Lunch

Practices

Math
- Make sense of problems and solve them
- Reason abstractly and quantitatively

Science
- Plan and carry out investigations
- Analyze and interpret data

- Use math and computational thinking

- Construct arguments from evidence

- Produce clear and coherent writing

ELA
- Integrate, compare, and synthesize ideas from text
- Build on the ideas of others and articulate one's own ideas

Standards
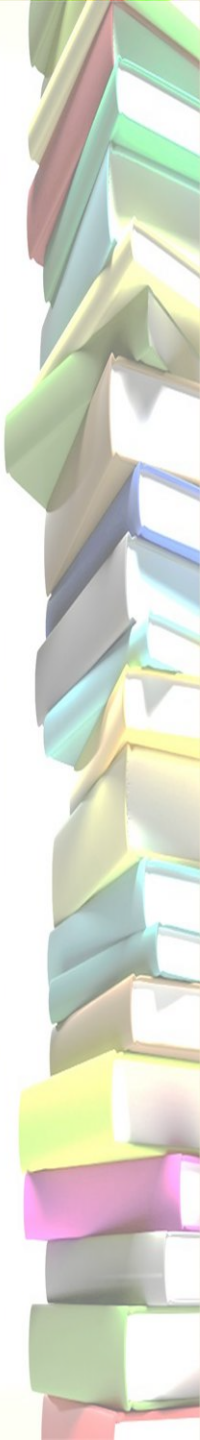
Math

CCSS for math

ELA

CCSS for ELA

Science

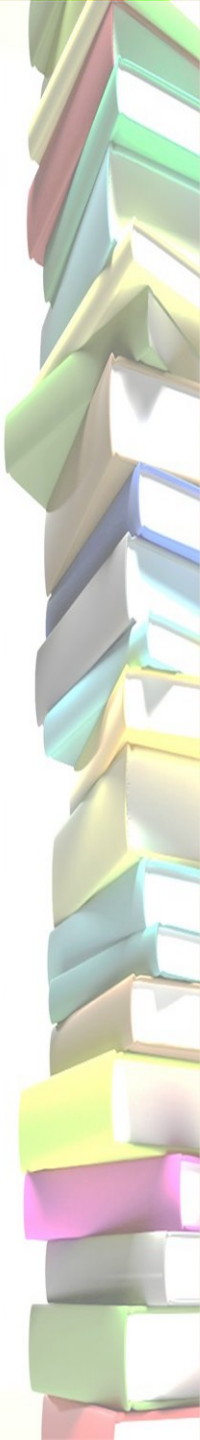**NGSS for science**

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
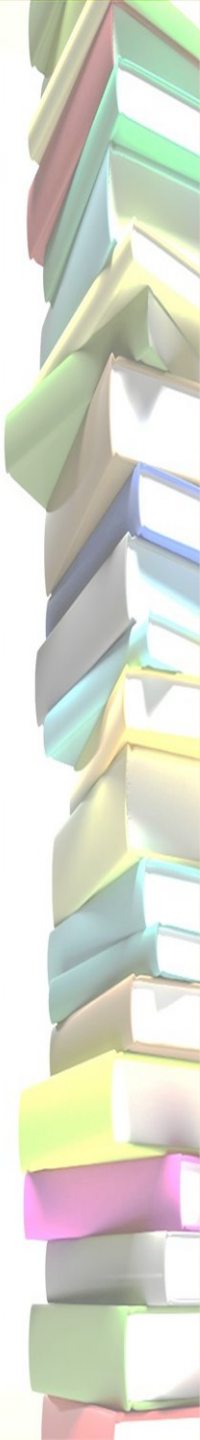
Language Functions

refer
to things and information

create
songs, poems, stories, jokes

narrate

persuade

inform

describe

ask for information

ask for clarification

ask for agreement

express
emotions and opinions

interpret

evaluate

summarize

generalize

request

offer

interact
socially

paraphrase

introduce

predict

hypothesize

summon

greet

conclude

thank

forgive

apologize

congratulate

direct

advise

warn

threaten

refuse

complain

compliment

metalingual
to discuss and describe language
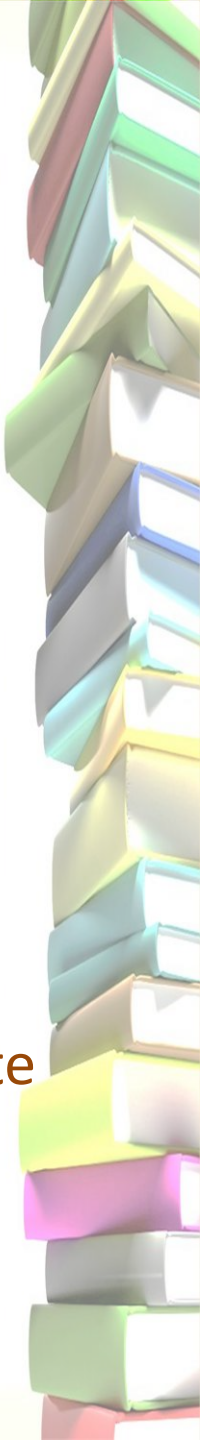
Which Functions do we need to teach?

refer
to things and
information

create
songs, poems,
stories, jokes

narrate

persuade

inform

describe

ask for information

ask for clarification

ask for agreement

express
emotions
and
opinions

interpret
evaluate
summarize
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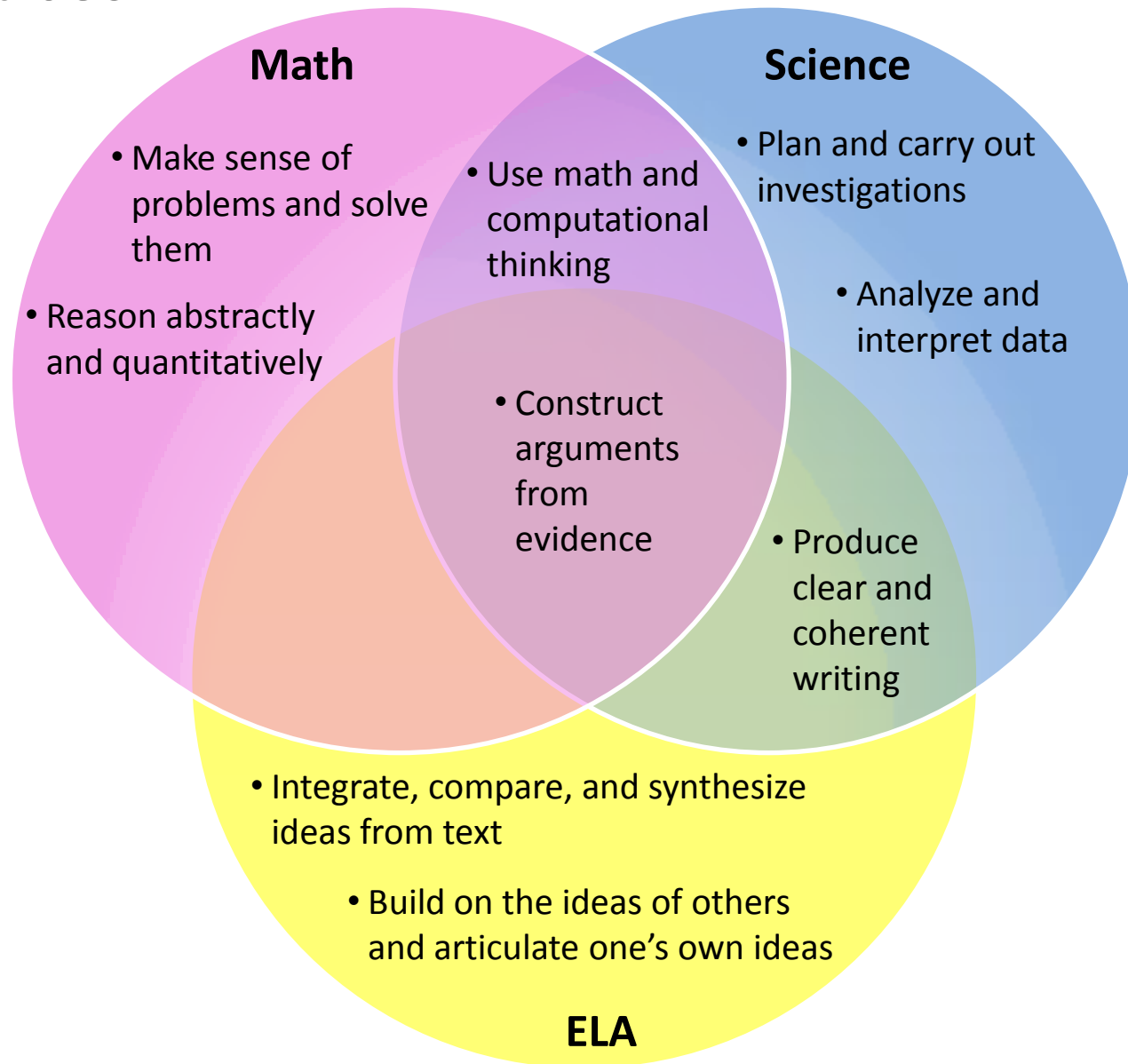
Language Functions in the ELP Standards

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:

Receptive	Interactive	Productive
Identify,	Participate	Express
Determine	Follow rules	Explain
	Answer	Introduce & Conclude
Gather,	Ask questions	Compose written
Label,	Contribute	narratives &
Record,	Build	informational texts
and Sort	Respond	Deliver
information		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?
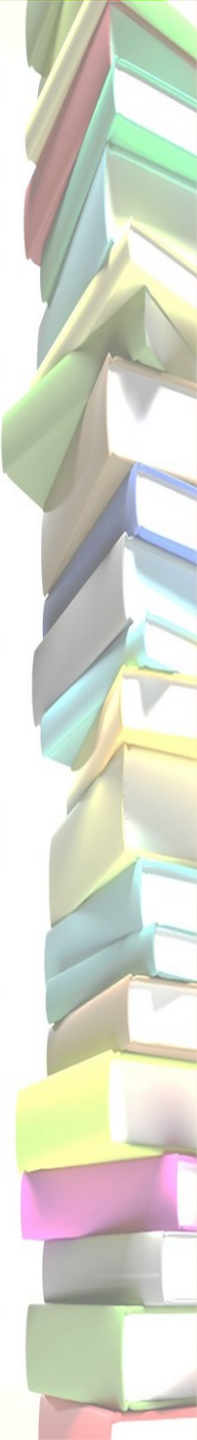Explaining—Informational text

    Firefighters put out fires. They save lives. They stop fires from spreading. Without firefighters, a fire could damage a large area.

    Firefighters also teach people how to prevent fires, or not let them happen. They say to throw away trash and other things that can catch on fire. "Fix old wires in the house. Don't let children play with matches," they say.

    Firefighters visit schools. They tell students to make an escape plan at home. They show students how to quickly and safely leave a building that is on fire. What if your clothes catch on fire? "Stop, drop, and roll!" they say.
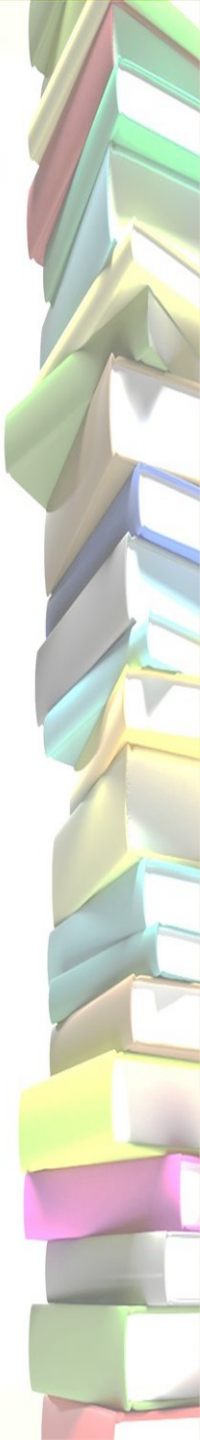
Language Functions and **Forms**

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

Firefighters put out fires. They save lives. They stop fires from spreading. Without firefighters, a fire could damage a large area.

Firefighters also teach people how to prevent fires, or not let them happen. They say to throw away trash and other things that can catch on fire. "Fix old wires in the house. Don't let children play with matches," they say.

Firefighters visit schools. They tell students to make an escape plan at home. They show students how to quickly and safely leave a building that is on fire. What if your clothes catch on fire? "Stop, drop, and roll!" they say.

from Grade 2 text, Houghton Mifflin Harcourt (2014)

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
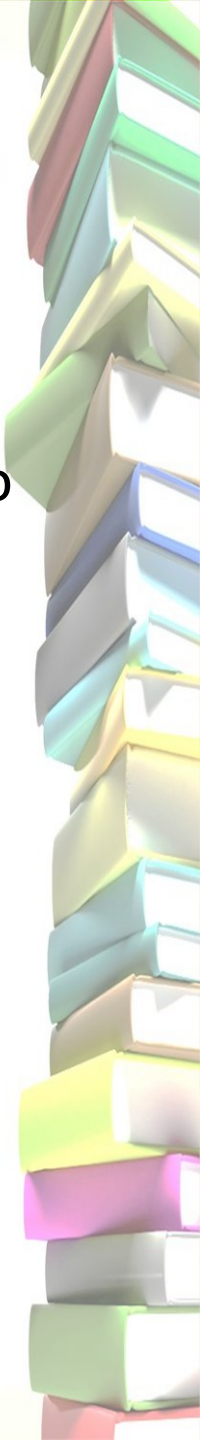
Figure 2.2
Frequency of function word classes in conversation
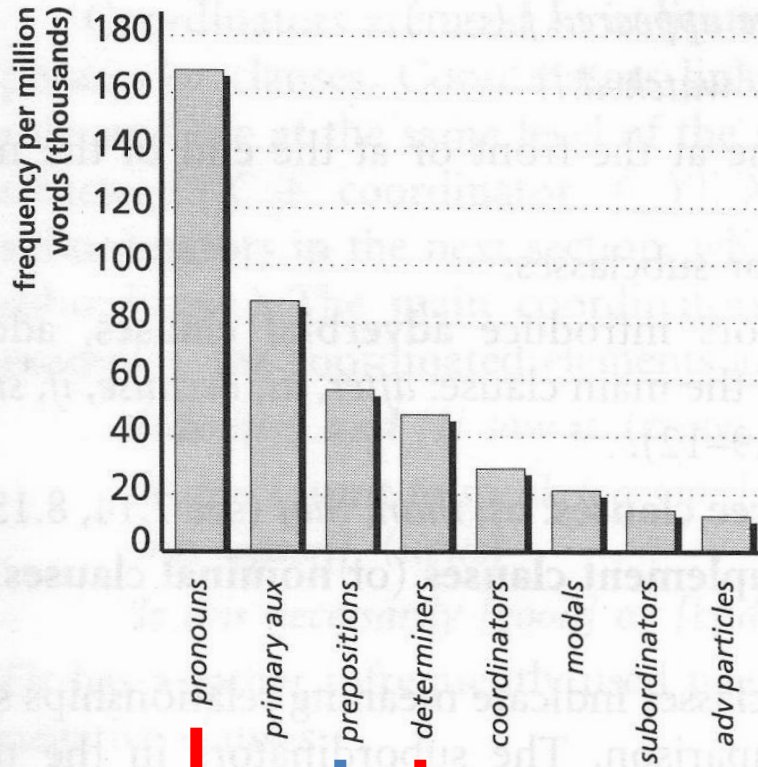
Figure 2.3
Frequency of function word classes in academic prose
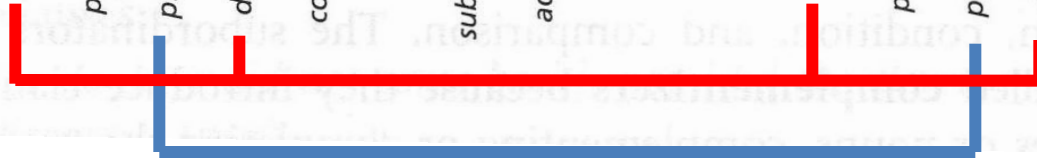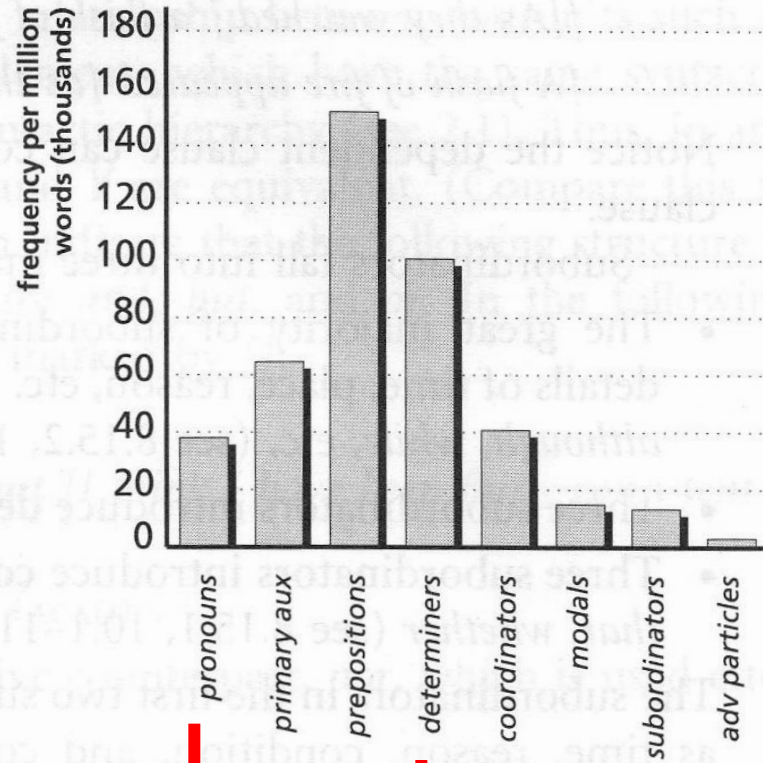
Figure 8.5
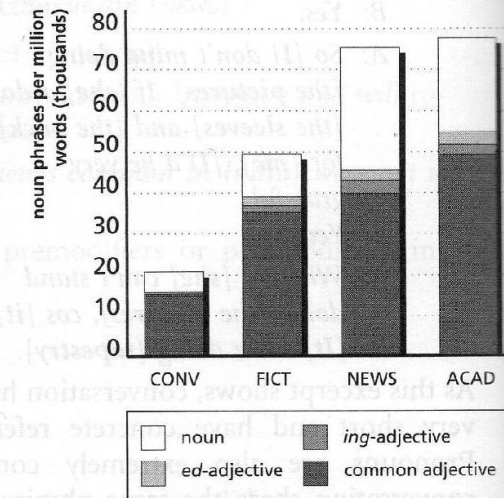Percentage use of *and* as phrase-level v. clause-level connector

phrase-level *and*   clause-level *and*
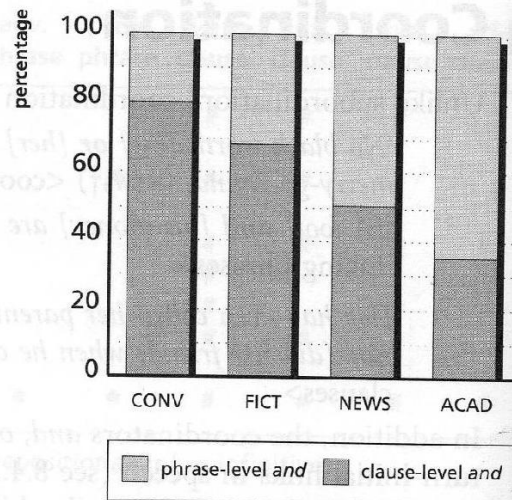
Figure 7.1
Distribution of attributive and predicative adjectives across registers

predicative adjectives
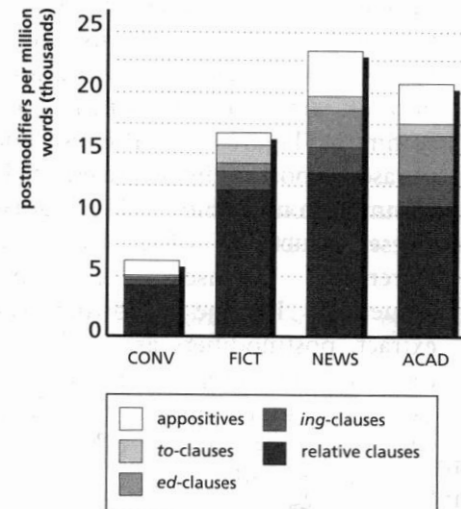attributive adjectives
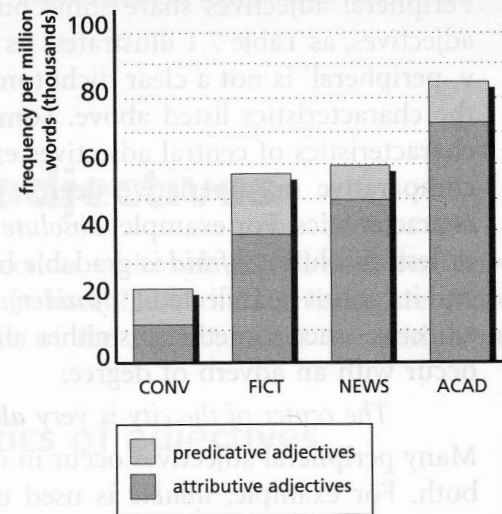
Figure 9.2
Frequency of premodifier types across registers

noun
ed-adjective
ing-adjective
common adjective

Figure 9.3
Prepositional v. other postmodification across registers

other postmodifiers
prepositional phrases
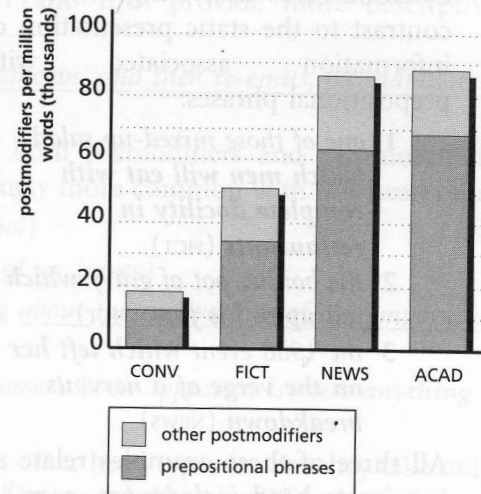
Figure 9.4
Non-prepositional postmodifier types across registers

appositives
to-clauses
ed-clauses
ing-clauses
relative clauses

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

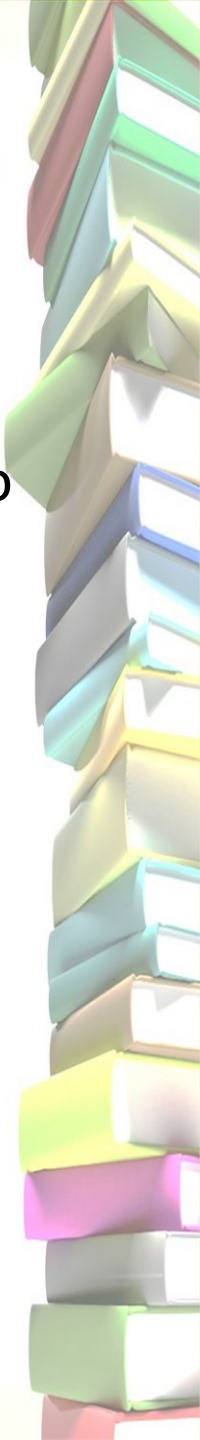   content words specific to the topic

Information Density

    Longer clauses

    Complex sentences

    Noun-heavy

    Many noun modifiers

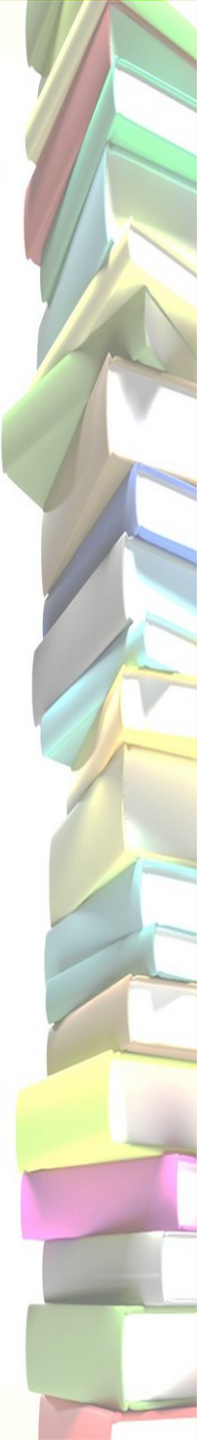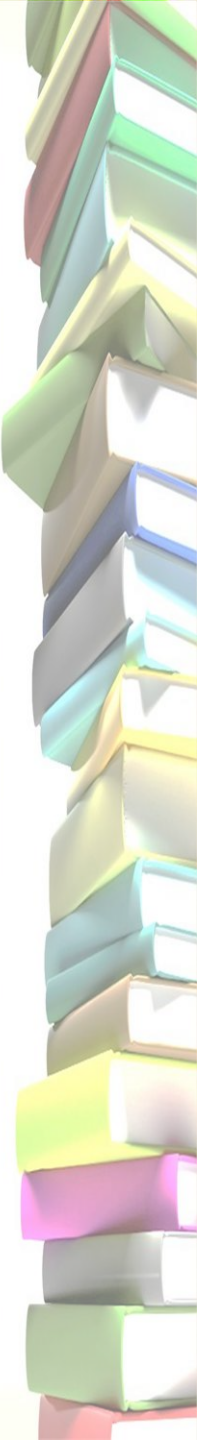   Many verbal modifiers

Language Functions and **Forms**

Vocabulary of formal/academic writing

Firefighters put out fires. They save lives. They stop fires from spreading. Without firefighters, a fire could damage a large area.

Firefighters also teach people how to prevent fires, or not let them happen. They say to throw away trash and other things that can catch on fire. "Fix old wires in the house. Don't let children play with matches," they say.

Firefighters visit schools. They tell students to make an escape plan at home. They show students how to quickly and safely leave a building that is on fire. What if your clothes catch on fire? "Stop, drop, and roll!" they say.

from Grade 2 text, Houghton Mifflin Harcourt (2014)

Language Functions and **Forms**

Vocabulary of formal/academic writing

Firefighters put out fires. They save lives. They stop fires from <u>spreading</u>. Without firefighters, a fire could damage a large area.

Firefighters also teach people how to <u>prevent</u> fires, or not let them happen. They say to throw away trash and other things that can catch on fire. "Fix old wires in the house. Don't let children play with matches," they say.

Firefighters visit schools. They tell students to make an escape plan at home. They show students how to quickly and safely leave a building that is on fire. What if your clothes catch on fire? "Stop, drop, and roll!" they say.

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Language Functions and **Forms**
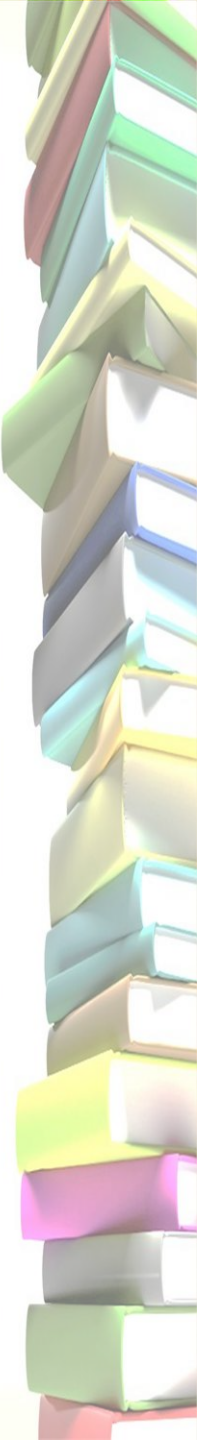
Noun <u>modification</u> in formal/academic writing

   Firefighters put out fires. They save lives. They stop fires from spreading. Without firefighters, a fire could damage a <u>large</u> **area**.

   Firefighters also teach people how to prevent fires, or not let them happen. They say to throw away trash and other **things** <u>that can catch on fire</u>. "Fix <u>old</u> **wires** in the house. Don't let children play with matches," they say.

   Firefighters visit schools. They tell students to make an <u>escape</u> **plan** at home. They show students how to quickly and safely leave a **building** <u>that is on fire</u>. What if your clothes catch on fire? "Stop, drop, and roll!" they say.

<p style="text-align:right">from Grade 2 text, Houghton Mifflin Harcourt (2014)</p>

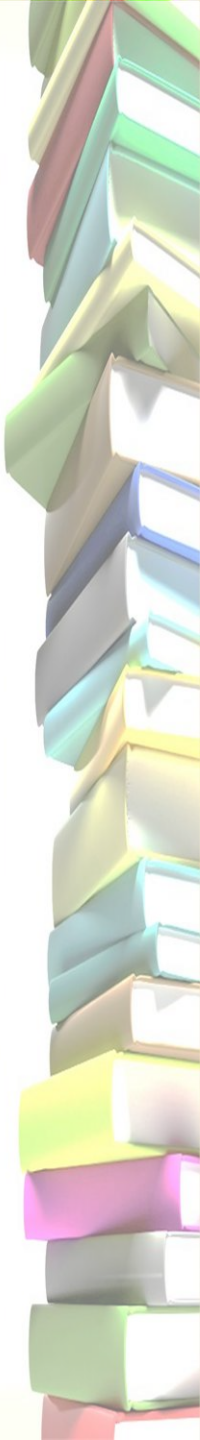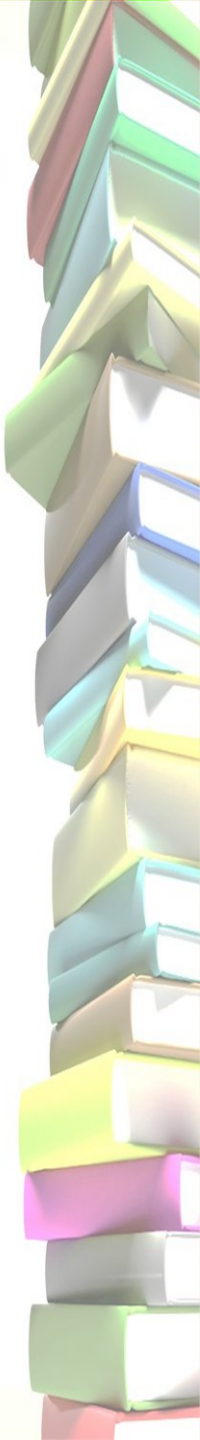# Language Functions and **Forms**

Adverbial modification in formal/academic writing

Firefighters put out fires. They save lives. They stop fires from spreading. Without firefighters, a fire could damage a large area.

Firefighters also teach people how to prevent fires, or not let them happen. They say to throw away trash and other things that can catch on fire. "Fix old wires in the house. Don't let children play with matches," they say.

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from Grade 2 text, Houghton Mifflin Harcourt (2014)

Language Functions and **Forms**

Direct Quotations in formal/academic writing

Firefighters put out fires. They save lives. They stop fires from spreading. Without firefighters, a fire could damage a large area.

Firefighters also teach people how to prevent fires, or not let them happen. They say to throw away trash and other things that can catch on fire. "Fix old wires in the house. Don't let children play with matches," they say.

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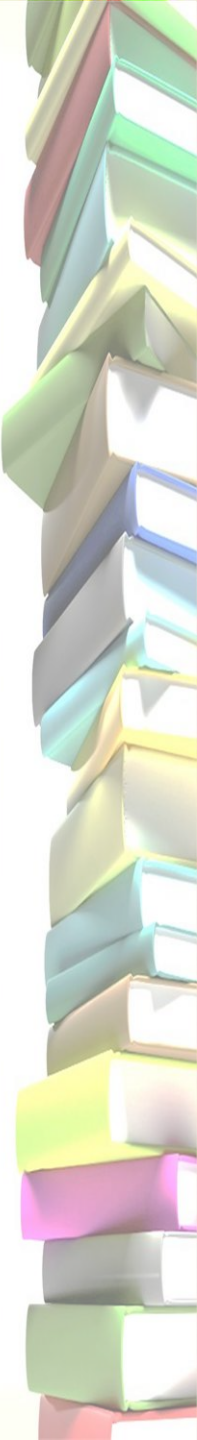
Language Functions and **Forms**

Rhetorical Questions in formal/academic writing

    Firefighters put out fires. They save lives. They stop fires from spreading. Without firefighters, a fire could damage a large area.

    Firefighters also teach people how to prevent fires, or not let them happen. They say to throw away trash and other things that can catch on fire. "Fix old wires in the house. Don't let children play with matches," they say.

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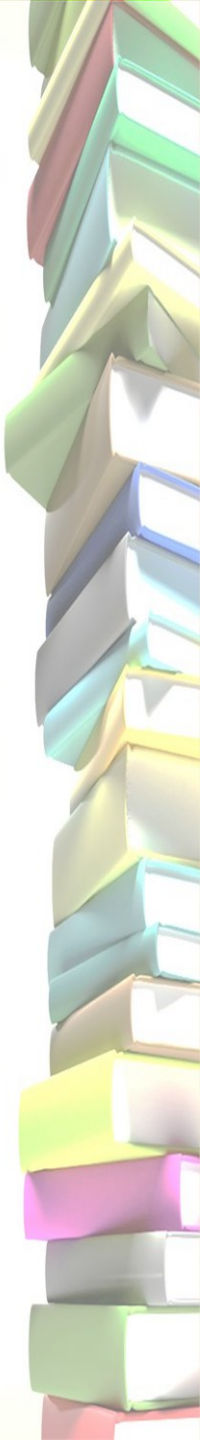
The Goal of Contextualized ELD

To teach language **FORMS**

that **FUNCTION MEANING**fully

for **USE** in academic **PRACTICES**
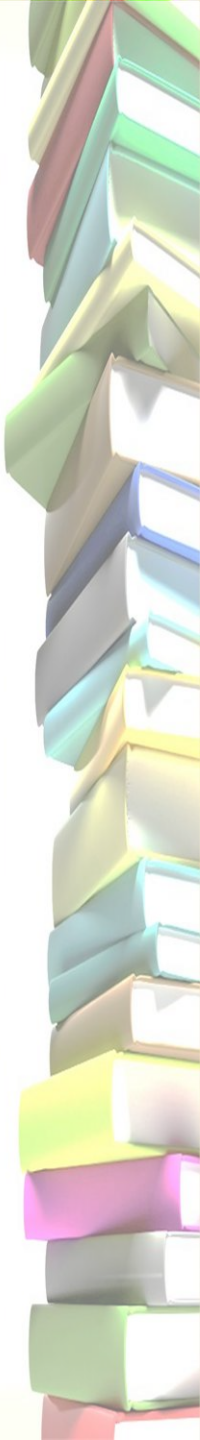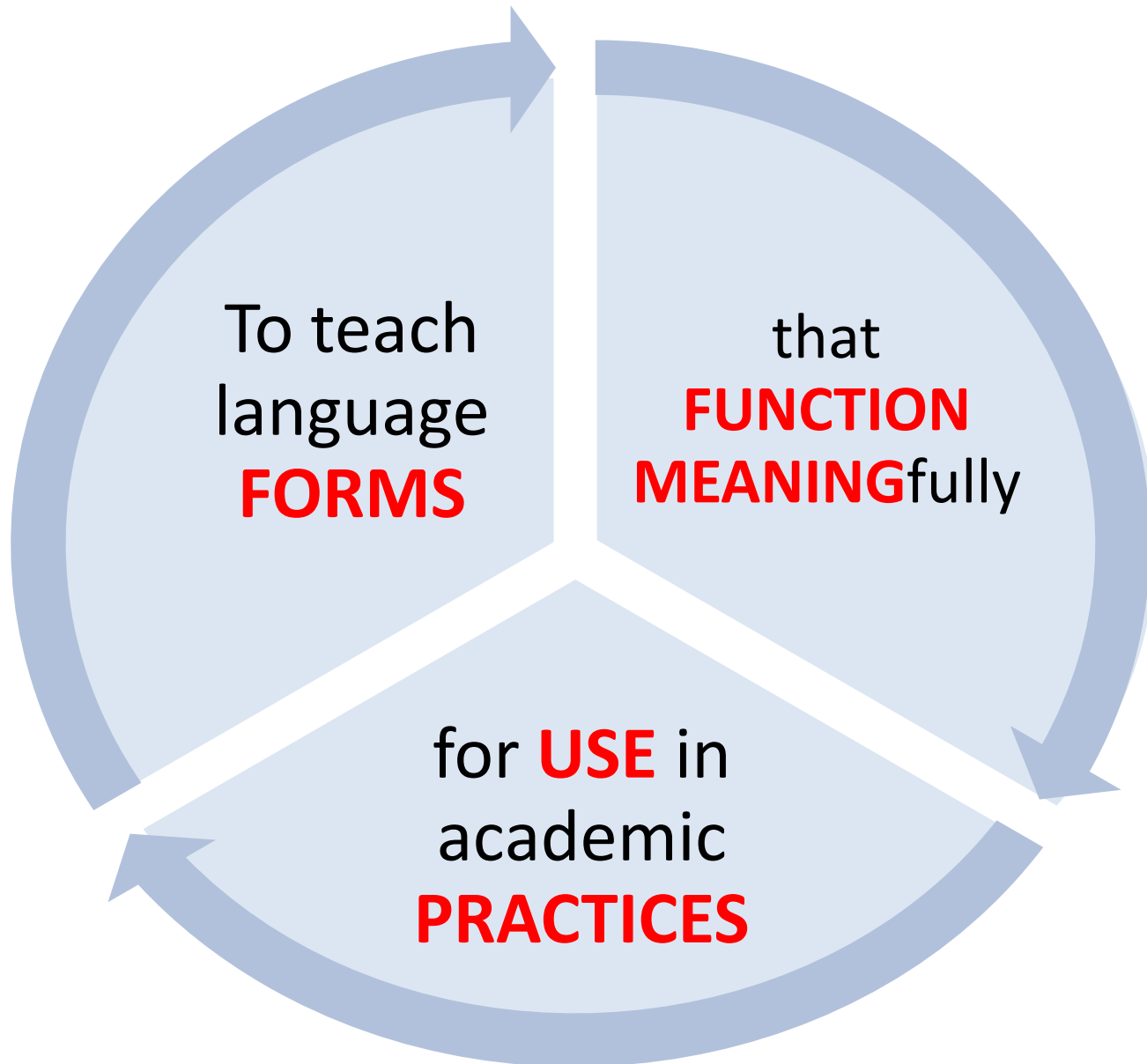
Language Functions in the ELP Standards

Functions: all are linguistic action verbs.
What can we have students DO during a lesson?

Receptive	Interactive	Productive
Identify,	Participate	Express
Determine	Follow rules	Explain
	Answer	Introduce & Conclude
Gather,	Ask questions	Compose written
Label,	Contribute	narratives &
Record,	Build	informational texts
and Sort	Respond	Deliver
information		Retell/recount

Adapt language choices
Expand and rearrange sentences
Link text using temporal and
cohesive words
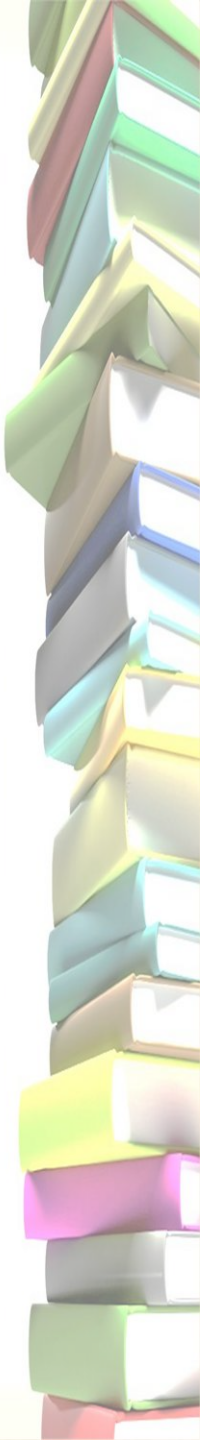
Example of Contextualized ELD

Fourth grade unit: Lewis and Clark
Original lesson:

Teacher models a short Readers' Theater about Lewis and Clark

Class discussion of hardships of their journey

Students break into groups to write an introduction to their own readers' theater. Each group has a different text. Some groups have an ELL.

Example of Contextualized ELD

Fourth grade unit: Lewis and Clark
Lesson with Contextualized ELD:

Teacher models a short Readers' Theater about Lewis and Clark

The intro to the reader's theater contains the sentence:

"Strong and dedicated Lewis and Clark are rafting wildly down the Columbia River."

The teacher highlights the present progressive verbs throughout the reading by acting out their actions.

Class discussion of the specific actions shown and the hardships of the journey.

Example of Contextualized ELD

Fourth grade unit: Lewis and Clark
<u>Lesson with Contextualized ELD:</u>

Teacher breaks students into groups, some with an ELL, and gives each their reader's theater passage to read.

Teacher pulls out ELLs into a group for ELD time while the other students work on another aspect of the readers' theater or unit.
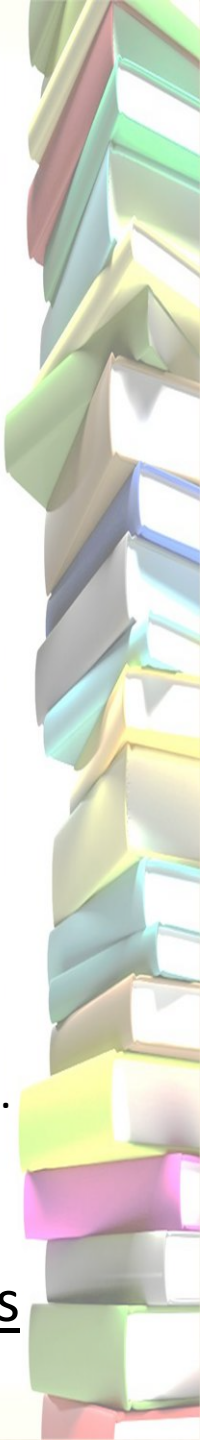
Teacher gives ELL group the sentence:

Strong and **dedicated** Lewis and Clark are **rafting wildly down the Columbia River**.

(**adj**) and (**adj**) Lewis and Clark are (**ing-verb**) (**adverb**) (**prepositional phrase**).

And the chart:
<u>adjectives</u> <u>ing-verbs</u> <u>-ly adverbs</u> <u>prepositional phrases</u>
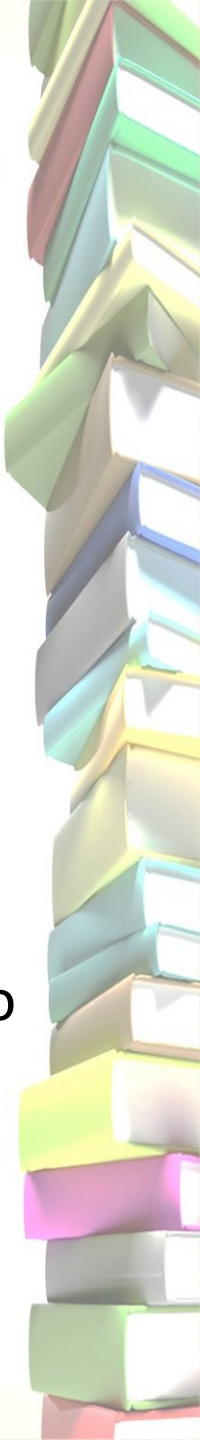
Example of Contextualized ELD

Fourth grade unit: Lewis and Clark
Lesson with Contextualized ELD:

Teacher helps students contribute words and phrases to their chart to describe Lewis and Clark's journey in their section.

Each ELL uses the sentence frame to write 3 sentences that could be used to introduce their readers' theater.

ELLs return to their original groups with their introduction sentences. Each group chooses one of the sentences to introduce their readers' theater.

Groups practice and present their readers' theater.

Example of Contextualized ELD

Fourth grade unit: Lewis and Clark
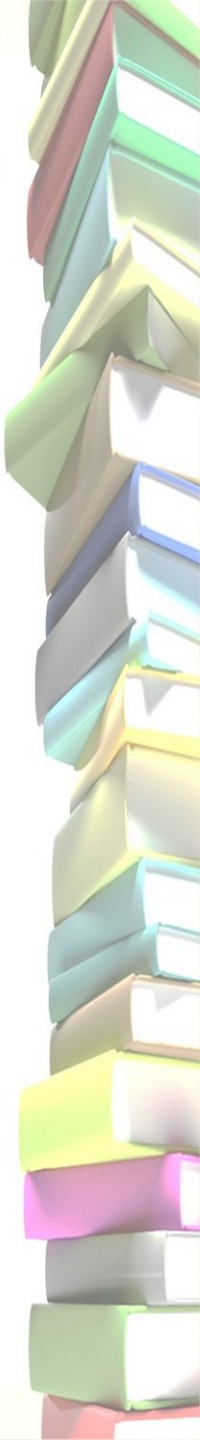<u>Lesson with Contextualized ELD:</u>

Challenges:

Keeping students focused and on-task.

Students will try to make silly sentences.

(**adjective**) and (**adjective**) Lewis and Clark are (**ing-verb**) (**adverb**) (**prepositional phrase**).

Tired and **stinky** Lewis and Clark are **sticking deeply** their fingers **up their noses**.

Example of Contextualized ELD

1. In this lesson, what did the ELLs DO with language (what function(s) did they practice explicitly)?

2. Examine your 10 ELP standards, which ones are met in this lesson?

3. In your Azar book, find and review "present progressive".

4. Consider the sentence frame from the lesson:

   (**adjective**) and (**adjective**) Lewis and Clark are (**ing-verb**) (**adverb**) (**prepositional phrase**).

5. Was this an appropriate ELD lesson for the early intermediate and 3 intermediate ELLs in this class?

6. What other positive ELL strategies were used in the lesson?
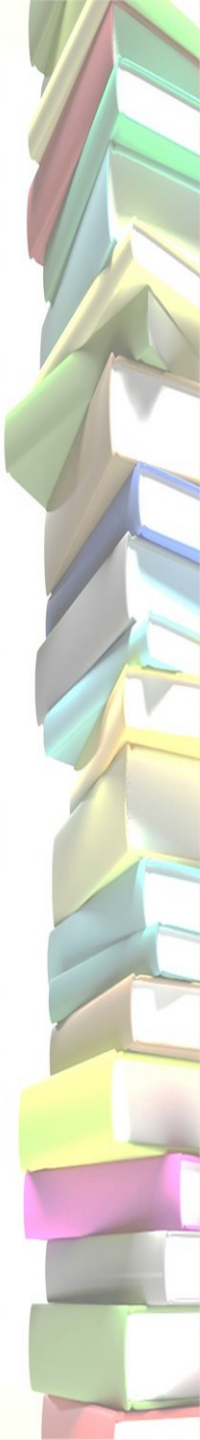
Steps in Lesson Plan Creation

1. Considering the theme of the unit, the materials, and the needs of your students, choose the function(s) for the unit: 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.

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

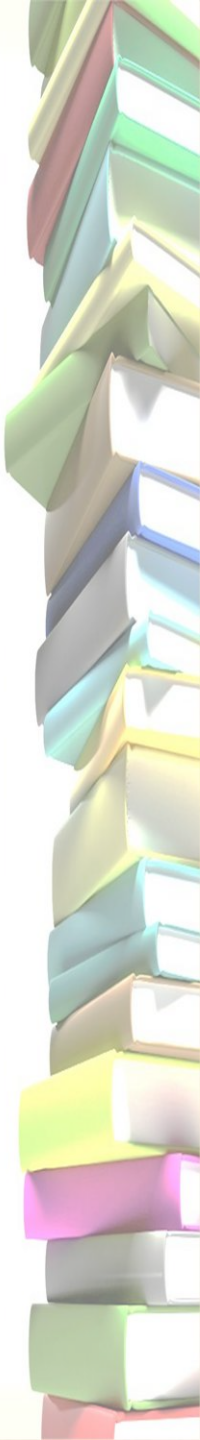   Group or scaffolded practice

   Individual practice

7. How will I assess students' learning?
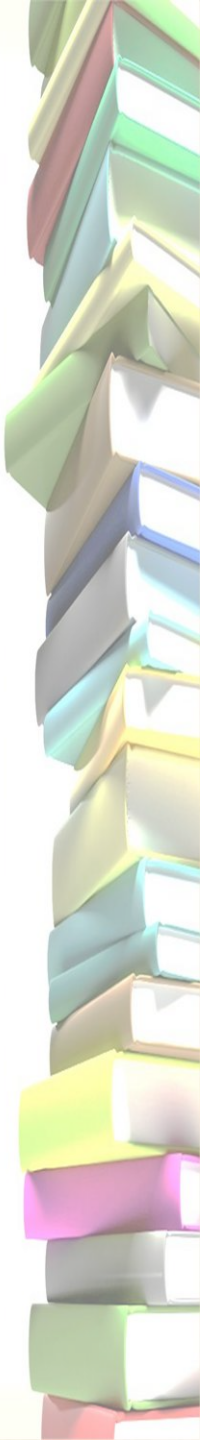
Project High Five: Graduate Credit

- 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.
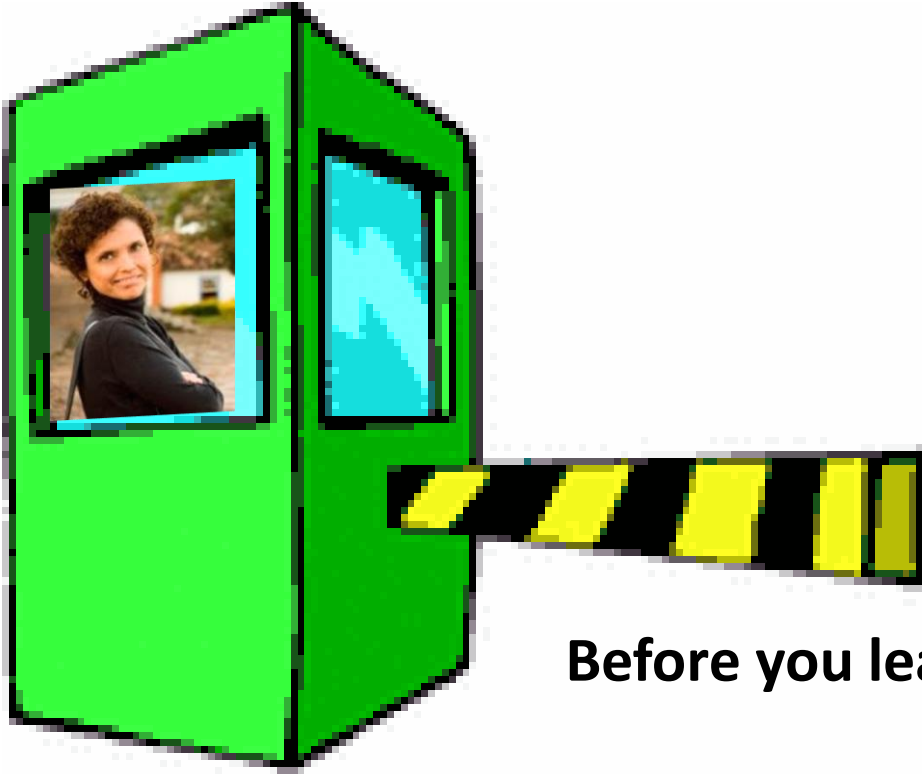
Project High Five: Survey and release form

- 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.
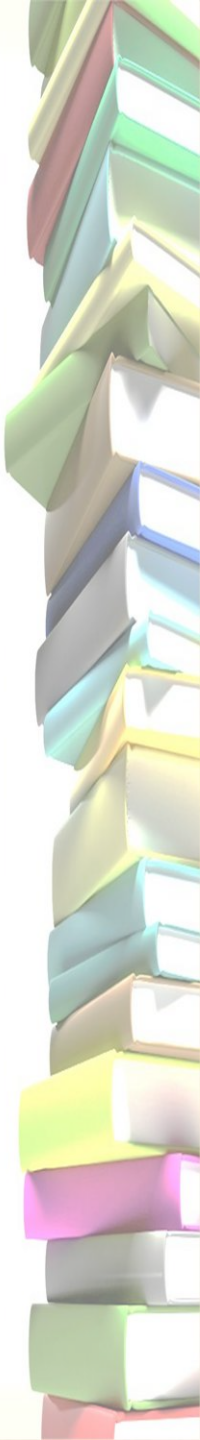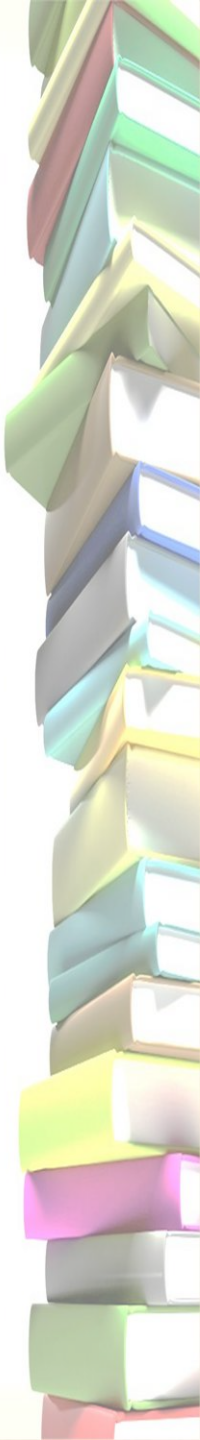
Exit Ticket

Before you leave, please write…

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

Looking Forward

Tomorrow

Bring any teaching materials for next 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/