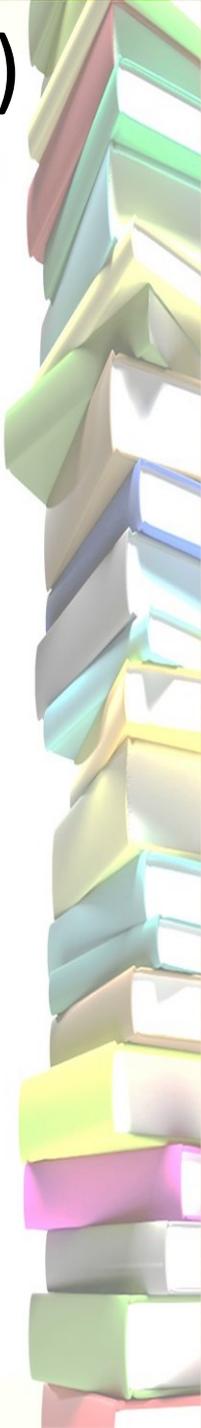
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# Language Functions and Forms (in school)

What functions stand out in this passage? Given Function

Evaluating

~~hassels~~

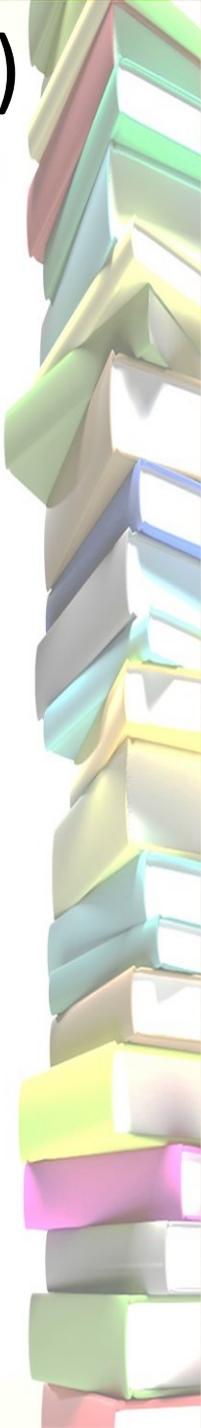
The One campaign ~~urges~~ the United States to increase its spending on foreign aid to 1 percent of its budget, and ~~whines to implores~~ rich nations to forgive the billions of dollars

African nations owe to international organizations such as

the World Bank. Last week, ~~the proverbial stars appeared~~ the Earth tilted dangerously off balance: ~~to have aligned~~ for the literal ones: President George W.

Bush signed off on a deal with British Prime Minister Tony ~~dismiss~~ Blair to ~~forgive~~ African debt.

from "When Stars Align" *Springboard* Level 3



# Language Functions and Forms (in school)

Certain Forms may not always occur with a given Function

Retelling/relating past events

President Abraham Lincoln was taking a vote in a cabinet meeting on whether to sign the Emancipation Proclamation. All his cabinet secretaries vote nay, whereupon Lincoln raises his right hand and declares: 'The eyes have it'.



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# Language Functions and Forms (in school)

But Carolinda just banged on pots and pans for good measure. The people of Pupickton hid under their beds and lived in fear. "Any minute now," they whispered, "you'll wake the giant!"

"I can't help it!" she shouted. "I love NOISE!"

Hearing Carolinda, birds began to chirp. Cows began to moo. Dogs barked and howled. Cats yowled.

Sure enough, one morning, the ground began to tremble. The people heard a low rumble....

The rumble became a grumble...

...and the grumble became a tumble of words so low and loud and old and rusty that everyone knew it could be only one thing. And they were terrified.

WHO WOKE MEEE UP?

"Carolinda," the people whispered. "Now you've done it. You woke the giant. You must go and tell him to go back to sleep."

"Oh, dear!" said Carolinda. "Must I?"

"Yes," they whispered. "You must!"

Trembling, Carolinda went up the hill called Giant's Chest and into a tangled forest called Giant's Beard, up to The Mouth, a huge, dark cave full of moans and sighs.

Singing made her feel a *little* less frightened. But just a little.

Waterfalls ran down both sides of a peak called The Nose from ponds called The Eyes.

"Excuse me, Mr. Giant, sir. I am Carolinda Clatter. It was I who woke you."

"Is it you," rumbled the voice, "who sings the beautiful songs and makes the beautiful music?"

"It's just noise," said Carolinda. "But it's what I love to do."

"It's MUSIC!" said the giant. "I haven't heard music for thousands and thousands of years! It makes me HAPPY! It makes me want to get up and dance with the moon! I'm in love with her, you know, but she won't have me..."

"Mr. Giant, sir..." said Carolinda.

It is likely that a text displays several functions in close proximity.

Describing people, places, things

Describing spatial and temporal relations

Retelling/relating past events

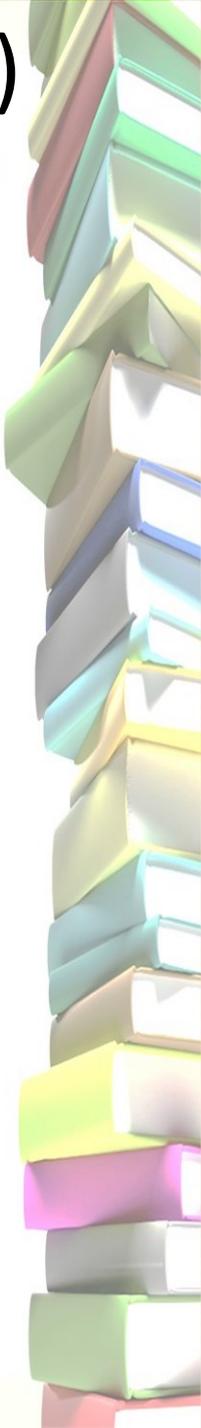
Describing actions

Defining

Explaining

Drawing conclusions

Making predictions

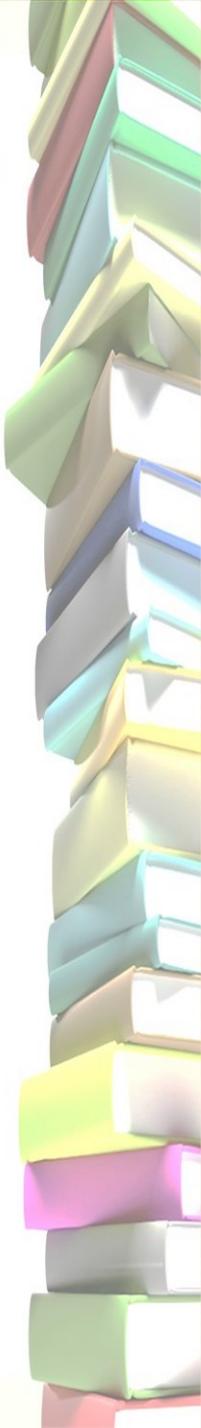




# Teaching Grammar

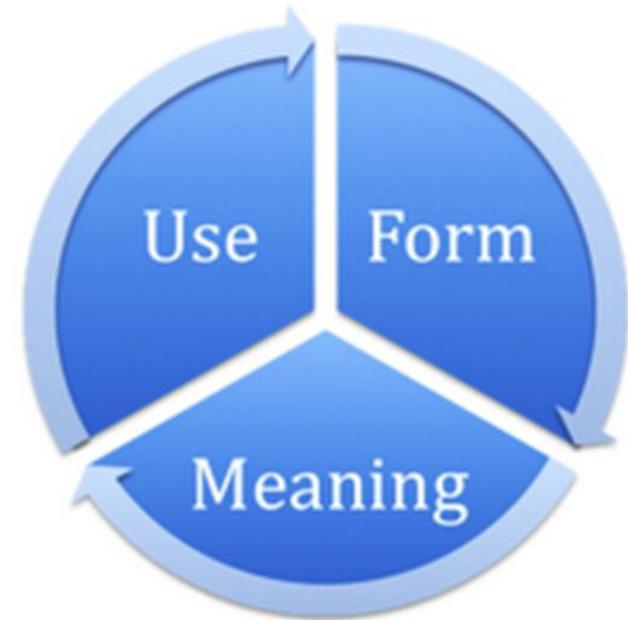
(Larsen-Freeman, 2001)

- Communicative approaches emphasize language use over rules of language use.
- We do not want our students to learn grammatical facts. What we hope to do is to help them use grammatical structures accurately, meaningfully, and appropriately.
- Research has shown that teachers who focus on students' attention on linguistic form **during communicative interactions** are more effective than those who never focus on form or who only do so in decontextualized grammar lessons.



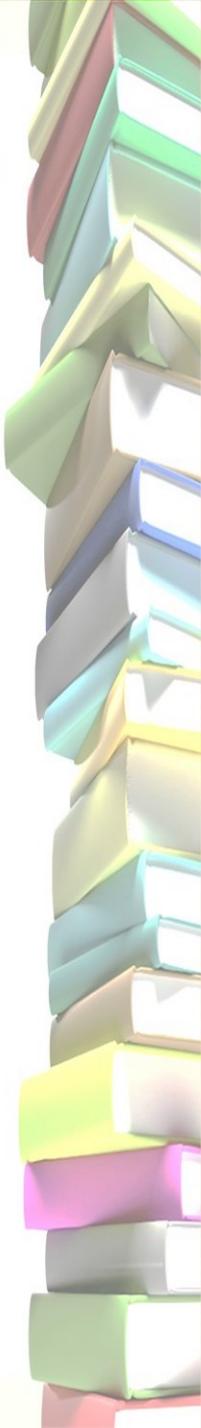
# Three-Dimensional Grammar Framework

- In dealing with the complexity of grammar, three dimensions must concern us:
  - **Form/Structure** (*Morphology & Syntax*)
  - **Meaning** (*Semantics*)
  - **Context-appropriate Use** (*Pragmatics*)



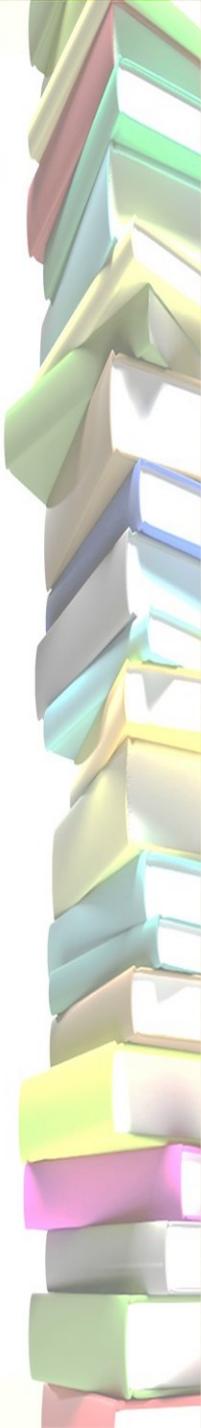
# The Learning Process

- Learners do not learn structures one at a time
- Learning is a **gradual process** involving the mapping of form, meaning, and use. Structures do not appear in a learner's language fully developed and error-free
- It is not uncommon for learners to master a particular structure and then to start making errors when new structures are introduced (*e.g., She speaks English, and then She cans speak English*)
- Since different aspects of form, meaning and use may be acquired at different stages of L2 development, it is important to **recycle** grammar points throughout the curriculum.



# The Teaching Process

- Traditional grammar teaching included lessons taught in three phases: presentation, practice, and production
- Communicative approaches start with a task or content-based material. The grammar that is taught supports students in the completion of the task or their making sense of the content.
- Activities should encourage **meaningful practice of a form/pattern** (not repetition or isolated drills/exercises)
- The three dimensions do not always need to be present in one lesson. The teacher prioritizes them depending on students' needs.
- **“Grammaring”** is a skill that needs to be developed.





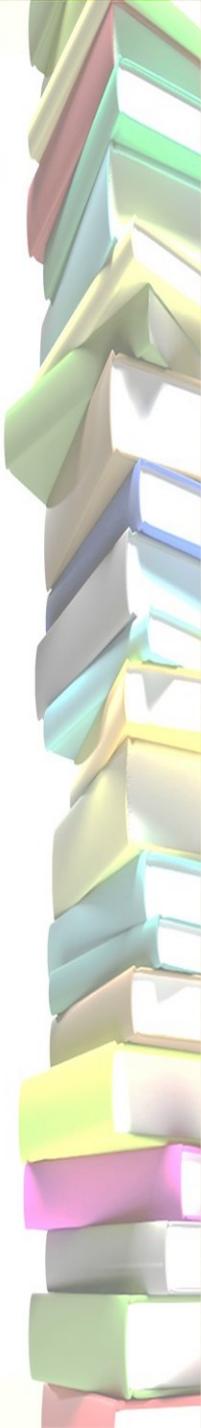
# Classification of Language Functions and Forms for 9<sup>th</sup> Grade English/Language Arts

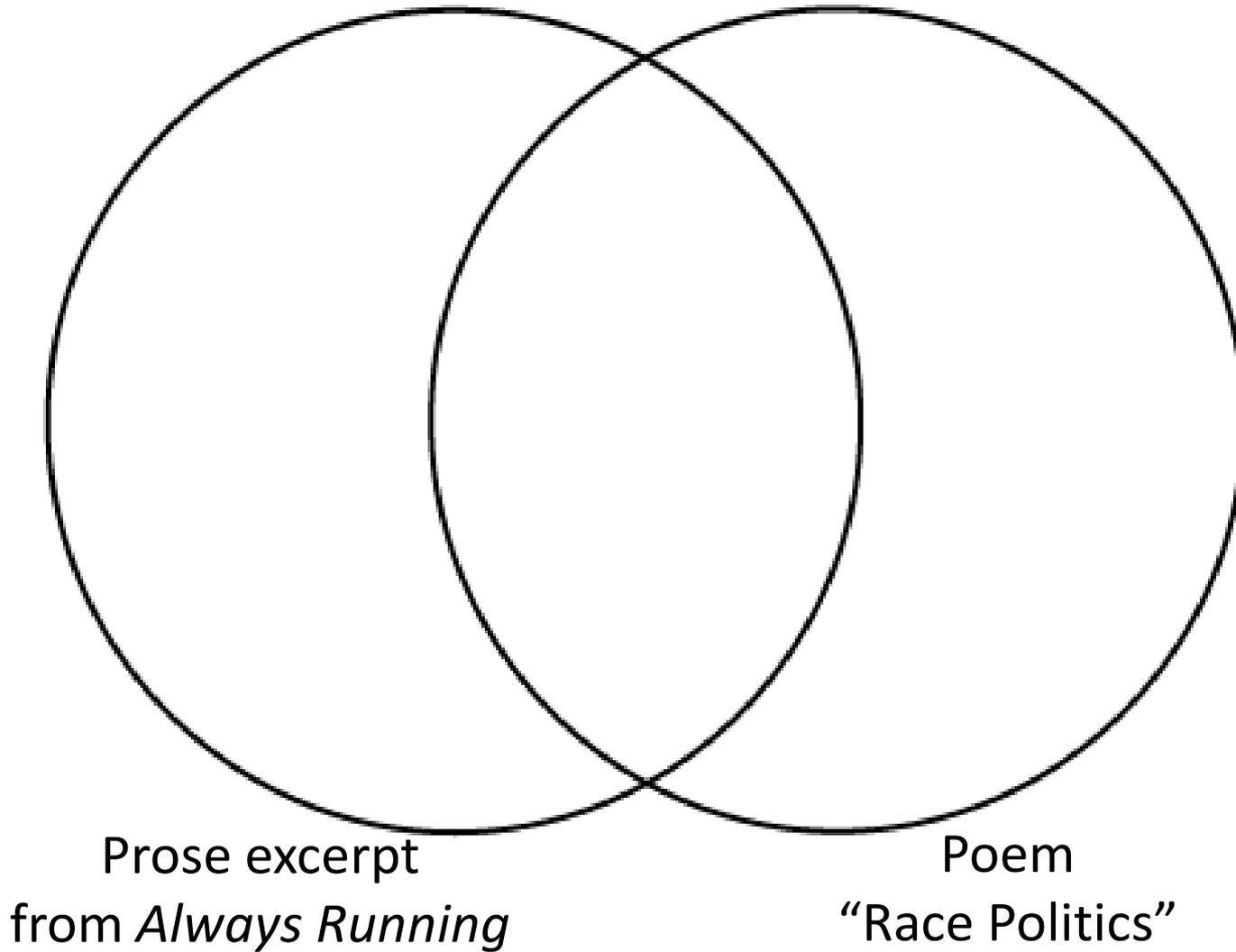
Blue text = suggested sentence frames

*Italic text* = examples of the target language form

Red text = specific target forms

Unit	Language Function	Beginning/Early Intermediate	Intermediate	Early Advanced/Advanced
Two Versions of the Same Incident (with Luis J. Rodriguez)	Contrasting	<p>The _____ is _____.</p> <p><i>The story is long.</i></p> <p><i>The poem is short.</i></p> <p>Sentences with subject/verb/adjective showing similarities and differences.</p>	<p>The ___ is ___, but the ___ is _____.</p> <p><i>The story is long, but the poem is short.</i></p> <p>Subject/verb/adjective using <i>like</i> or <i>but</i></p>	<p>The story is/has _____.</p> <p>The poem, _____ is/has _____.</p> <p><i>The story has more explanation. The poem, on the other hand, has more emotion.</i></p> <p>Connectors and contrasting words</p>





## Student Example with the Intermediate Sentence Frame

The story is more in-depth, but the poem is to the point.

## Student Example with the Early Advanced/Advanced Sentence Frame

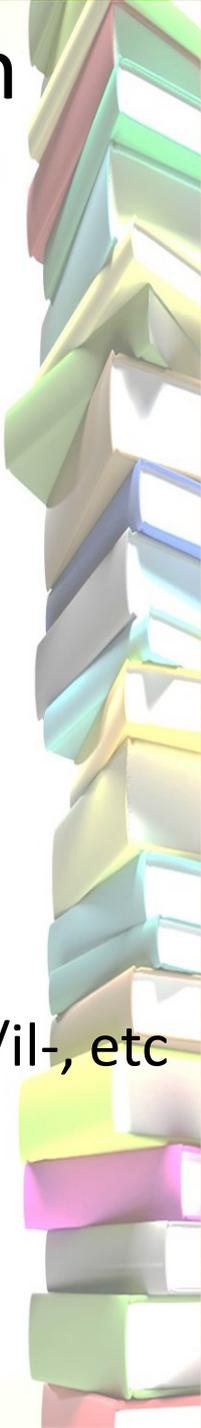
The story is very descriptive and full of detail,  
with a lot of emotions; however the poem is  
more to the point with less emotions.



# Morphology: the study of word formation

## What teachers should be aware of

- inflectional morphemes (*do not change PoS*)  
in English, only **suffixes**
  - on nouns: plural marker (**-s, -es**), possessive (**-'s, -s'**)
  - on verbs: tense and aspect markers (**-ed, -en, -ing**)  
present tense, singular subject marker (**-s**)
  - on adj: degree markers (**-er, -est**)
- derivational morphemes (*change PoS and/or meaning*)  
in English, **prefixes and suffixes**
  - re-, auto-, ex-, un-, dis-, mis-, co-, de-, pre-, in/im/ir/il-, etc
  - -er, -sion, -tion, -ist, -ful, -ness, -ity, -ly, -ment, etc.
- root words and combinations



# Prefixes and Suffixes in ELL students' writing

Example

Many student○ consider○ how to choose○ words but lack○ sufficient○ knowledge○ of vocabulary○ in context.○

## Inflectional affixes

- s, -ies (plurality)
- ing (progressive)
- 's (possession)
- s (3<sup>rd</sup> sing verb)
- ed (past tense)
- en (participle)
- er, -est (adj degree)

## Derivational affixes

- ation (verb to noun)
  - ly (adjective to adverb)
  - able (noun to adjective)
  - ual (noun to adjective)
- prefixes:  
un- (opposite), non- (not),  
etc., etc.

# Prefixes and Suffixes in ELL students' writing

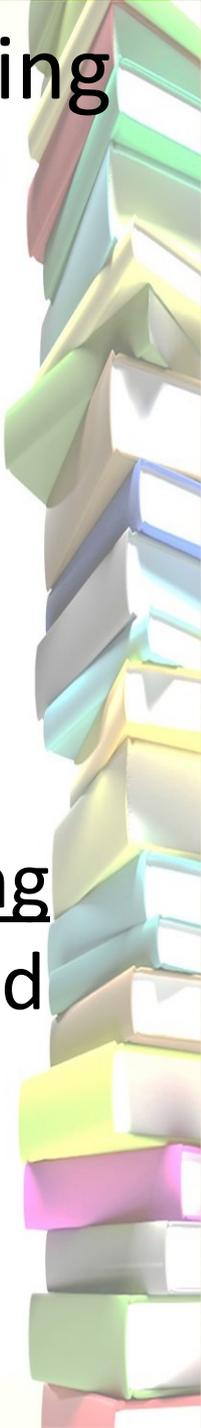
## Examples

Some crimes, such as hi jack and rob are conducted using Airsoft guns.

hijacking and robbery

It accurately point\_ that lots of farmlands\_ losing is one factor which led to food lacking around the world.

points out, farmland, loss, a lack of food (or food shortage)



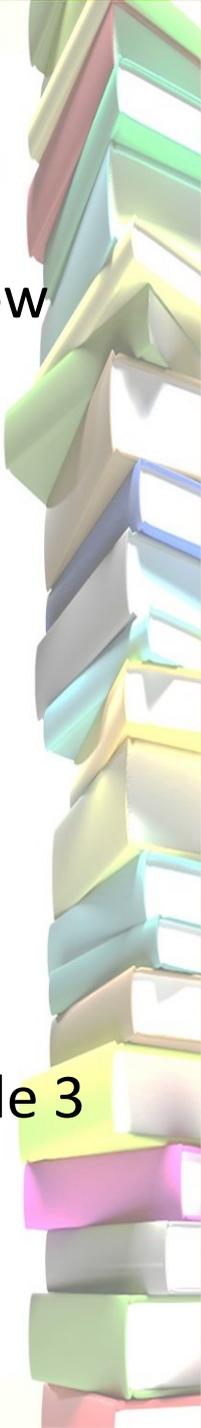
# Prefixes and Suffixes in fiction/narrative

At the edge of the market, I stopped. In a neat sparkling row stood several big new bicycles. One of them was decorated all over with red and blue.

That's what I would buy!

For some time now, Murete, my father, had been teaching me to ride his big, heavy bicycle. If only I had a bicycle of my own.

“My Rows and Piles of Coins” *Literacy by Design, Grade 3*



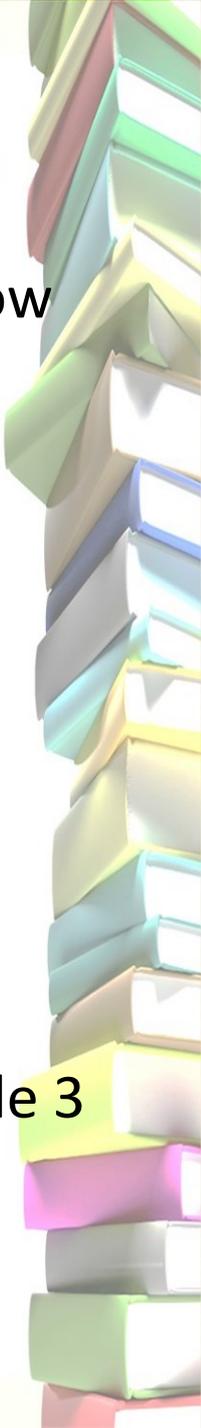
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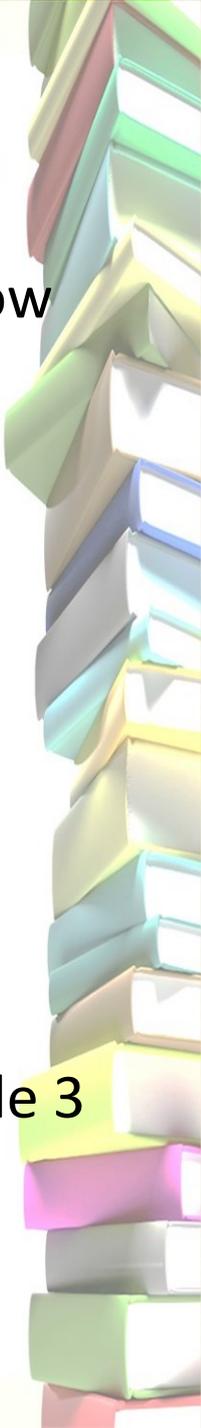
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# Prefixes and Suffixes in expository prose

Trees are mostly a renewable resource: in theory, if some get cut down, others can be planted. But cutting down trees can be tragic. Clear-cutting, removing all the trees in an area, causes the soil to wash away. Trees can't grow back on bare rock. Even if new trees are planted, the forest and its inhabitants may still die off. Sometimes only one type of tree is replanted. So, animals that need other types of trees for food or shelter can no longer live in the forest.

“How is Paper Made?” *Literacy by Design*, Grade 3



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“How is Paper Made?” *Literacy by Design*, Grade 3

# Order of Acquisition of Grammatical Morphemes

## Native English speakers

present progressive **-ing** (mommy *running*)

plural **-s** (two books)

irregular past forms (baby *went*)

possessive **-'s** (daddy's hat)

copula **BE** (Annie *is* happy)

articles **the** and **a**

regular past **-ed** (she *walked*)

3<sup>rd</sup> singular simple present **-s** (she runs)

auxiliary **BE** (he *is* coming)

Brown and many others (1960s-70s)

## ELLs (of various L1s)

present prog **-ing**

plural **-s**

copula **BE**

auxiliary **BE**

articles **the** and **a**

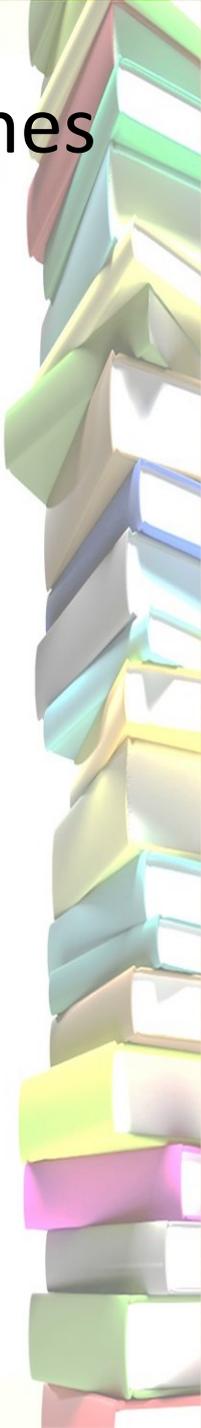
irregular past forms

regular past **-ed**

3<sup>rd</sup> singular present **-s**

possessive **-'s**

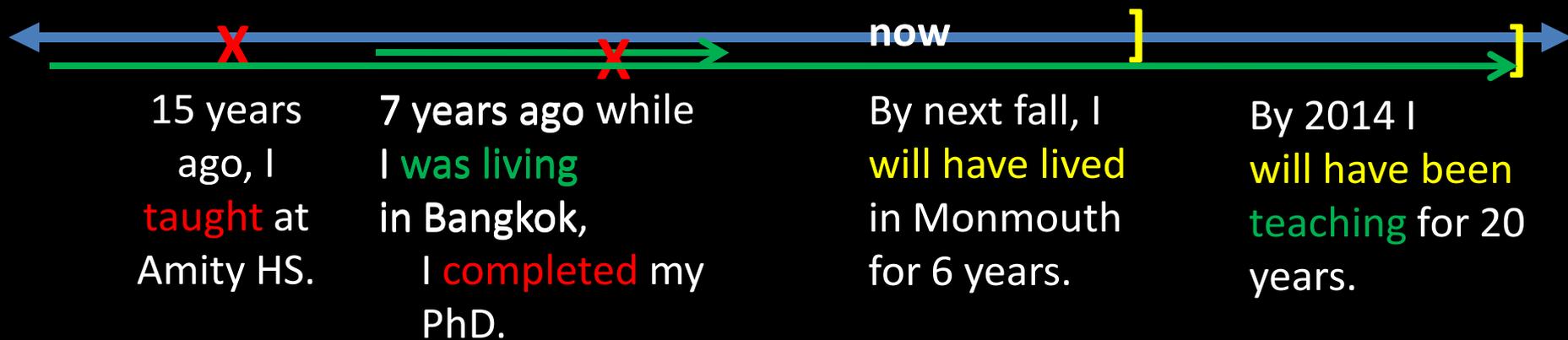
Krashen's summary



# Verb Tenses

# Verb Tenses

One way to conceptualize the English verb tense and aspect system is to use a timeline.



simple tenses

Use an **X** for simple past, present, and future to represent a distinct time—it can be a specific event, or a longer “period” of time.

progressive tenses

Use an **→** for Ving forms to show their emphasis on ongoing or incomplete actions

perfect tenses

Use **]** for had/have/has+ed/en forms to show their emphasis on completion of action

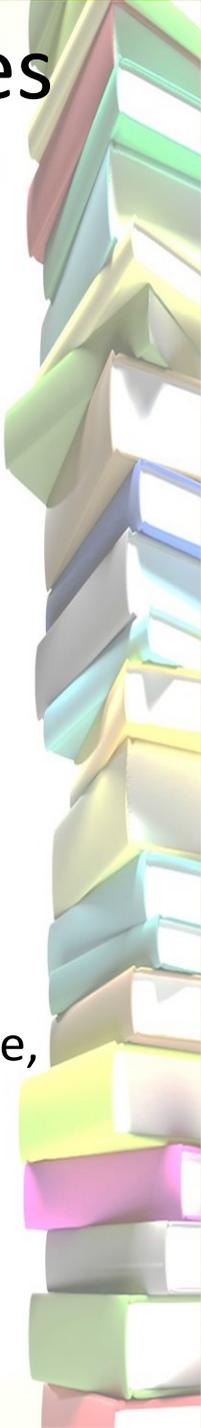
perf-prog tenses

Use **→]** for had/have/has+been + -ing forms to show their emphasis on the ongoing action with completion

# Syntax: The internal structure of sentences

## What teachers should be aware of

- **sentence types**
  - declarative, question, imperative, exclamative
- **typical clause structures**
  - subject + verb + object
  - subject + verb + adjective or noun
  - subject + verb + adverbial modifier
  - alternative structures (there + verb, it + verb, changed order)
- **conjunctions**
  - joining pieces inside phrases; joining clauses and sentences
- **noun modification**
  - premodifiers (adjective, noun, ed-participle, ing-participle)
  - postmodifiers (prepositional phrase, relative clause, participle clause, appositive noun phrase)
- **adverbial modification**
  - prepositional phrase, single adverb, adverbial clause, participle or infinitive clause, noun phrase



# Everyday speech compared to written language in school

## Everyday speech

### Vocabulary

most common verbs, nouns,  
adjectives, adverbs

### Information Density

Short clauses  
Simple or compound sent.  
Verb-heavy  
Few noun modifiers  
Few verbal modifiers

## Formal writing

### Vocabulary

content words specific to  
the topic

### Information Density

Longer clauses  
Complex sentences  
Noun-heavy  
Many noun modifiers  
Many verbal modifiers

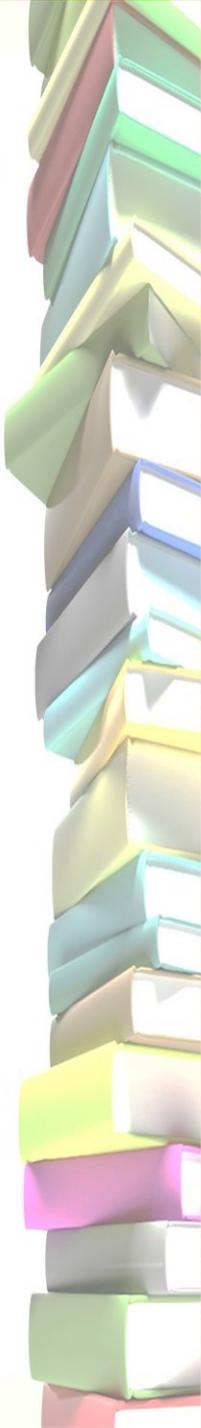


Figure 2.2  
Frequency of function word classes  
in conversation

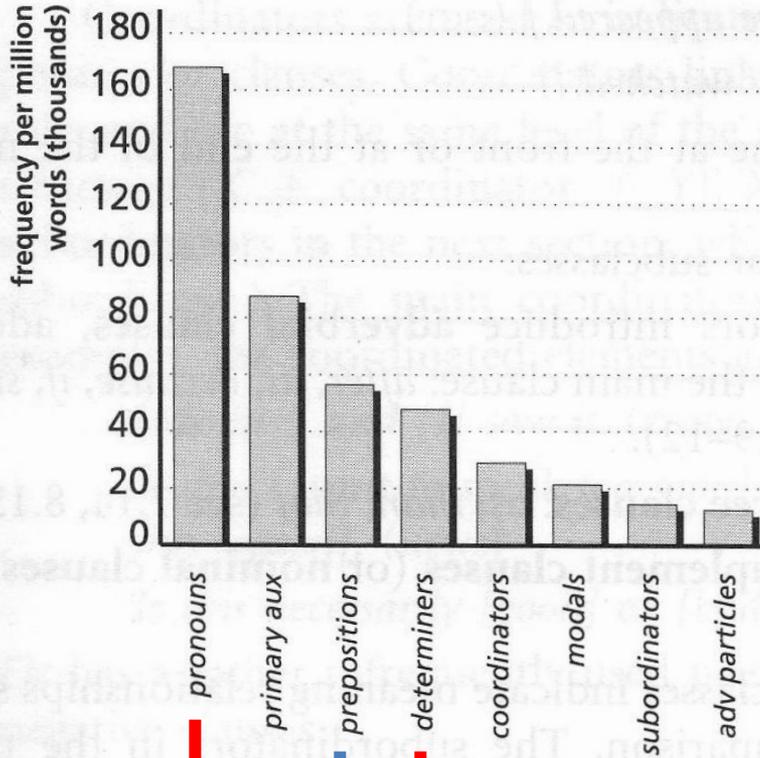
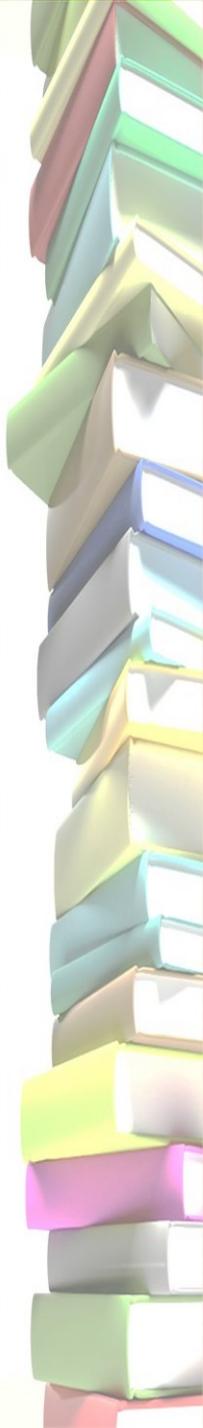
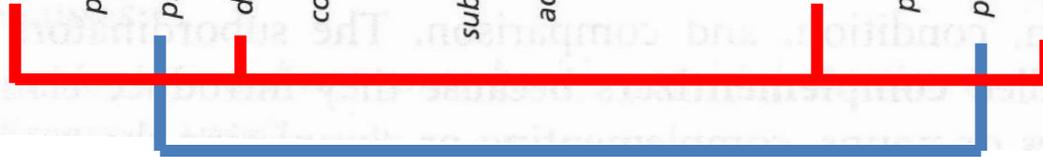
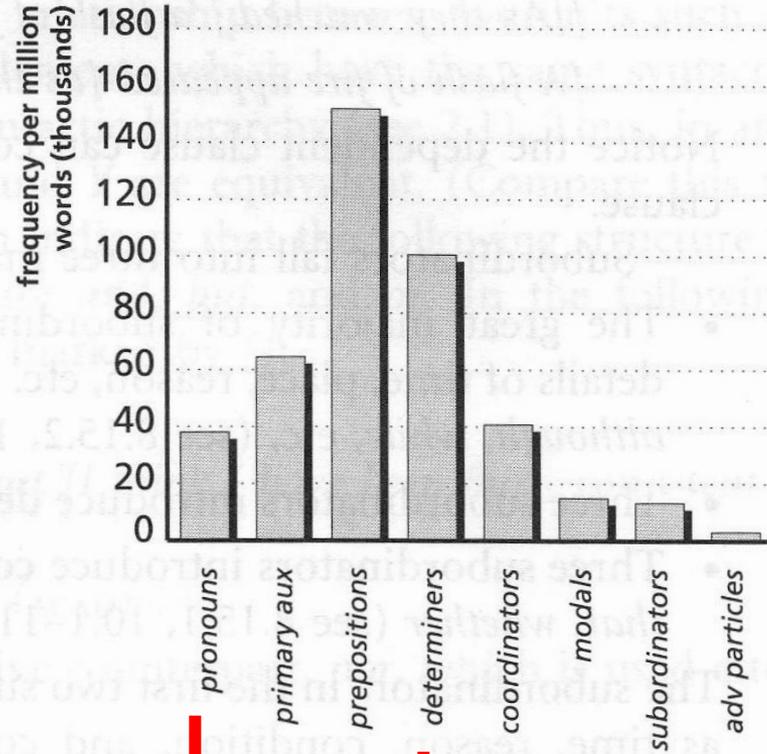
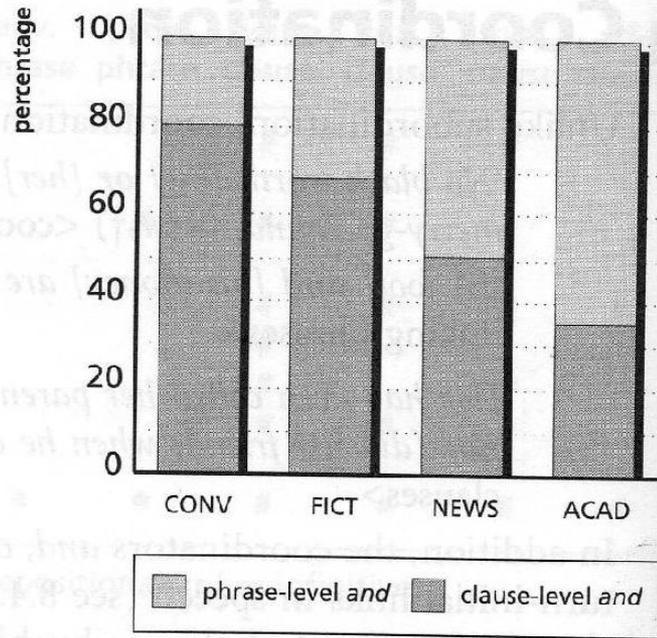


Figure 2.3  
Frequency of function word classes in  
academic prose



**Figure 8.5**  
**Percentage use of *and* as phrase-level v. clause-level connector**



**Figure 7.1**  
**Distribution of attributive and predicative adjectives across registers**

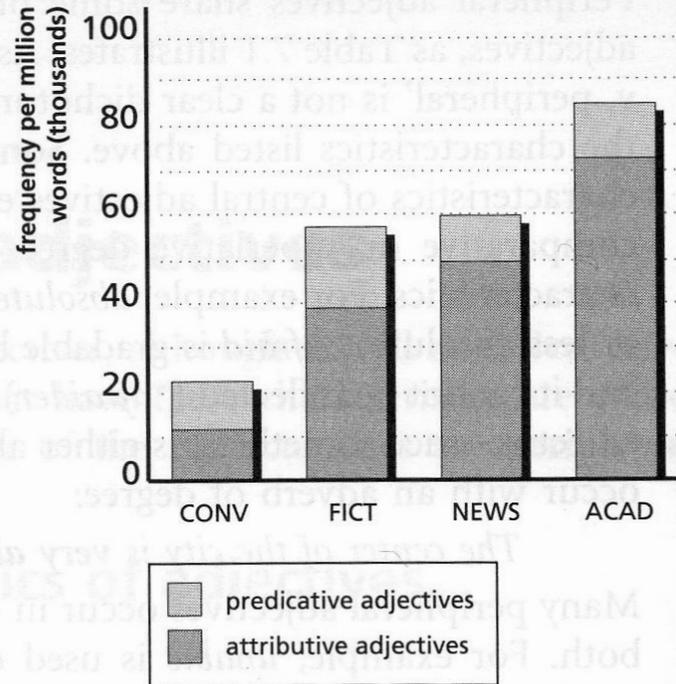


Figure 9.2  
Frequency of premodifier types  
across registers

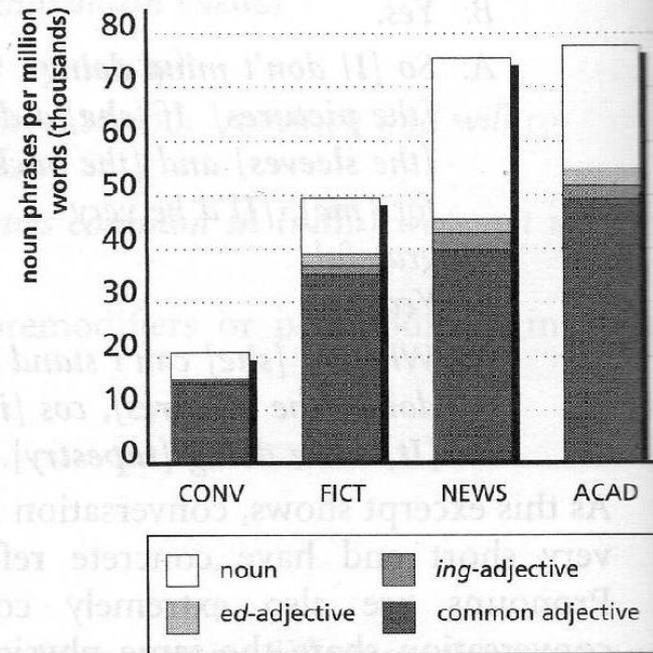


Figure 9.3  
Prepositional v. other  
postmodification across registers

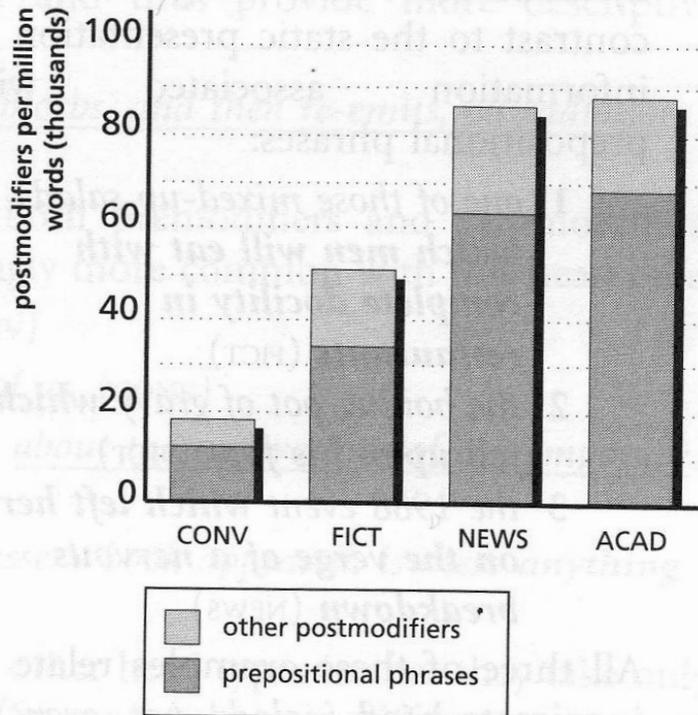
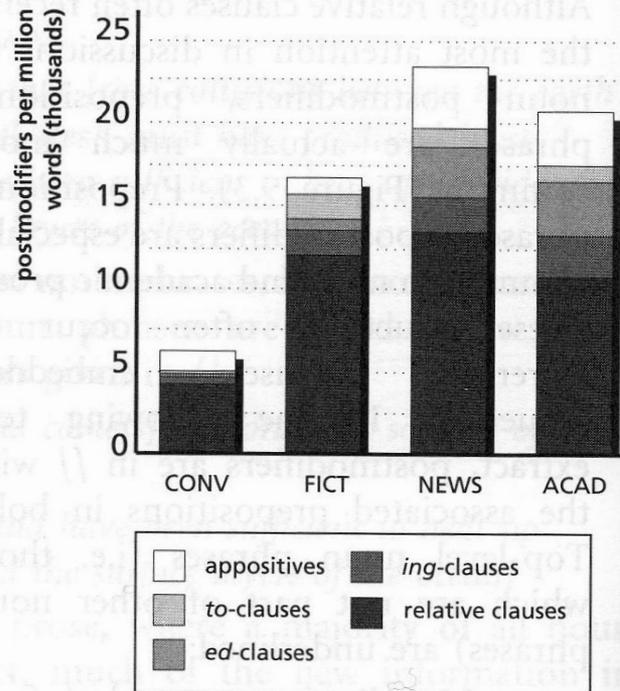


Figure 9.4  
Non-prepositional postmodifier types  
across registers

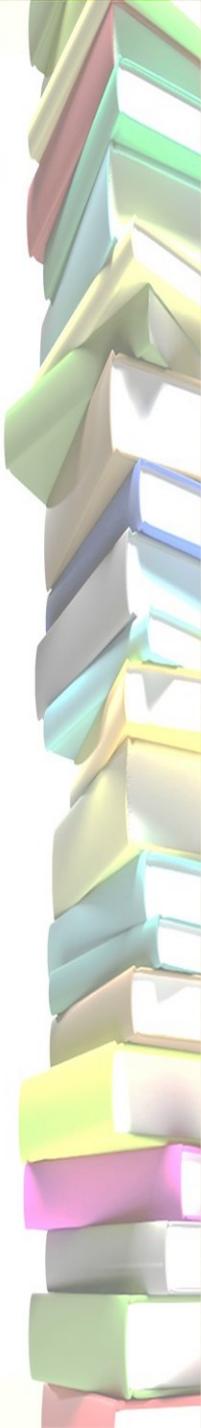


## Fiction

from *The Black Stallion*

Alec wondered why the Black was being shipped to England.

The slanting shoulders, the deep broad chest, the powerful legs, the knees not too high nor too low—these, his uncle had taught him, were marks of speed and endurance.



## Fiction

from *The Black Stallion*—clause analysis (40 words)

**Alec wondered** [why **the Black was being shipped** to England].

**The slanting shoulders, the deep broad chest, the powerful**

**legs, the knees not too high nor too low—these, [his uncle had**

**taught** him], **were** marks of speed and endurance.



## Fiction

from *The Black Stallion*—clause analysis (40 words)

**Alec wondered** [why **the Black was being shipped** to England].

**The slanting shoulders, the deep broad chest, the powerful legs, the knees not too high nor too low—these, [his uncle had taught him], were** marks of speed and endurance.

**His uncle had taught** him [that **all these physical qualities were** marks of speed and endurance].



## Fiction

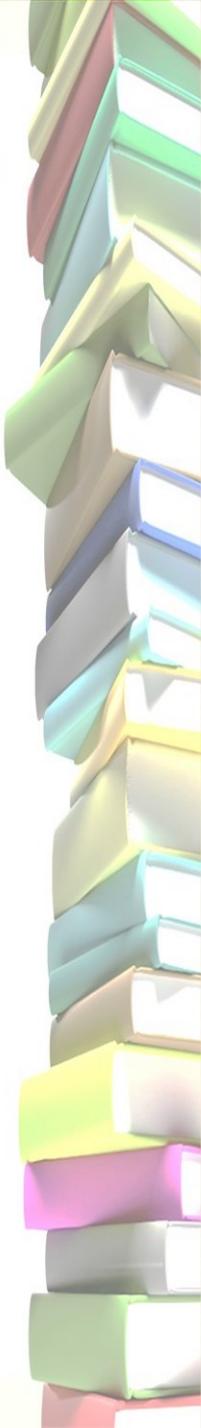
from *The Black Stallion*—noun modifiers

Alec wondered why the Black was being shipped to England.

The slanting shoulders, the deep broad chest, the powerful

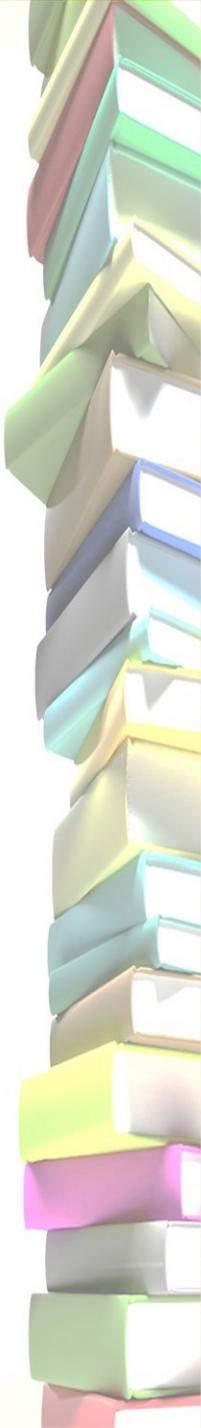
legs, the knees not too high nor too low—these, his uncle had

taught him, were marks of speed and endurance.





Lunch break

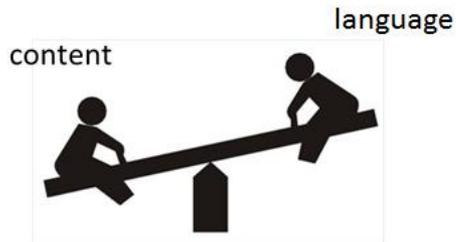




# Contextualized ELD Instruction

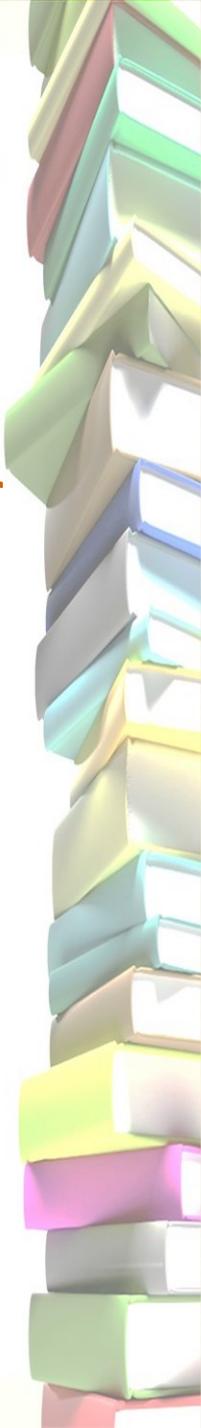
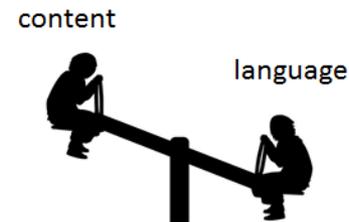
## ELD

- Teach **new language**
- Recycle/review/practice **familiar content**
- Use **ELP standards** to guide instruction
  - Forms and Functions
  - Differentiated instruction according to proficiency levels of ELL students



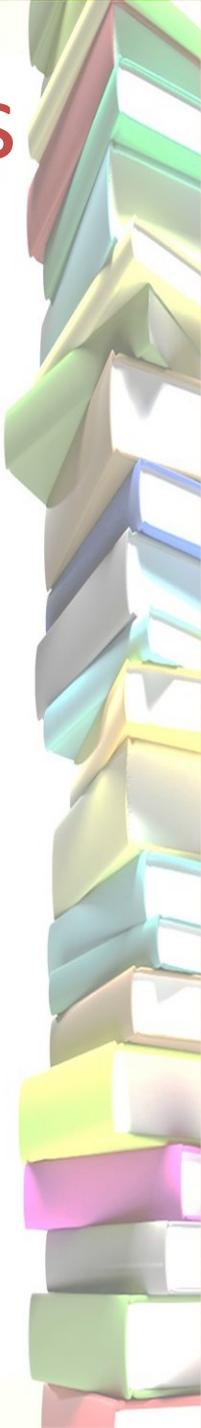
## Content

- Teach **new content**
- Recycle/review/practice **familiar language**
- Use **content standards** to guide instruction
  - Literacy, Science, Social Studies, Math
  - “Sheltered strategies” used to make content accessible



# Shared strategies and approaches

- Language-rich classrooms
  - Opportunities to practice and apply knowledge
- “Sheltered strategies”
  - Visuals, teacher speech, comprehensible input
- Constructive feedback
  - Specific praise and sensitive error correction
- Sociocultural philosophy
  - Importance of background knowledge/context





# A Language Arts Lesson:

*Springboard* Level 3, Unit 5, “Brothers”

Anecdote: a very short story

Humor technique: the chain reaction

The Cadillac Coupe de Ville

The Coupe de Lou





Station Wagon

Jim, Jon, T  
Gregg, Briar  
the cat



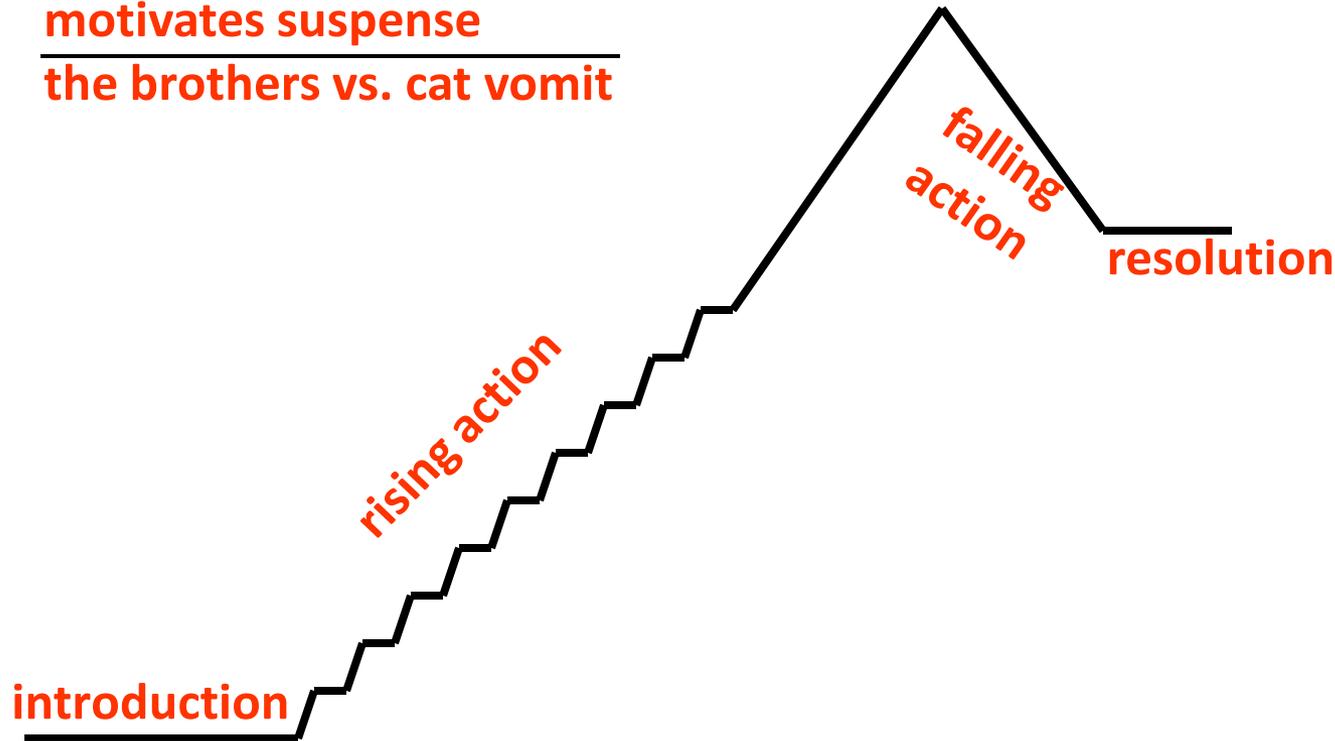
# Scieszka family anecdote

**Conflict:**  
central tension or  
opposing forces that  
motivates suspense  

---

the brothers vs. cat vomit

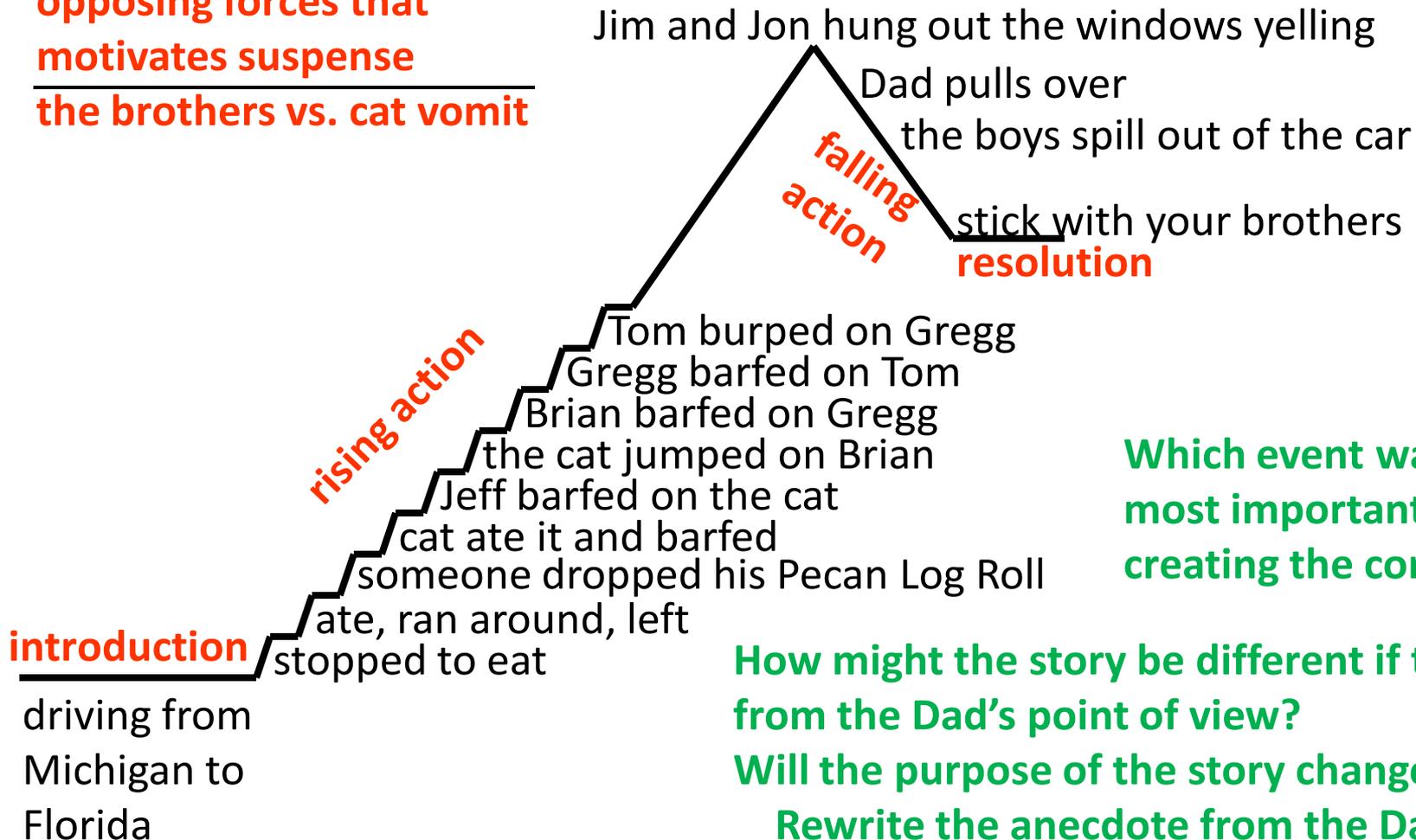
**climax: point at which  
the conflict is resolved**



# Scieszka family anecdote

**Conflict:**  
central tension or  
opposing forces that  
motivates suspense  
the brothers vs. cat vomit

**climax: point at which  
the conflict is resolved**



**Which event was the  
most important for  
creating the conflict?**

**How might the story be different if told  
from the Dad's point of view?**

**Will the purpose of the story change?**

**Rewrite the anecdote from the Dad's POV.**



# An ELD Lesson:

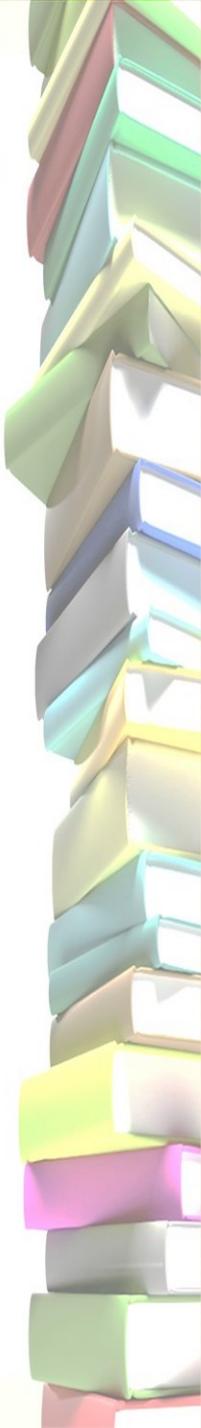
*Springboard* Level 3, Unit 5, “Brothers”

## ELD Lessons Snapshots

Sorting verbs

Task 1: Divide into two groups the numbered verbs in the text.  
Can you add more examples?

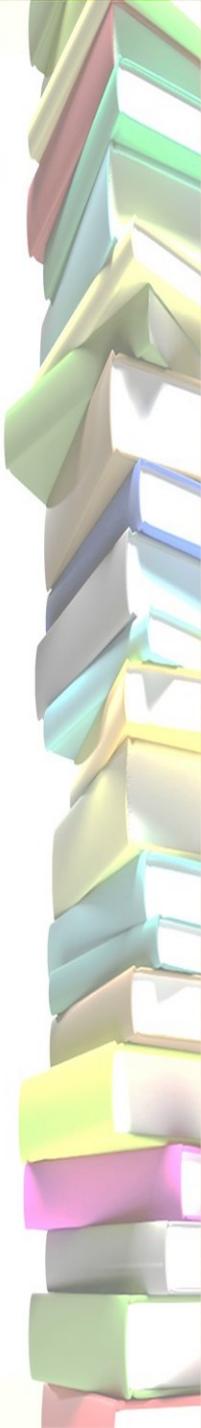
Task 2: Pair work. Why do you think the verbs are divided into two groups?



Task 3: Considering the text you have just (re)read, think of an anecdote you would like to share. Write some verbs in the past you would like to include in your story.

Function: Retelling, Relating past events

EP.IN.05 Intermediate –Simple sentences with regular and irregular past tense verbs “Yesterday/Last... First, ... Then ...



## Preview/Review

Task 1: Match the following phrasal verbs with their corresponding “synonyms” (before/after) having read the text “From BROTHERS” by Jon Scieszka.

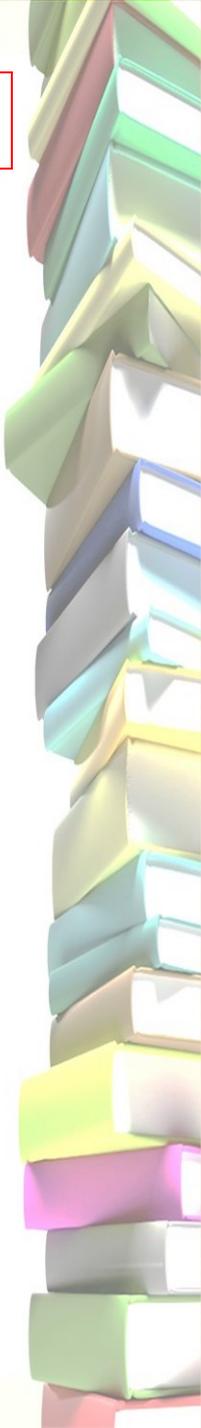
### Phrasal verbs (A)

- stick up for
- get together
- grow up
- point out
- load up on
- puke up
- pull off
- spill out of

### Synonyms (B)

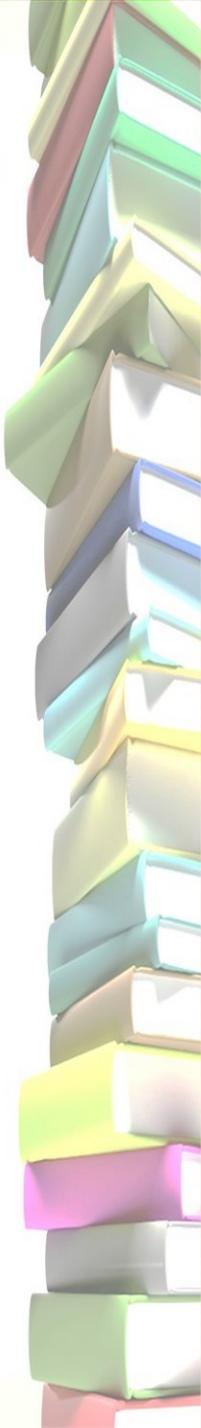
- disembark
- exit
- vomit
- purchase
- mention, recognize
- mature, age
- gather, assemble
- protect

# Visual scaffolding



## Task 2:

- (a) Write a brief letter to your principal enquiring about the possibility of having a road trip with your prom. Use at least three of verbs from box B; or
- (b) Prepare a brief speech to be given to the school board seeking their approval to have a road trip with your prom. Use at least three of the verbs from box B.



## Noun-phrase construction exploration



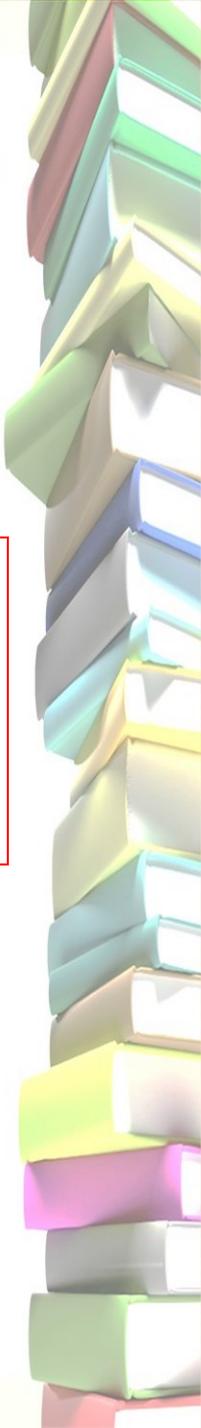
(1) **Stucky' s** pecan **log** **Roll**

Task 3: Can you think of other examples? If not, create one.

**Carmen' s** taco **stand**

**Function: Naming**

Fillmore's and Fillmore's (2012) article (especially pp. 6-7)  
Task: In pairs, look at p. 322 about "Humor anecdotes",  
select a paragraph, and analyzed it as much detail as you  
can.





# Debriefing the lessons...

## • ELD

- Goal (from ELP Standards):  
Language Function:
- Objective (Language form):  
Beg                      Int                      Adv
- Sheltered Strategies

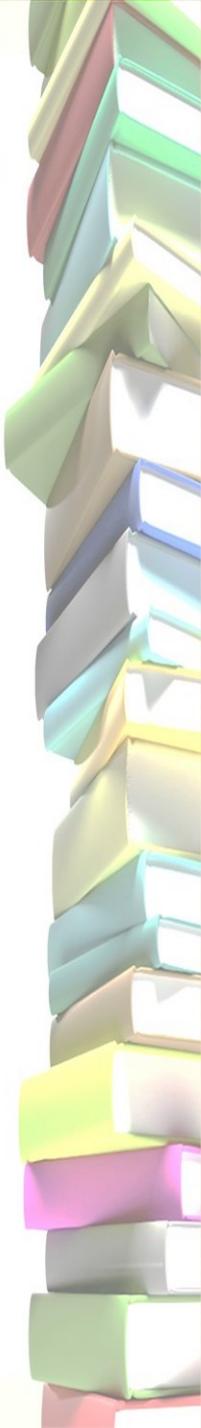
## • Language Arts

- Goal (from CCSS):
- Objective:
- Sheltered Strategies

Break



# Team Collaboration Time







Project LUISA

Language Understanding to Improve Student Achievement

## Looking Forward

Thursday, March 2.

1. Bring your curriculum materials for this spring.
2. Check out our course website as we add resources.

