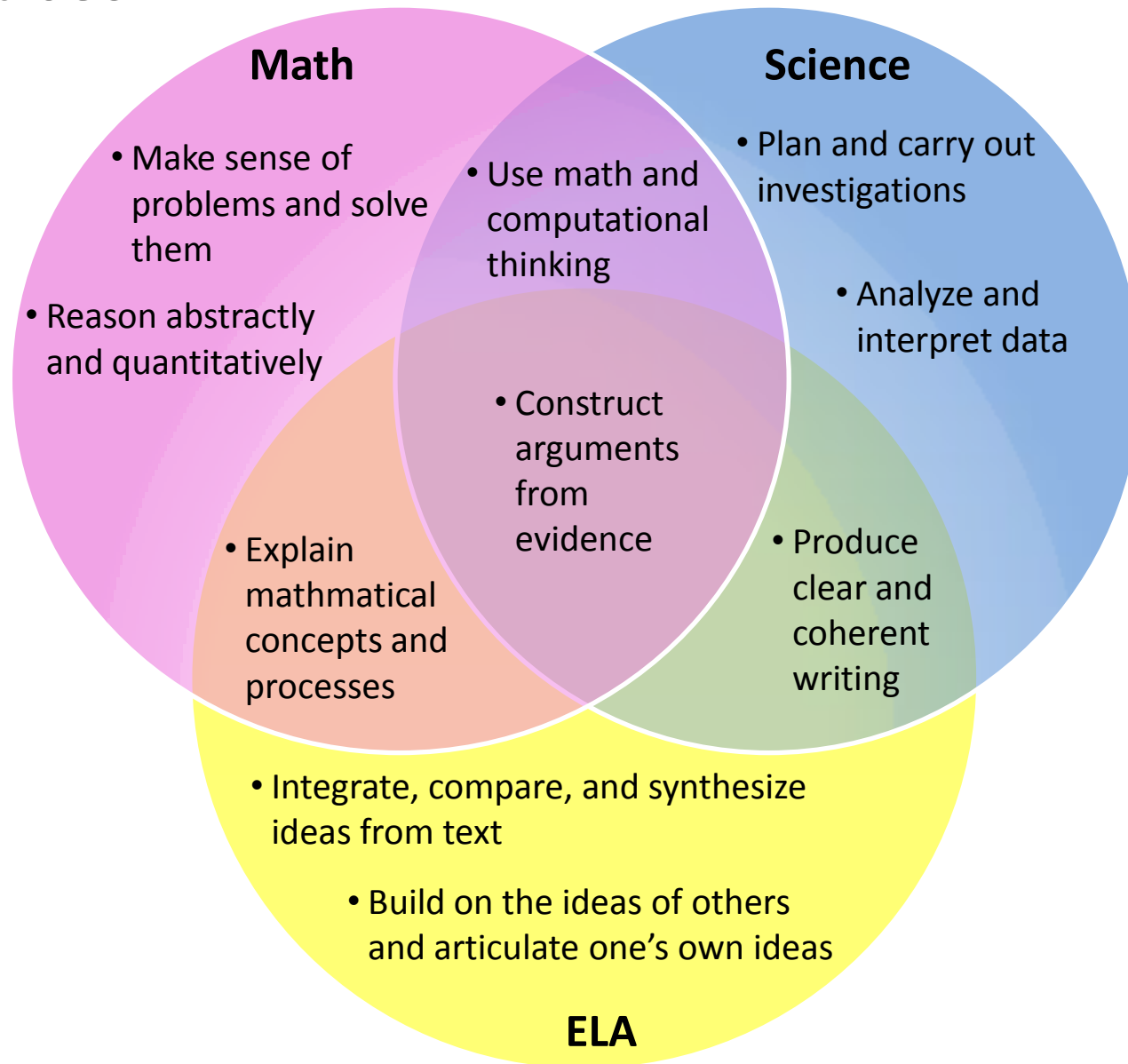


Practices



Standards

Math

CCSS for math

ELA

CCSS for ELA

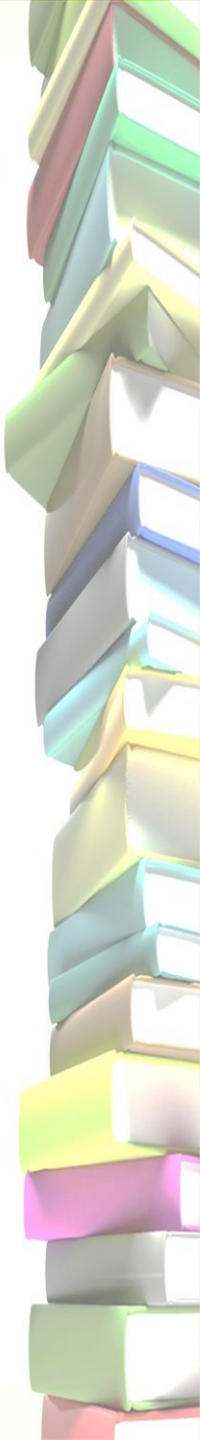
Science

NGSS for science

English Language Proficiency Standards

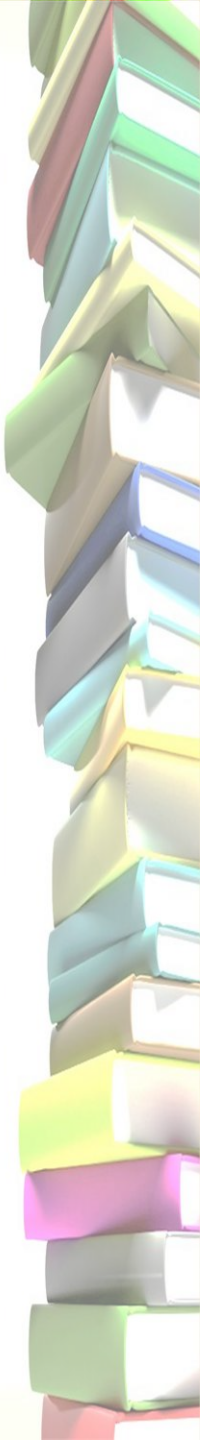
corresponding to ELA, Math, and Science Practices

K-12 ELA Standards and 6-12 Literacy Standards



ELP Standards

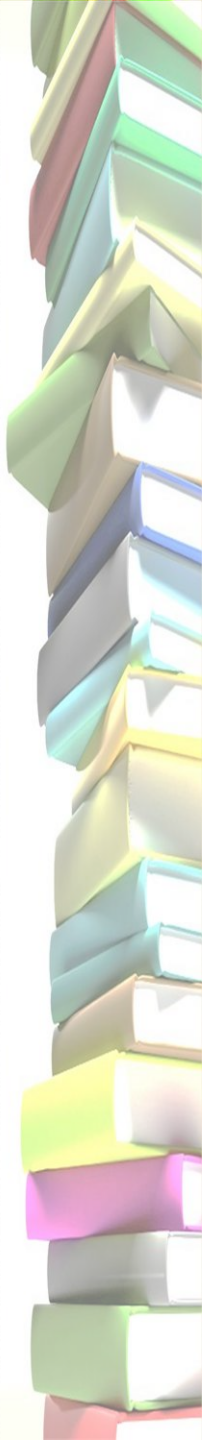
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing



ELP Standards

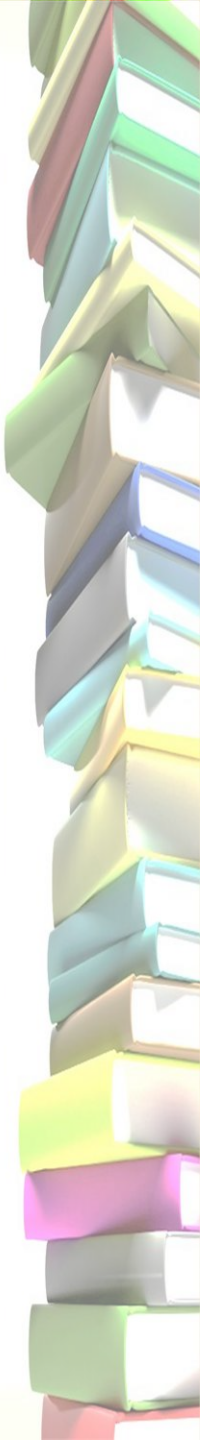
Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing



ELP Standards

Modalities	Domains	Corresponding ELP Standards	
Receptive	Listening and Reading	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
Productive	Speaking and Writing	3	speak and write about grade-appropriate complex literary and informational texts and topics
		4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7	adapt language choices to purpose, task, and audience when speaking and writing
Interactive	Listening, Speaking, Reading, and Writing	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		5	conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing



Language Functions

refer
to things and
information

create
songs, poems,
stories, jokes

narrate

ask for information

ask for clarification

ask for agreement

persuade

inform

describe

interpret

evaluate

request

offer

interact
socially

express
emotions
and
opinions

paraphrase

introduce

predict

hypothesize

summarize

generalize

summon

greet

conclude

thank

forgive

apologize

congratulate

metalingual
to discuss and
describe language

direct

advise

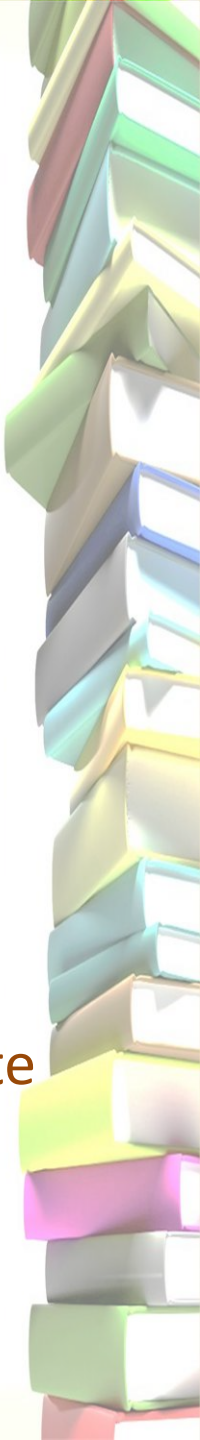
warn

threaten

refuse

complain

compliment



Which Functions do we need to teach?

refer
to things and
information

create
songs, poems,
stories, jokes

narrate

ask for information

ask for clarification

ask for agreement

persuade

inform

describe

interpret

evaluate

request

offer

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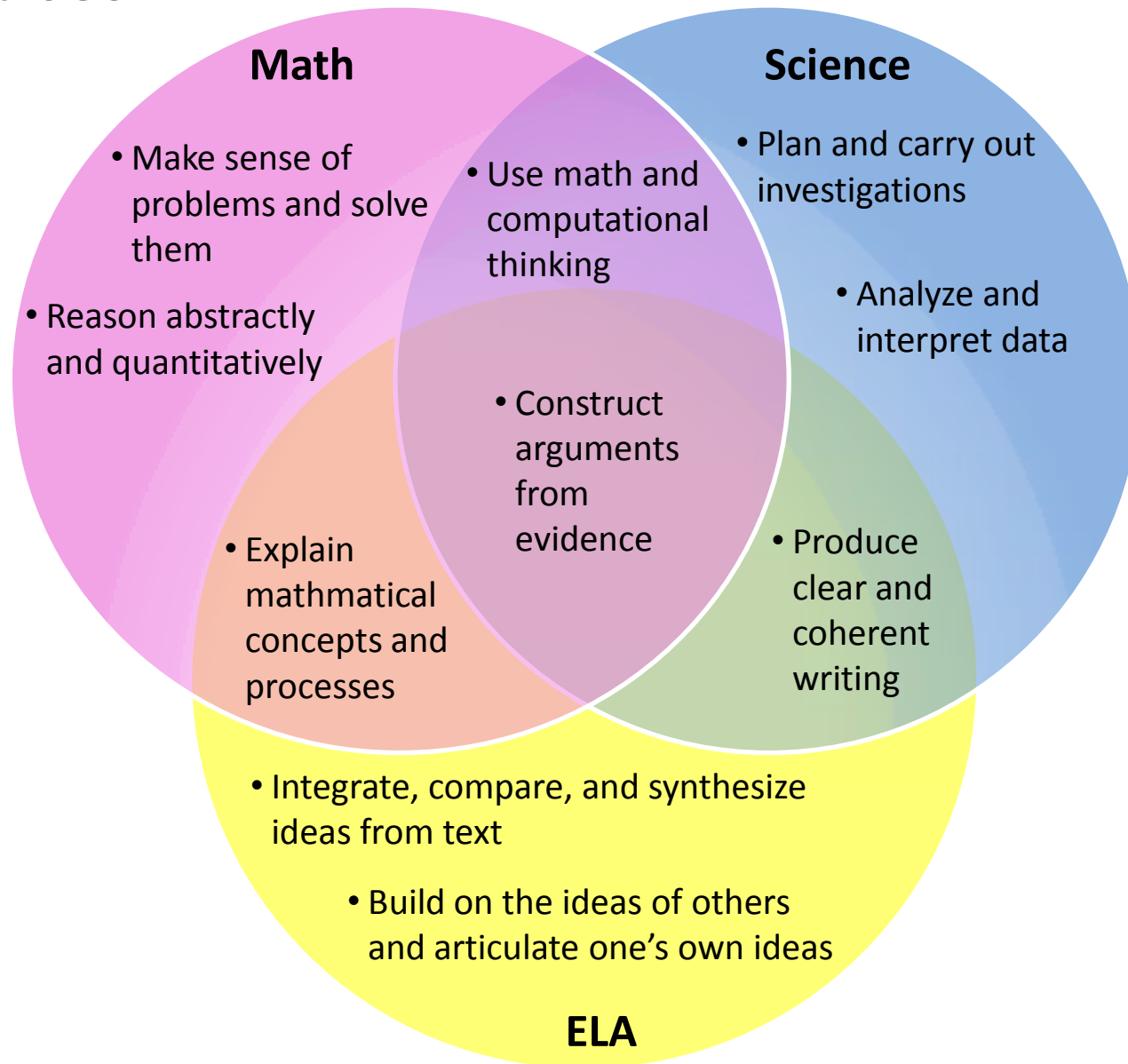
threaten

refuse

complain

compliment

Practices



Language Functions in the ELP Standards

There is not an official list of 23 functions as in the previous ODE requirements. The new ELP standards use the following words more freely:

<u>Receptive</u>	<u>Interactive</u>	<u>Productive</u>
Identify, Determine	Participate Follow rules Answer	Express Explain Introduce & Conclude
Gather, Label, Record, and Sort information	Ask questions Contribute Build Respond	Compose written narratives & informational texts Deliver Retell/recount
		Adapt language choices Expand and rearrange sentences Link text using temporal and cohesive words



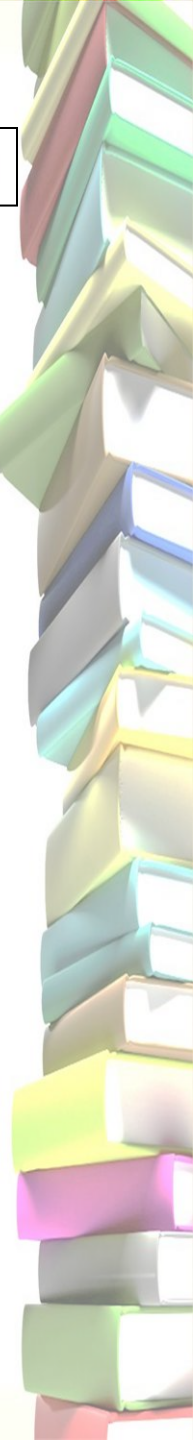
Language Functions and Forms

How might we describe the **function** of this passage?

Like most individuals with savant syndrome, I am also on the autistic spectrum. I have Asperger's syndrome, a relatively mild and high-functioning form of autism that affects around 1 in every 300 people in the United Kingdom. According to a 2001 study by the U.K.'s National Autistic Society, nearly half of all adults with Asperger's syndrome are not diagnosed until after the age of sixteen. I was finally diagnosed at age twenty-five following tests and an interview at the Autism Research Centre in Cambridge.

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from a state-adopted grade 9 text



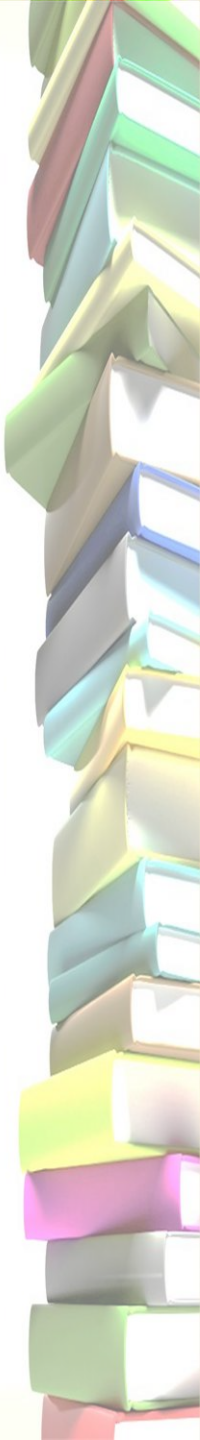
Language Functions and **Forms**

What are the **formal** properties of this passage?

Like most individuals with savant syndrome, I am also on the autistic spectrum. I have Asperger's syndrome, a relatively mild and high-functioning form of autism that affects around 1 in every 300 people in the United Kingdom. According to a 2001 study by the U.K.'s National Autistic Society, nearly half of all adults with Asperger's syndrome are not diagnosed until after the age of sixteen. I was finally diagnosed at age twenty-five following tests and an interview at the Autism Research Centre in Cambridge.

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from a state-adopted grade 9 text



Everyday speech vs. 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

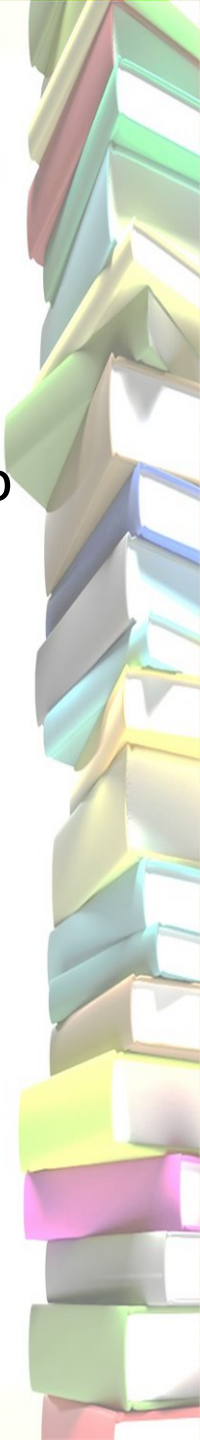


Figure 2.2

Frequency of function word classes in conversation

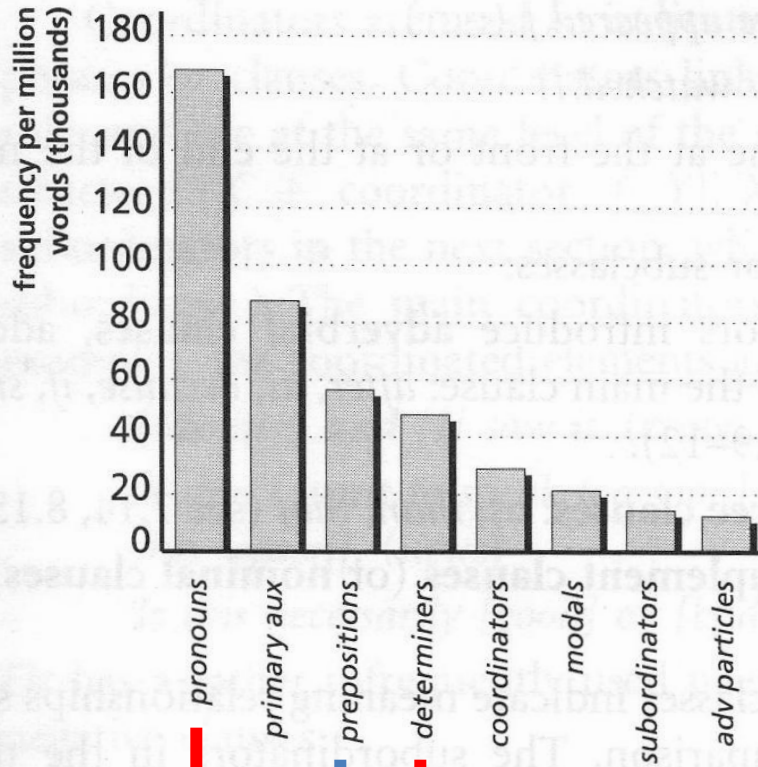


Figure 2.3

Frequency of function word classes in academic prose

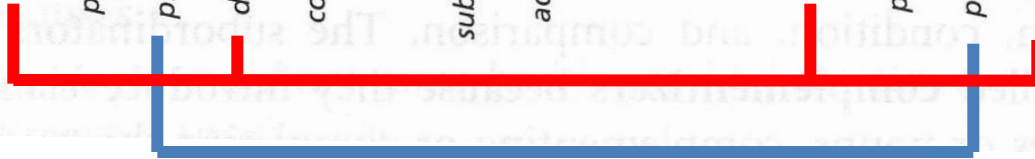
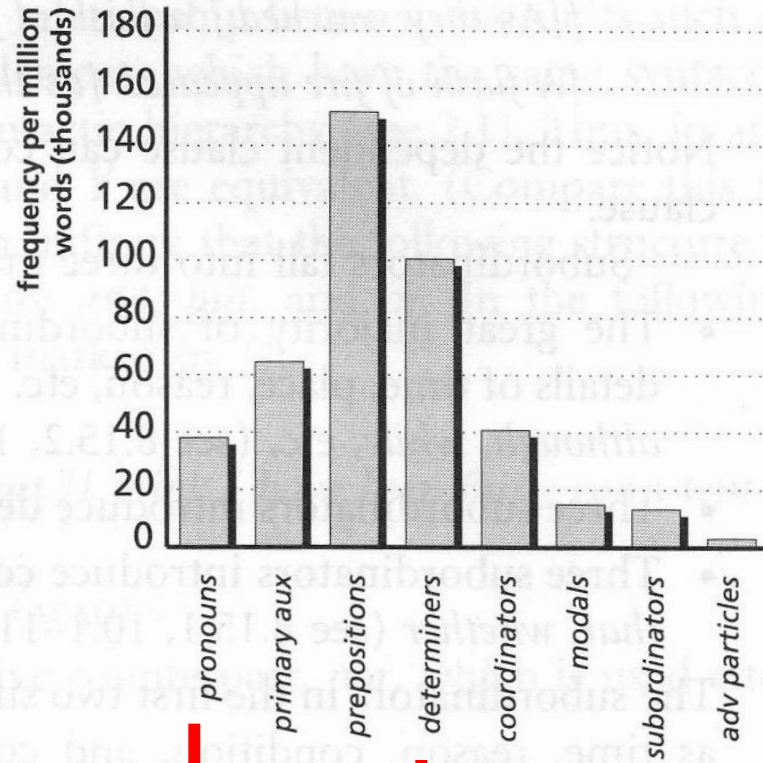


Figure 8.5
Percentage use of *and* as phrase-level
v. clause-level connector

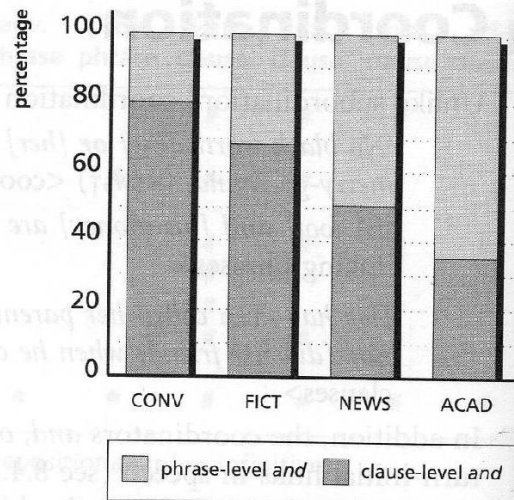


Figure 7.1
Distribution of attributive and
predicative adjectives across registers

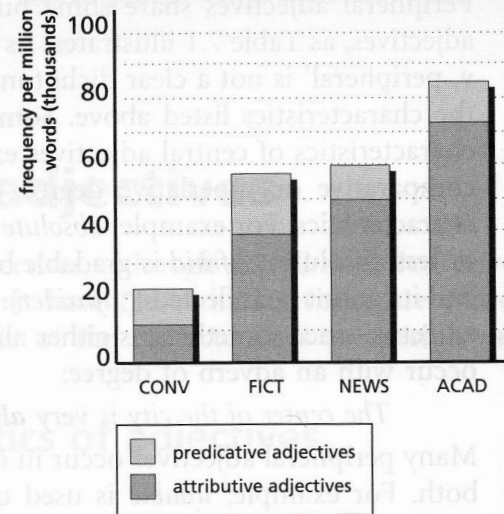


Figure 9.2
Frequency of premodifier types
across registers

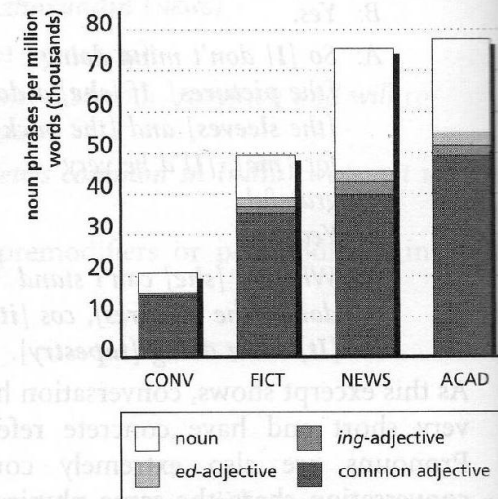


Figure 9.3
Prepositional v. other
postmodification across registers

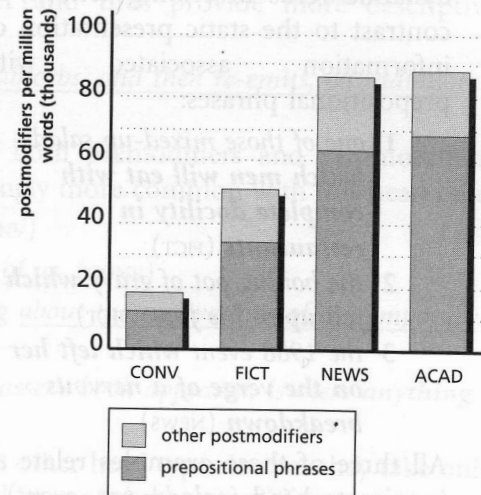
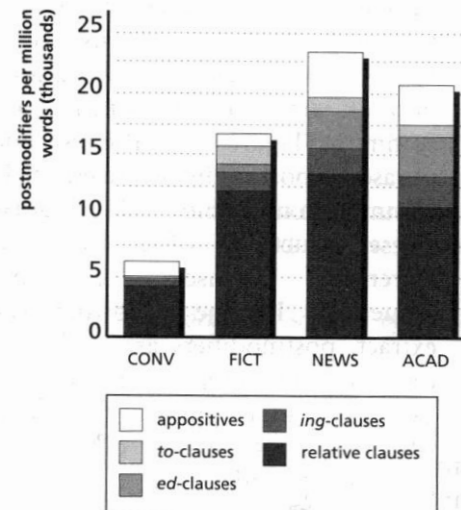


Figure 9.4
Non-prepositional postmodifier types
across registers



Everyday speech vs. 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

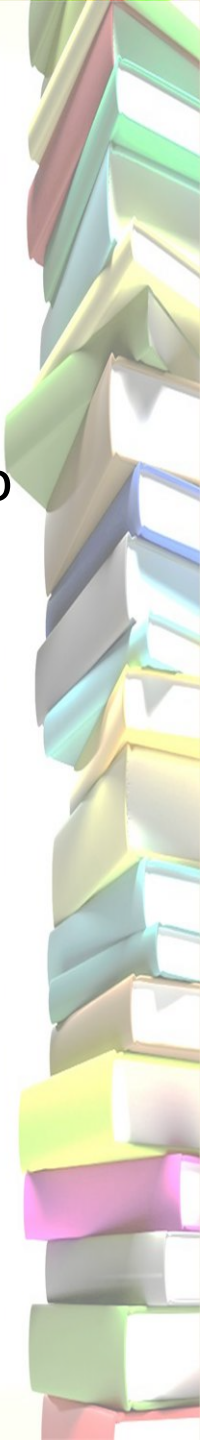
Longer clauses

Complex sentences

Noun-heavy

Many noun modifiers

Many verbal modifiers



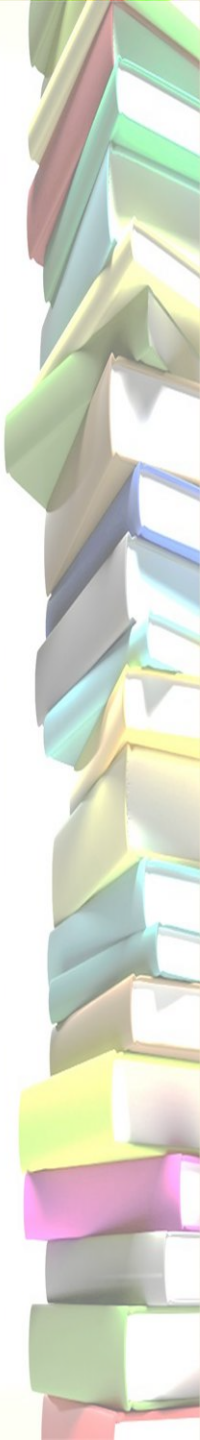
Language Functions and **Forms**

Vocabulary of formal/academic writing

Like most individuals with savant syndrome, I am also on the autistic spectrum. I have Asperger's syndrome, a relatively mild and high-functioning form of autism that affects around 1 in every 300 people in the United Kingdom. According to a 2001 study by the U.K.'s National Autistic Society, nearly half of all adults with Asperger's syndrome are not diagnosed until after the age of sixteen. I was finally diagnosed at age twenty-five following tests and an interview at the Autism Research Centre in Cambridge.

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from a state-adopted grade 9 text



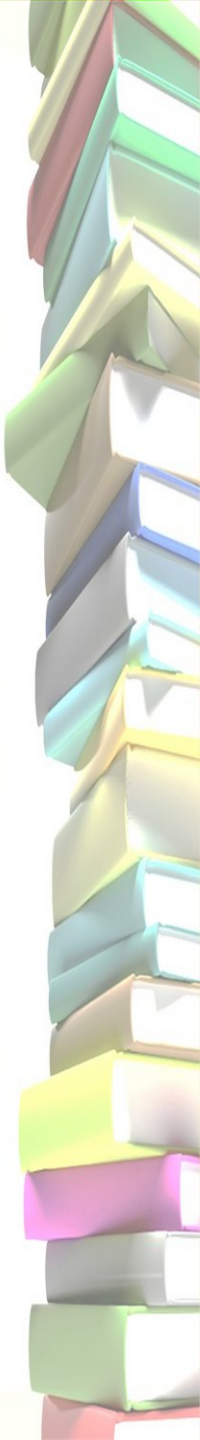
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from a state-adopted grade 9 text



Language Functions and **Forms**

Noun modification in formal/academic writing

Noun Modifiers

Words and phrases that ...

- are added either before or after a noun, noun phrase or pronoun to specify its meaning
- cannot be moved in the sentence, but can often be deleted without changing the grammar
- come in a variety of forms:

Premodifiers

noun

adjective

noun

-ing/-ed verb

Postmodifiers

prepositional phrase

relative clause

non-finite verb clause

appositive noun phrase

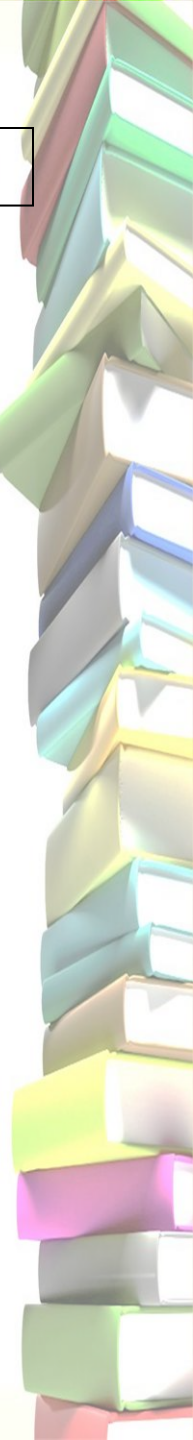
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from a state-adopted grade 9 text



Language Functions and **Forms**

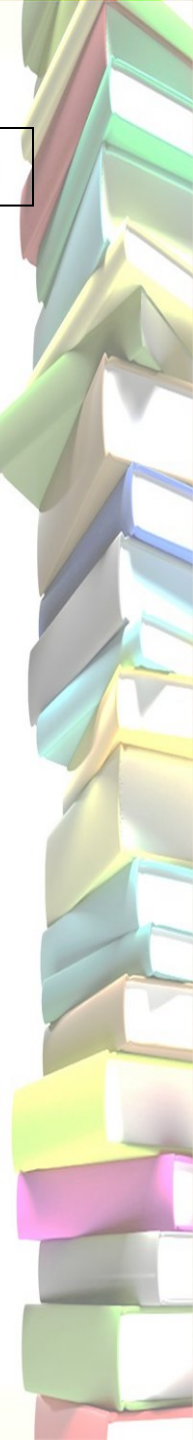
Noun modification in formal/academic writing

Like most individuals with savant syndrome, I am also on the autistic spectrum. I have Asperger's syndrome, a form of autism.

Noun phrase as post-modifier (appositive noun phrase)

Michael Brown, an unarmed 18-year-old, was fatally shot by a police officer.

Oxytocin, a hormone, acts in the brain as a neuromodulator, a neuron that regulates a diverse population of other neurons.

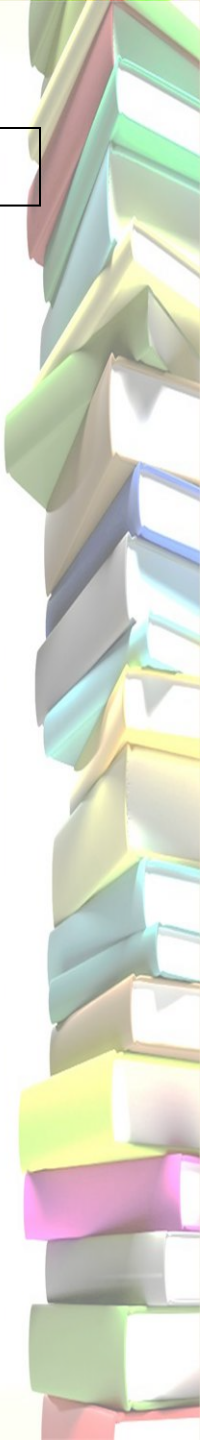


Language Functions and **Forms**

Noun modification in formal/academic writing

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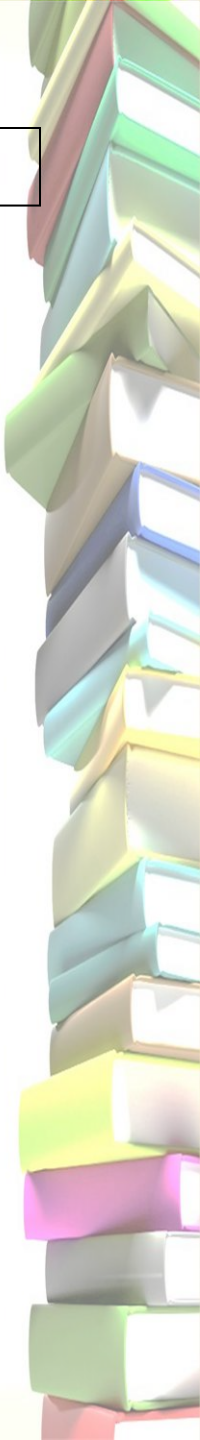
.



Language Functions and **Forms**

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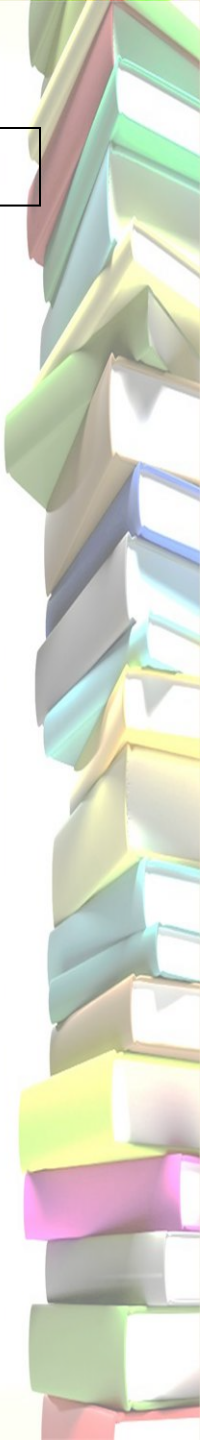
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from a state-adopted grade 9 text



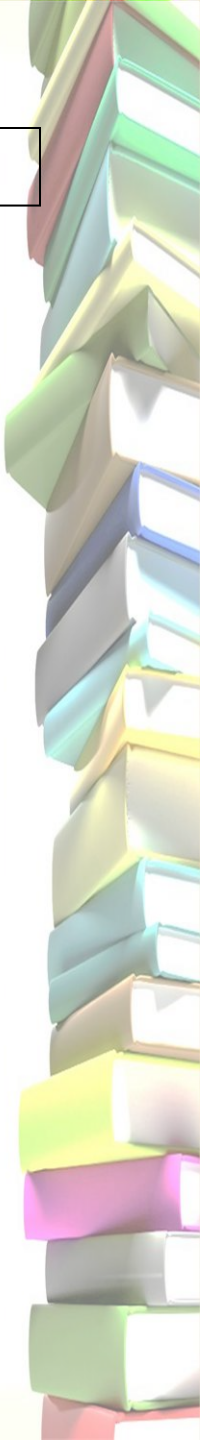
Language Functions and **Forms**

Adverbial modification in formal/academic writing

Adverbial Modifiers

Words and phrases that ...

- are added as modifiers to the core subject and predicate of a clause
- provide information about when, where, why, how, how much, how many, and to what degree
- can often be moved around in the clause
- come in a variety of forms:
 - single word adverbs,
 - prepositional phrases,
 - adverbial clauses,
 - non-finite verb clauses/phrases



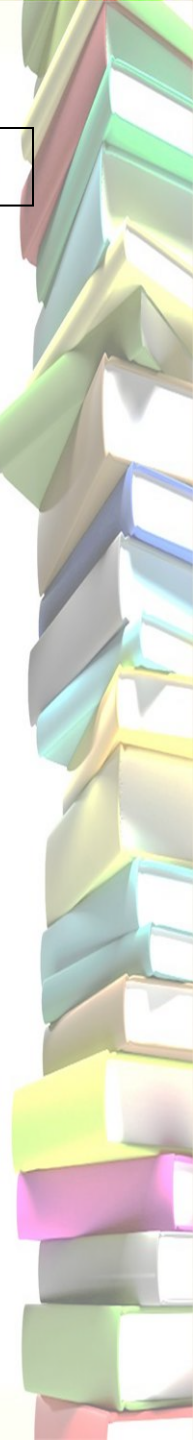
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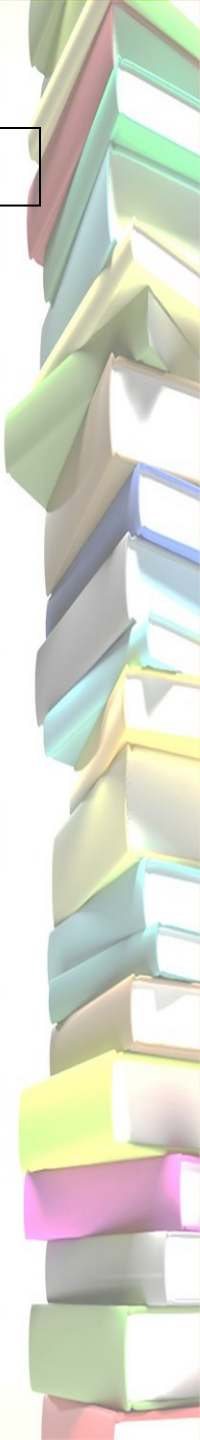
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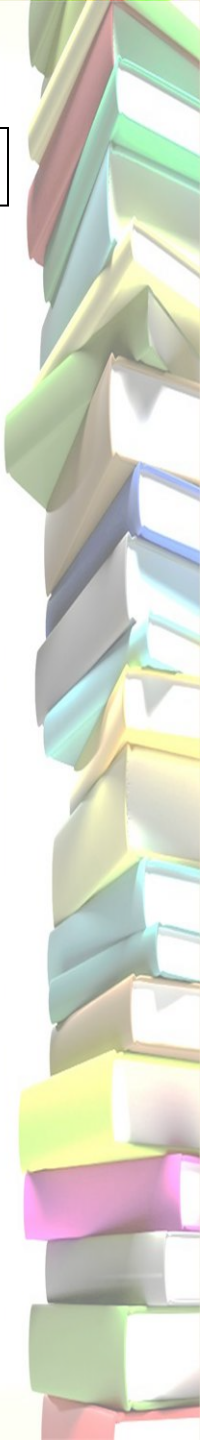
Language Functions and **Forms**

Research and Attribution of source information

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from a state-adopted grade 9 text

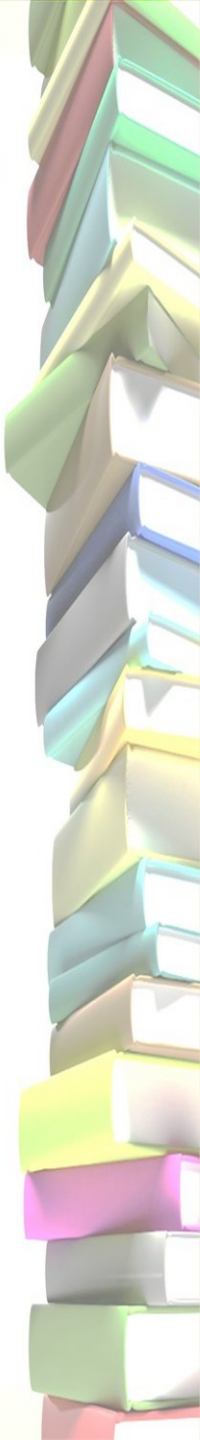


Language Functions and **Forms**

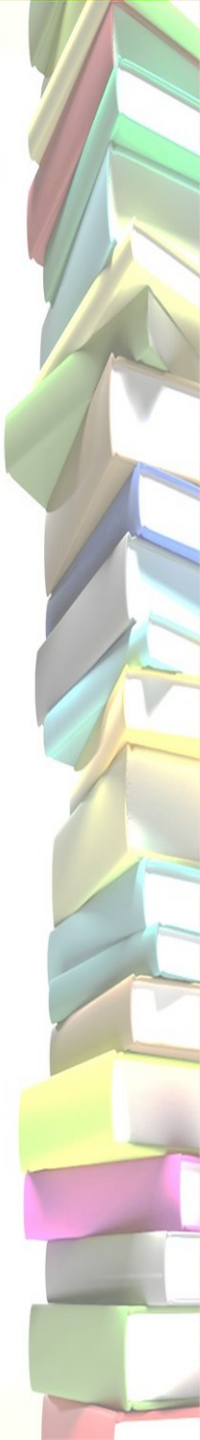
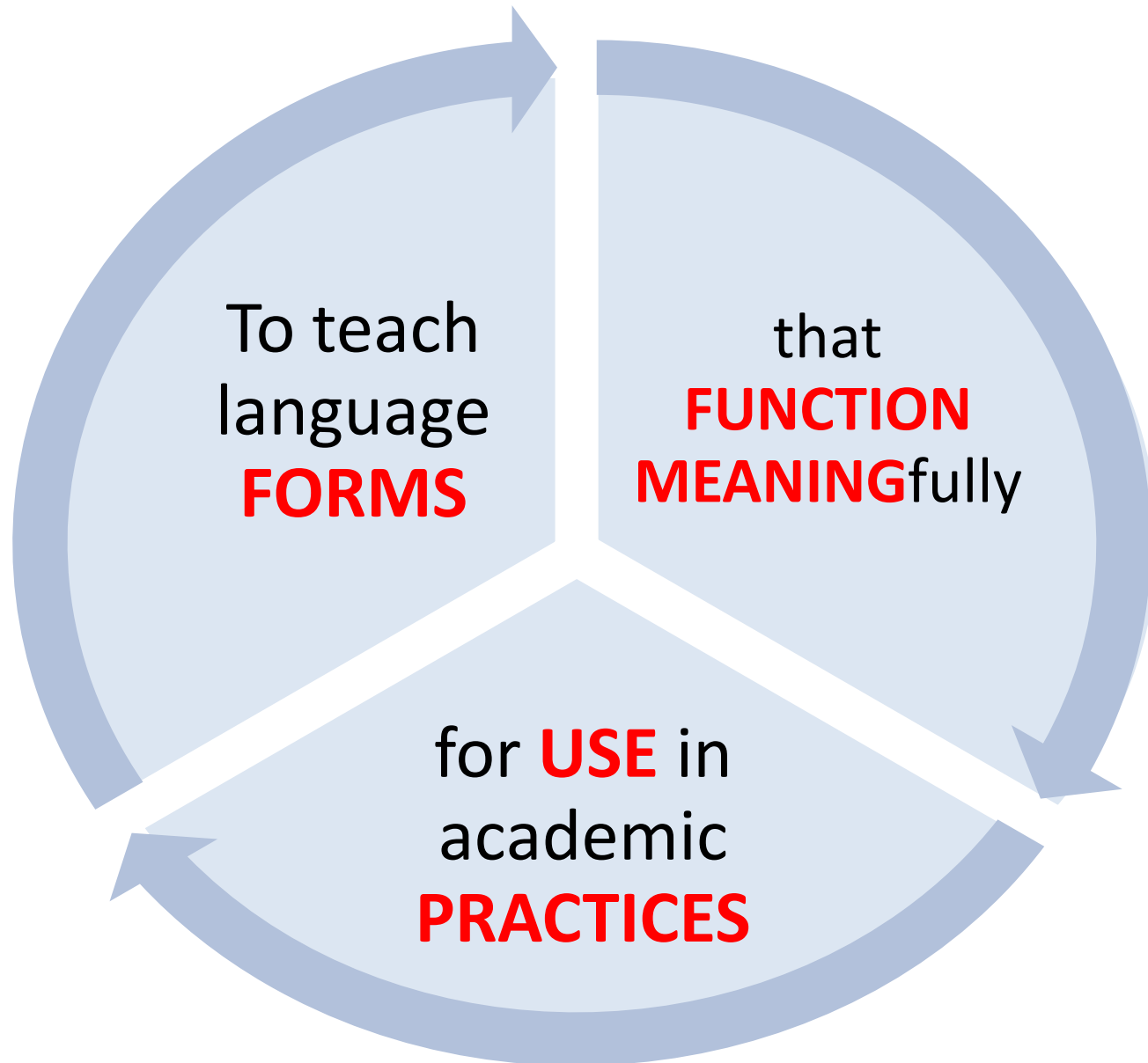
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from a state-adopted grade 9 text



The Goal of Contextualized ELD

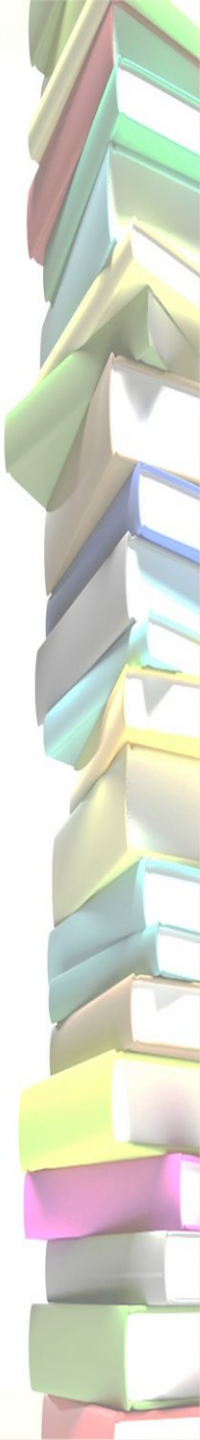


Lunch



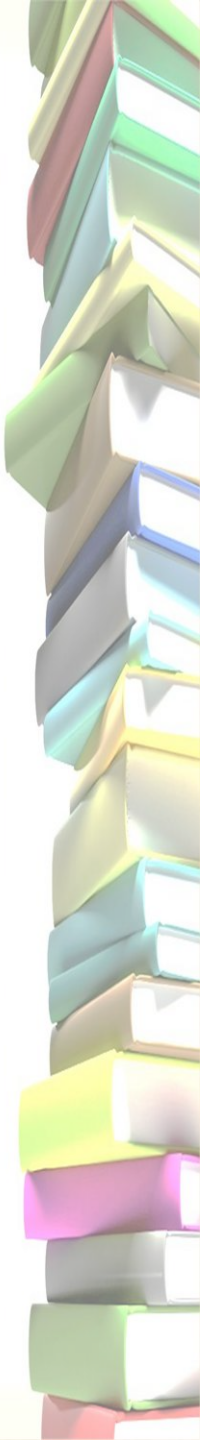
Project High Five: Survey and release form

- Please refer to “Project high Five: Culturally Responsive Teaching Survey” and “WOU Model Release” form in binder.
- Complete the survey and release form and turn in to us.
- All information and all of your responses on the survey and your names on the release form will be kept strictly confidential.



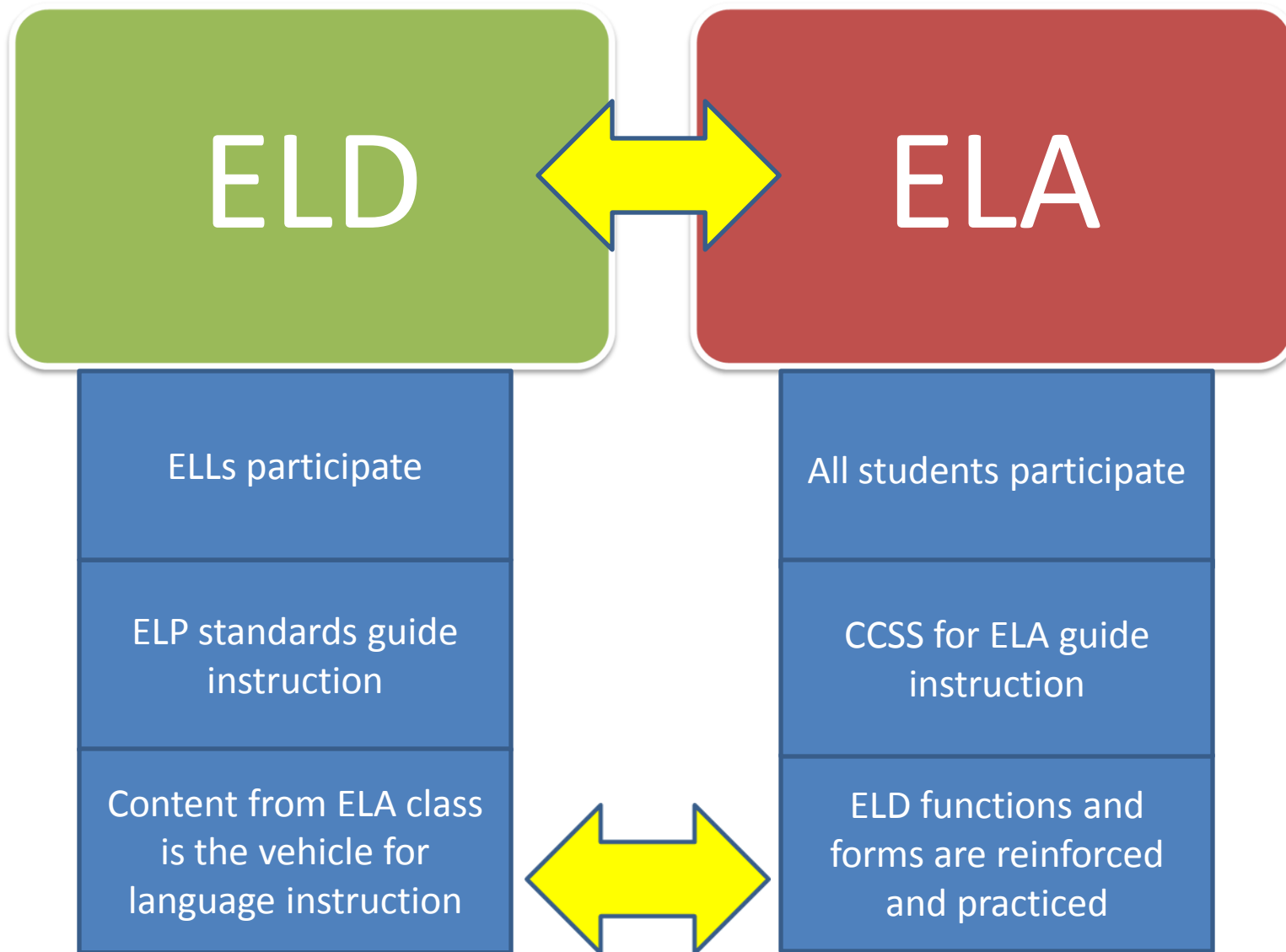
Project High Five: Graduate Credit

- Do you want to take the class for credit?
- 2 graduate credits
- Cost would usually be \$50 per credit, but the grant will pay this for you!
- Ask us for a syllabus and course registration form.





Example of Collaborative Contextual ELD



Example of Collaborative Contextual ELD

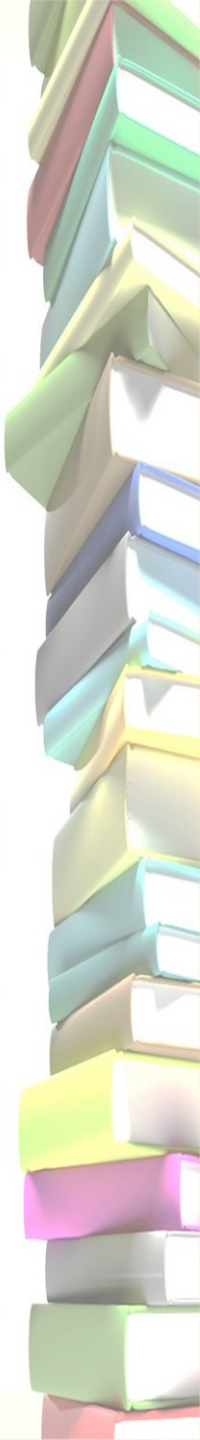
***To Kill A Mockingbird* unit**

English Language Arts class

Traditional approach to Point of View (literary perspective)

- Who is the narrator?
- What narrative perspective is the story told from?
- How is our understanding of the story influenced by Lee's choice to tell the story through Scout's (adult) eyes?
- How would the story be different if told in 3rd person PoV?

CCSS: Standard 6: "Assess how point of view or purpose shapes the content and style of a text."



Example of Collaborative Contextual ELD

To Kill A Mockingbird unit

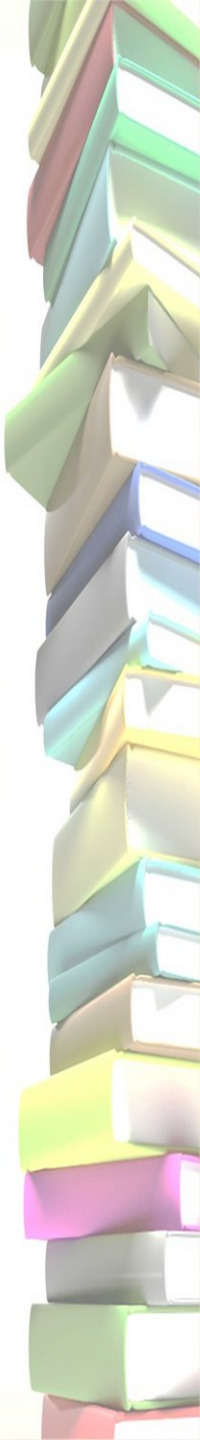
English Language Arts class

Incorporating **Critical Literacy** with Point of View

Since critical literacy asks readers to look at what lies in a text *as well as what is not there*, point of view can be taught asking these questions:

- Whose point of view is absent in this text?
- How does the choice of narrator privilege some and disempower others?
- Understanding that the sociopolitical context outside the novel informed Lee's choice of point of view, how can we engage students in similar contemporary issues?

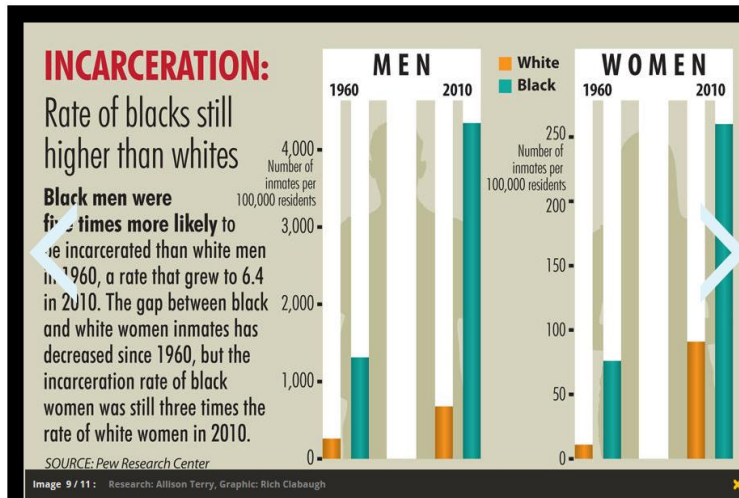
RL9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



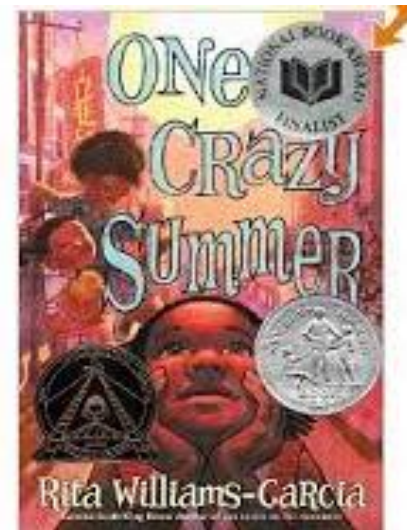
SL9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.



W9-10.7 Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject.



RL9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized and absent from each treatment.



Example of Collaborative Contextual ELD

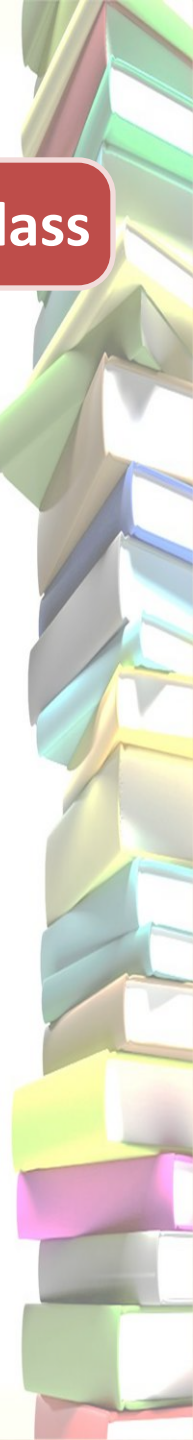
***To Kill A Mockingbird* unit**

English Language Development class

The Language that creates and influences Point of View

- First, Second, and Third person pronouns
- Evaluative words that signal opinion

Maycomb was an old town, but it was tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then: a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. ... People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything.



Example of Collaborative Contextual ELD

***To Kill A Mockingbird* unit**

English Language Development class

The Language that creates and influences Point of View

- First, Second, and Third person pronouns
- Evaluative words that signal opinion (adjectives, verbs, nouns, adverbs)

Maycomb was an old town, but it was tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then: a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. ... People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything.

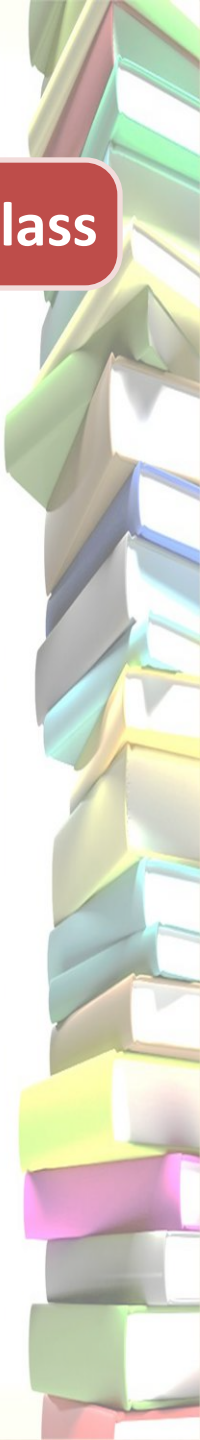
Example of Collaborative Contextual ELD

***To Kill A Mockingbird* unit**

English Language Development class

The Language that creates and influences Point of View

- Signals of narrator's temporal location
- Signals of narrator's physical location



Example of Collaborative Contextual ELD

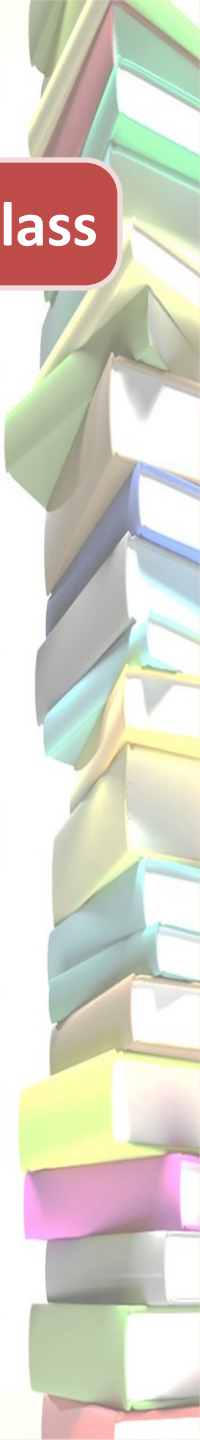
To Kill A Mockingbird unit

English Language Development class

The Language that creates and influences Point of View

- Signals of narrator's **temporal location**
- Signals of narrator's physical location

Maycomb **was** an old town, but it **was** tired old town when I first knew it. In rainy weather the streets **turned** to red slop; grass **grew** on the sidewalks, the courthouse **sagged** in the square. Somehow, it **was** hotter then: a black dog **suffered** on a summer's day; bony mules hitched to Hoover carts **flicked** flies in the sweltering shade of the live oaks on the square. ... People **moved** slowly then. They **ambled** across the square, **shuffled** in and out of the stores around it, **took** their time about everything.



Example of Collaborative Contextual ELD

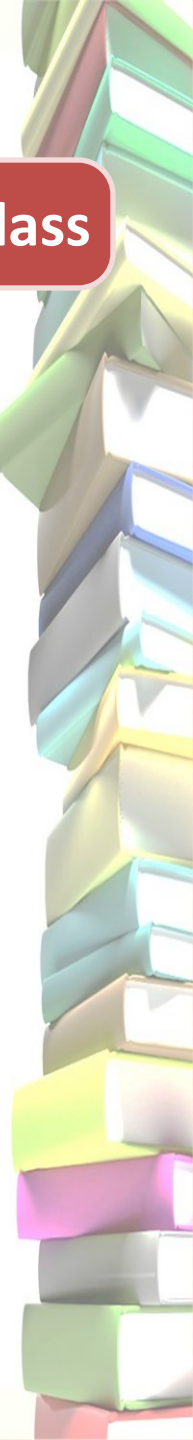
To Kill A Mockingbird unit

English Language Development class

The Language that creates and influences Point of View

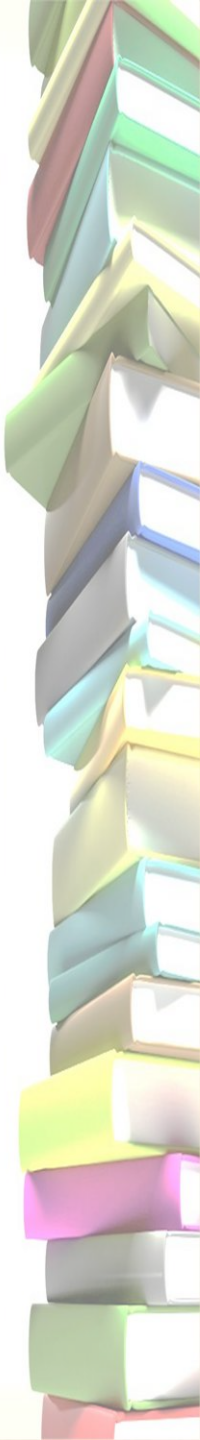
- Signals of narrator's temporal location
- Signals of narrator's **physical location**

Maycomb was an old town, but it was tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then: a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. ... People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything.



Steps in Lesson Plan Creation

1. Considering the unit, materials, and needs of your students,
 - what ELA or ELP standards will you meet?
 - what function(s) will you teach (what will students DO with language)?
2. Considering the level of your students—determine which forms they will need to be taught in order to accomplish the work.
3. Add each function and form to your personal curriculum map for tracking.
4. Examine your materials to see if the forms are present in them or if you will need to teach them directly.
5. Fill out Function/Form Analysis Chart
6. What tasks will the students do? (30 min)
(Receptive, Interactive, Productive)
 - Teacher modeling
 - Group or scaffolded practice
 - Individual practice
7. How will I assess students' learning?





Looking Forward

Tomorrow

Bring any teaching materials for this fall in which you want to include some explicit language teaching

Please read the Fillmore and Fillmore article downloadable from our website:

<http://woucentral.weebly.com/>





Western Oregon
UNIVERSITY



CENTRAL
13 J
SCHOOL DISTRICT

Project High-5

Culture, Collaboration, Commitment, Communication, & Community

Exit Ticket



Before you leave, please complete
the following statement:

*In planning for my lessons this year,
I'll keep in mind the following principles
of effective instruction for ELLs:*