



Project LUISA

Language Understanding to Improve Student Achievement

Session 1. Jan 18, 2013

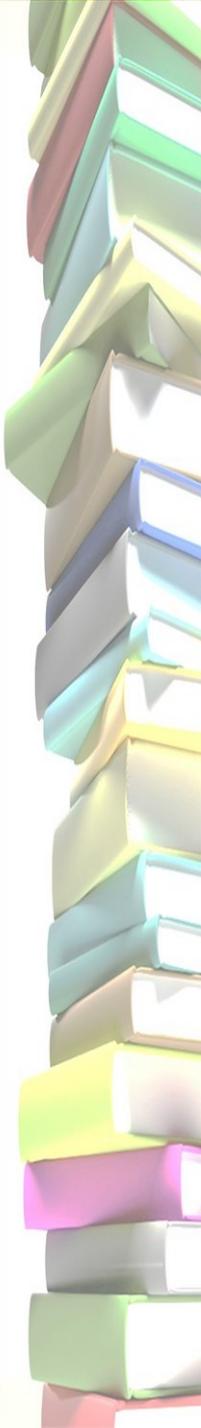
1. Welcome and Introductions
2. Language Functions and Forms
3. Review and Discussion of Articles
4. Linguistic Forms in Context
5. Reflection and Debriefing
6. Looking Forward



Common ELL errors

Elements of the system of language

- Phonology: the study of the **sounds** of a language
- Morphology: the study of **words and parts of words**
- Syntax: the study of the **structure of sentences** and the rules that govern the formation of a sentence
- Semantics: the study of **meanings** of individual words and of larger units such as phrases and sentences
- Pragmatics: the study of language **use in context**





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

ask for information

ask for clarification

persuade

ask for agreement

inform

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complement



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

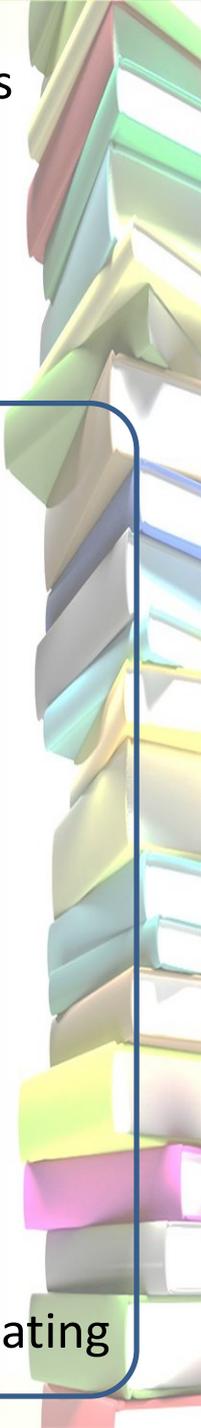
Interpreting

Evaluating

Drawing conclusions

Making predictions

Hypothesizing and speculating



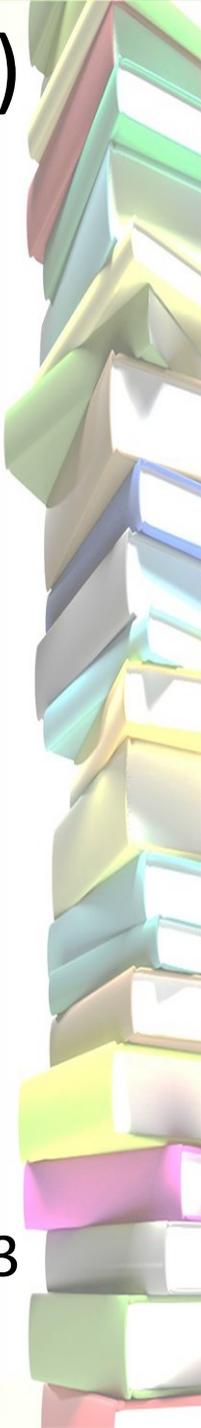
Language Functions and Forms (in school)

What function stands out in this passage?

Describing people, places, things

On sultry summer days at my grandma's farm in Michigan, the air gets damp and heavy. Storm clouds drift low over the fields. Birds fly close to the ground. The clouds glow for an instant with a sharp crackling light, and then a roaring, low, tumbling sound of thunder makes the windows shudder in their panes.

from "Thunder Cake," *Literacy by Design*, Grade 3



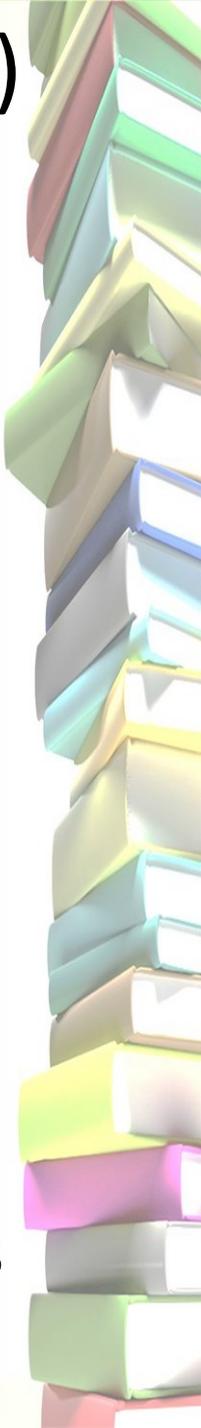
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Certain **Forms** are likely to occur with a given Function

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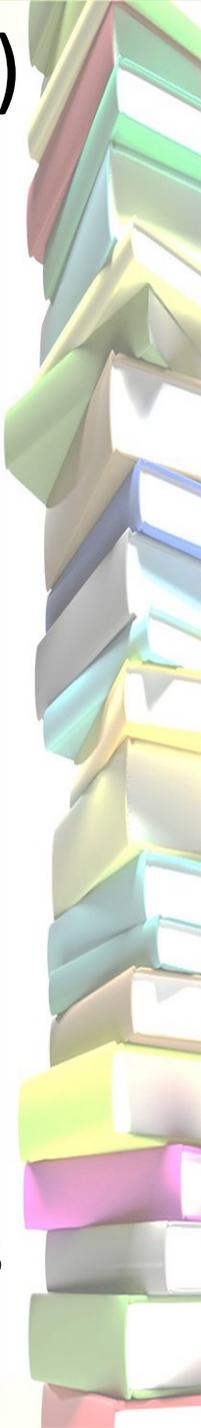
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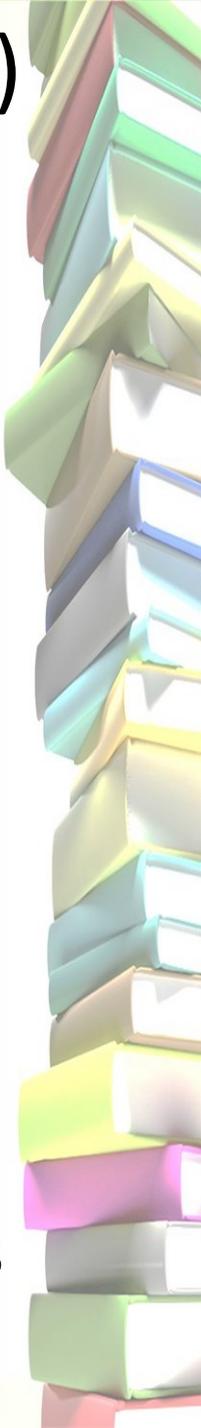
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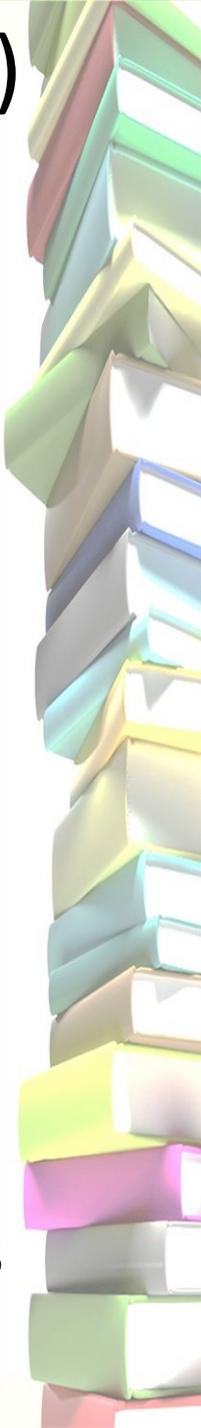
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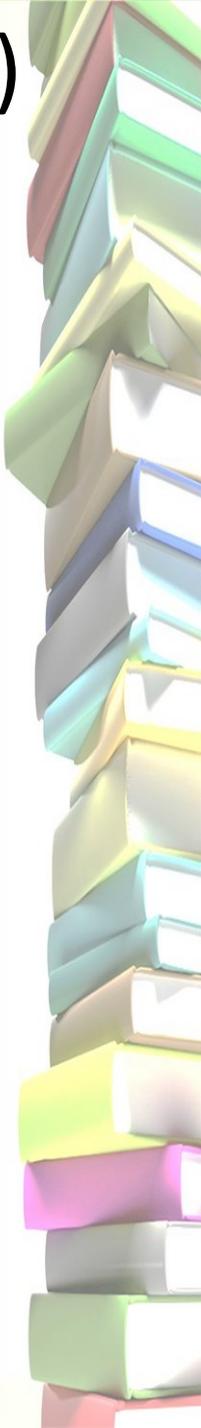
Language Functions and Forms (in school)

What function stands out in this passage?

Sequencing

Recycling paper involves collecting used paper, sorting it according to color and quality, and cleaning it to remove staples or other non-paper items. Then, the clean, sorted paper is wet down and beaten to loosen the fibers. The recycled fibers can be made into cardboard or newsprint or mixed with wood pulp to make higher-quality paper.

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



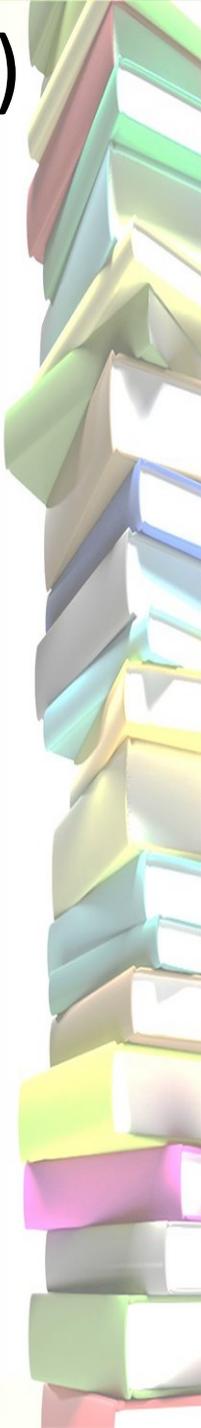
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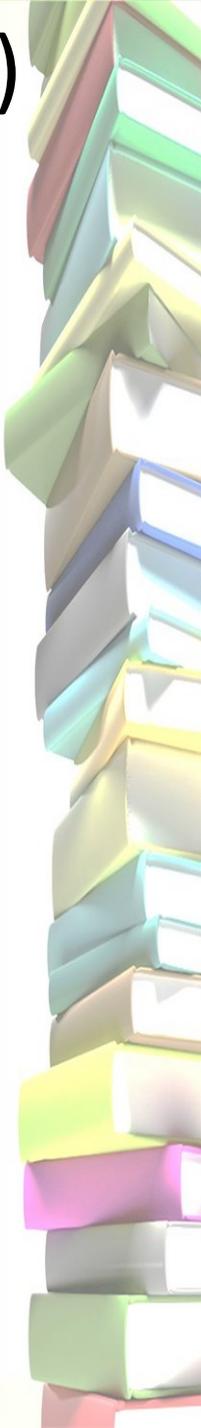
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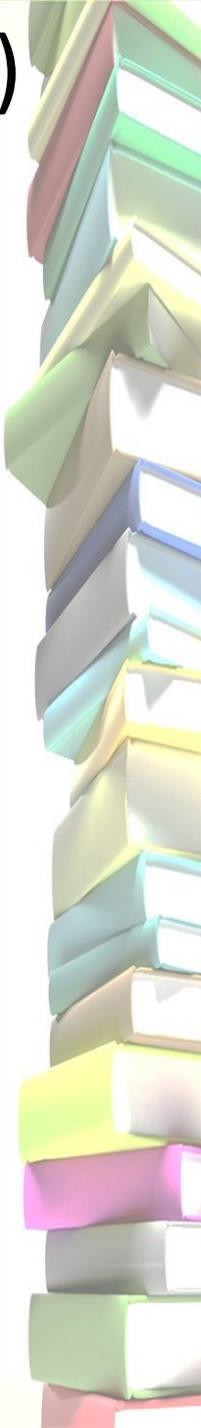


Language Functions and Forms (in school)

What function stands out in this passage?

Retelling/relating past events

They sat down at the table and the girl looked across at the hills on the dry side of the valley and the man looked at her and at the table. 'You've got to realize,' he said, ' that ...

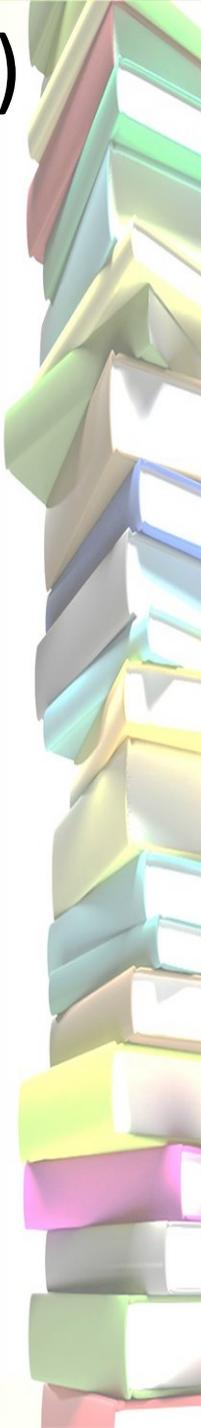


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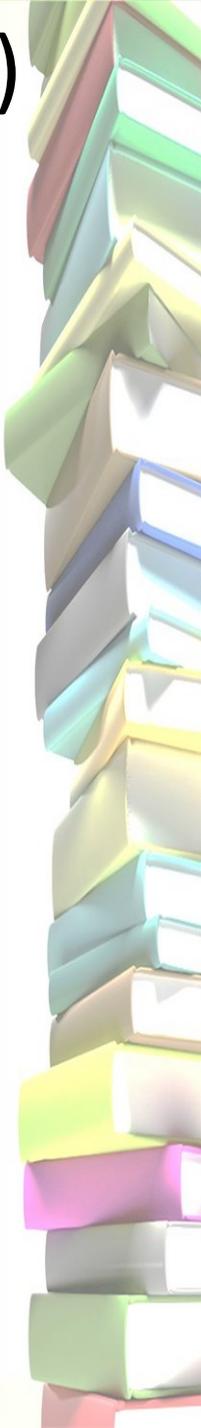


Language Functions and Forms (in school)

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 ayes have it'.

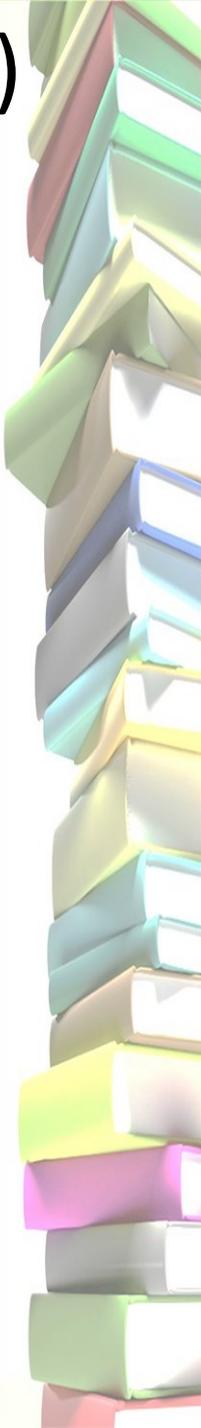


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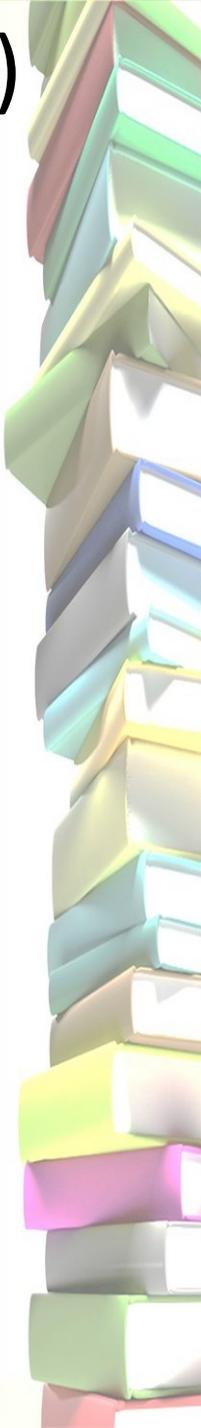
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Language Functions and Forms (in school)

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

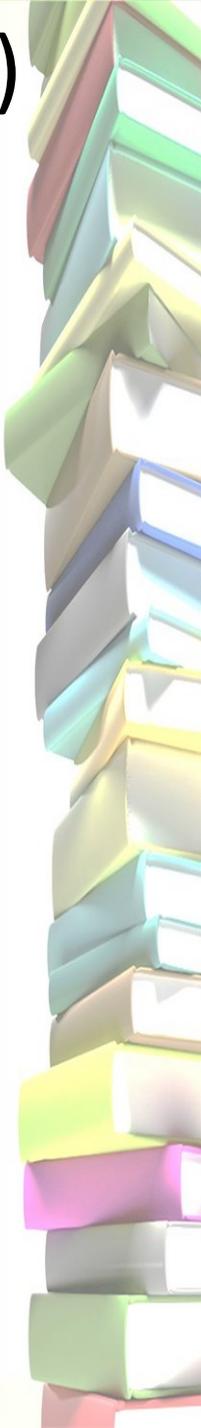
Describing actions

Defining

Explaining

Drawing conclusions

Making predictions



Language Functions and Forms (for spring)

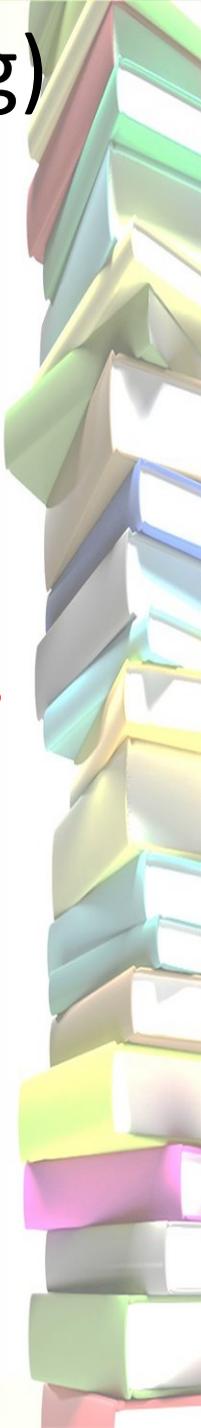
Functions

Describe Actions
Compare & Contrast
Describe People & Things
Describe Places & Locations
Give & Follow Directions
Express Time Relationships &
Duration
Predict and Express Cause &
Effect
Explain Characteristics of People,
Things, and Places
Classify
Sequence
Summarize and Generalize

Forms

Verb Tenses
BE Verb Forms
Auxiliary Verbs
Imperatives
Exclamations
Negation
Adverb Clauses
Adjective (Relative) Clauses
Conditional Clauses
Passive Voice
There was/were/will be Clauses
Figurative Language
Idioms and Formulaic Phrases
Antonyms

Adverbs
Prepositions
Adjectives
Nouns
Pronouns
Conjunctions





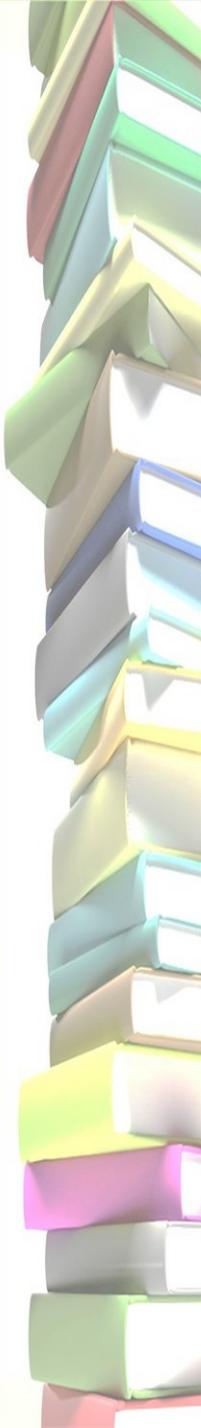


Sharing Ideas/Concepts from articles read

Group work.

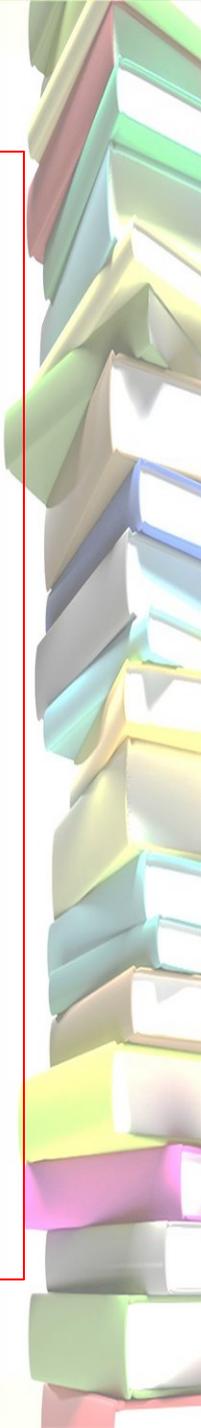
Select **three main ideas** from one of the articles that you would like to share with your other peers.

Be prepared to share these ideas with the audience.



Key ideas to consider from Long (1997)

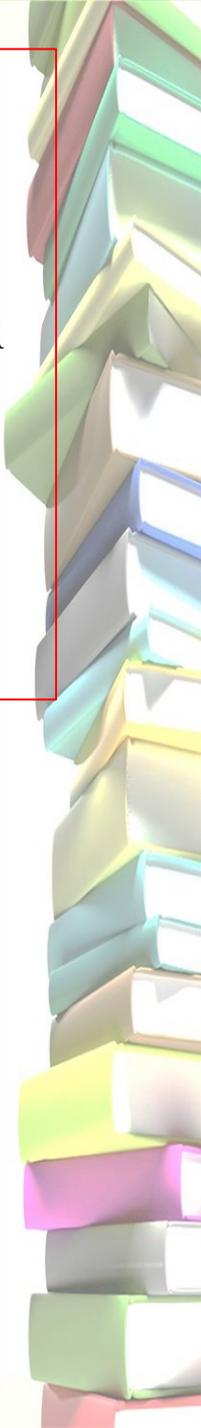
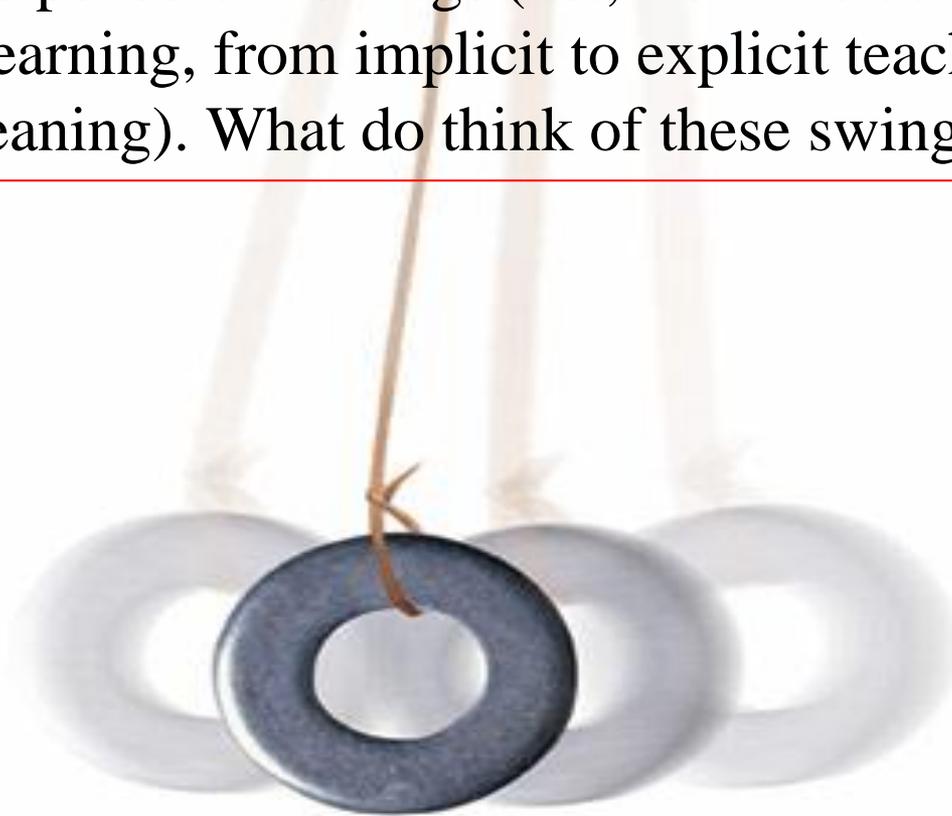
- ◆ Long gave three options of how language teaching can be done:
 - a) Focus on forms
 - b) Focus on meaning
 - c) Focus on form**
- ◆ He reviewed how language teaching was done traditionally. That is there was a predominance of **forms** as opposed to **meaning**.
- ◆ He then presented the **meaning-focused lessons** concept, where the objective was that students communicate (e.g., content-based lessons in sheltered subject matter)
 - Students subconsciously learn the grammar → provided with input (?)

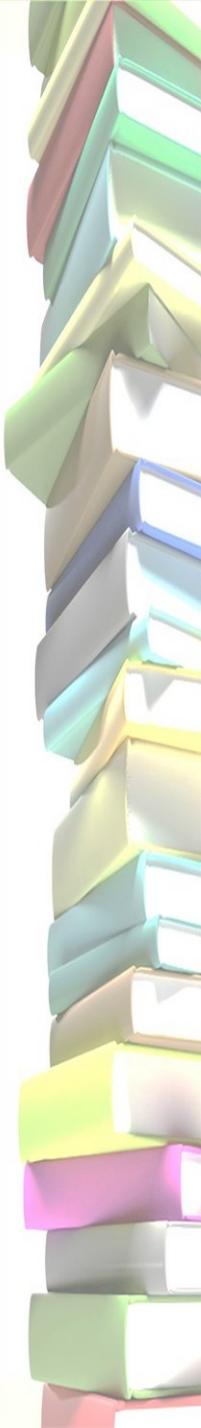
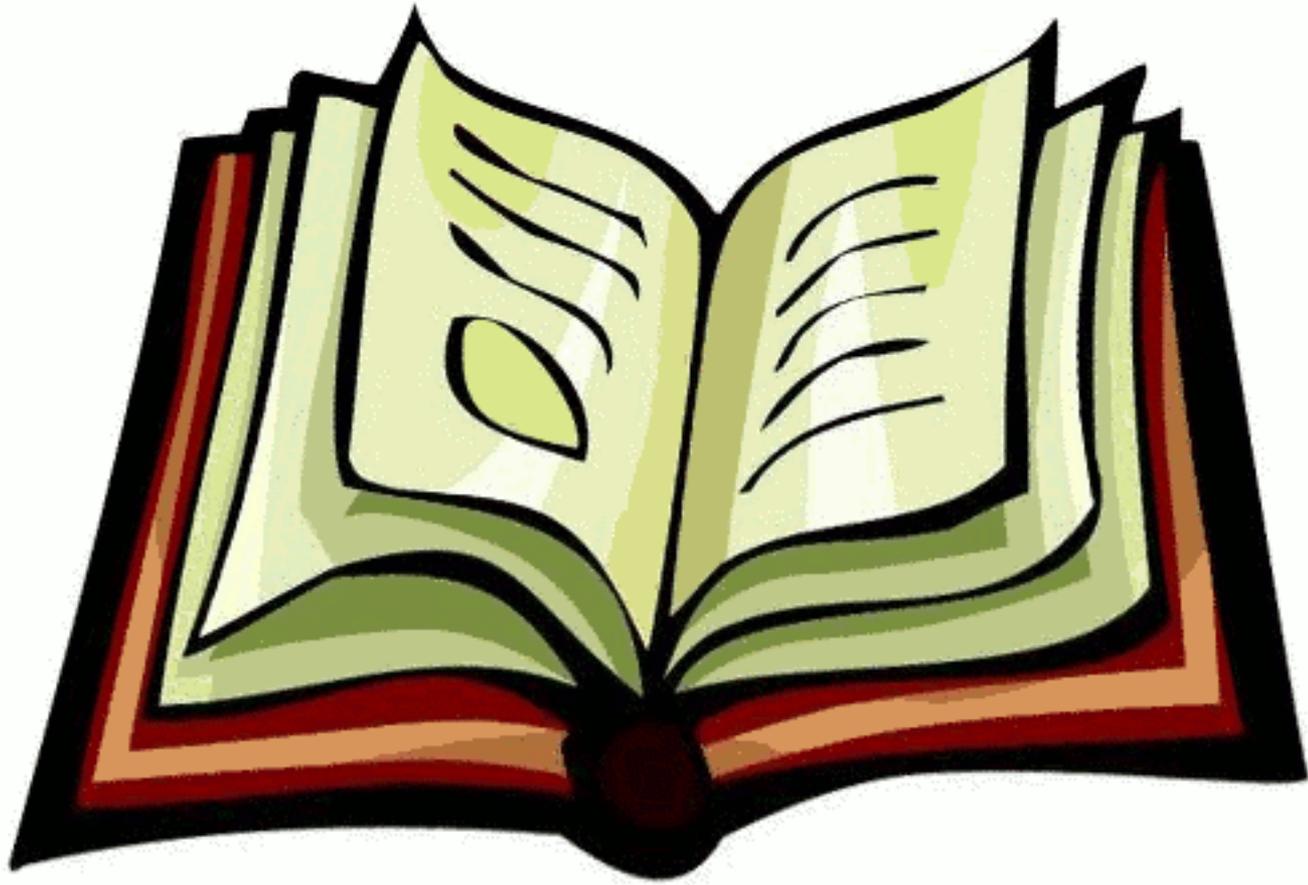


◆ However, Long claims that teachers should focus on **form** as opposed to **forms**.

→ A focus on **form** is a student-driven activity because it draws his/her attention to the linguistic elements needed in an appropriate context.

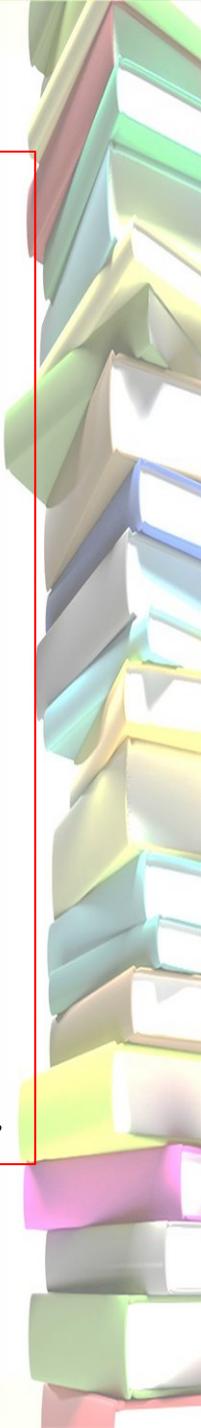
◆ He alludes to the pendulum swings (i.e., from incidental to non-incidental learning, from implicit to explicit teaching, from form to meaning). What do think of these swings?





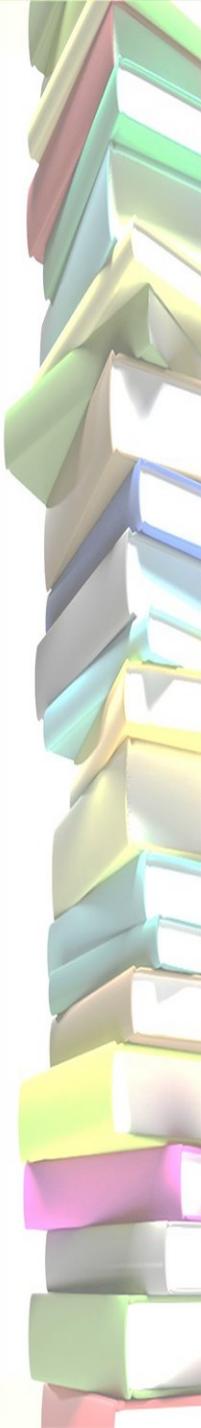
Key ideas to consider from Fillmore (2012)

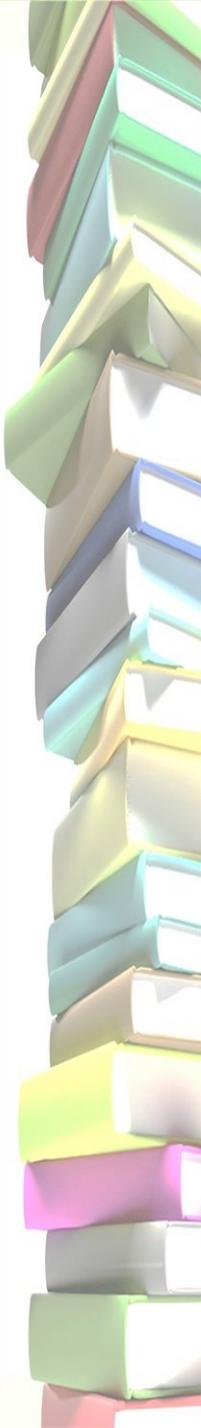
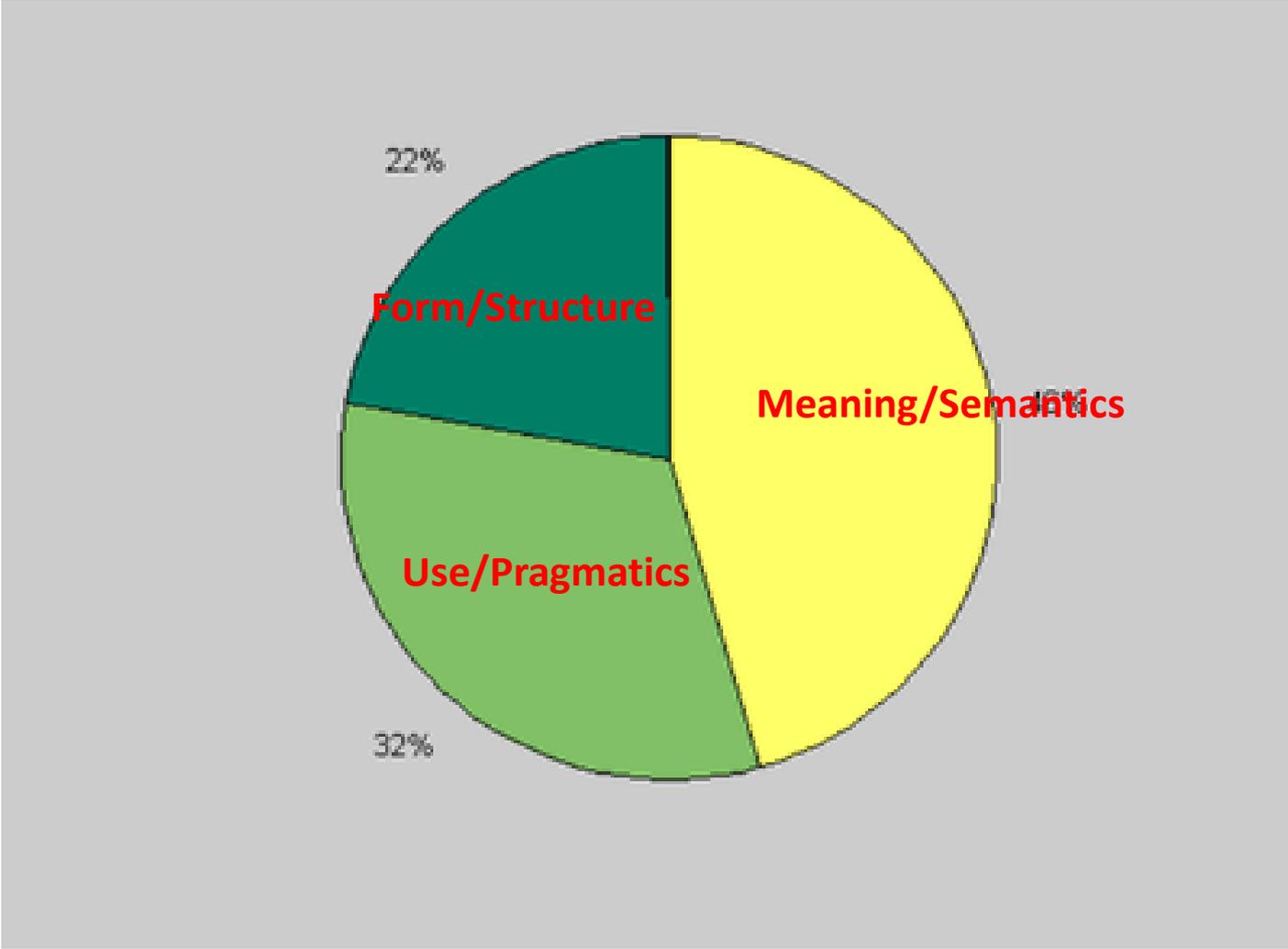
- ◆ Text complexity for ELs and LM considered in the CCSS
- ◆ The role **language** plays when promoting literacy (e.g., not enough to teach isolated words -vocabulary)
- ◆ Language used in **complex texts** is different from ordinary talk (BICS & CALP) or from spoken and written texts.
- ◆ Learning to read → Reading to learn (e.g., social studies)
- ◆ Students have limited chances for interactions to learn academic language.
- ◆ “**Academic language** cannot be ‘taught’ [separately]” (p. 2).



Fillmore (2012) Continued

- ◆ (?) Learn the language of literacy → Explore literacy
- ◆ ELs and LM need to interact with complex texts
- ◆ Features of a complex text (e.g., informational density)
- ◆ **Informational texts and expository prose** requires elaborated nouns.
- ◆ **Strategic approach suggested:** One sentence at a time stemming from the students' text.
- ◆ ELs and MS need to gain access to the **ideas, concepts** and **information** encoded in academic English.
- ◆ When ELs and MS **notice** how language is used, it is a step in the appropriate direction to “own” English.



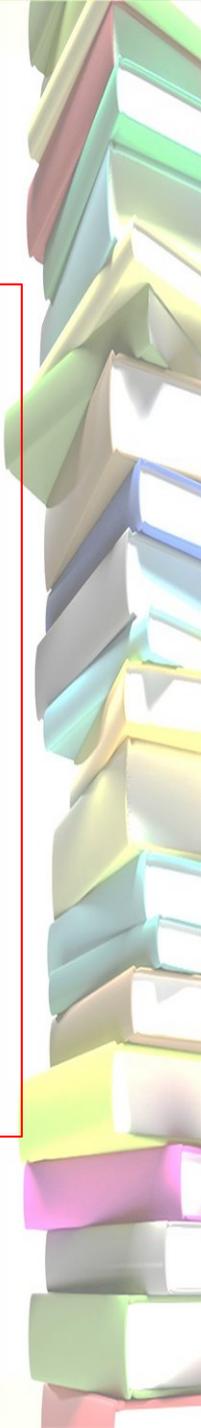


Key ideas to consider from Larsen-Freeman (2001)

- ◆ The **meaning and use dimensions** are added to the **form** concept
→ communicative interactions.
- ◆ The **interactive** pie chart: The three-dimensional grammar framework (p. 252). It can also help to diagnose the kind of error.
- ◆ The three dimensions do not always have to be present in one lesson. The teacher prioritizes them depending on students' needs.
- ◆ ELs need to master the three dimensions.
- ◆ Examples given: Possessive and phrasal verbs
- ◆ “Grammaring” is a needed skill to be developed.

Larsen and Freeman (2001) continued

- ◆ **The learning process** (e.g., learning a structure at a time)
- ◆ **The teaching process** (e.g., The “PPP” approach, grammar outlined in advance, different from content-based materials)
 - Let us promote “**noticing**” in what our students learn.
 - Other strategies (e.g., **recasting or enhancing the input**)
 - Let us provide focused-feedback.
- ◆ Keep a grammar checklist as opposed to following a grammar sequence.





Focus on Form

Forms to be focused on this spring

Grammar:

Appropriate words and
word forms for the syntax

Verb Tenses
BE Verb Forms
Nouns
Adjectives
Adverbs

Morphology

Syntax

Auxiliary Verbs
Pronouns
Imperatives
Adverb Clauses
Adjective (Relative) Clauses
Conditional Clauses
There *was/were/will be* Clauses
Negation
Conjunctions
Exclamations
Passive Voice

Figurative Language
Idioms and Formulaic Phrases

Antonyms

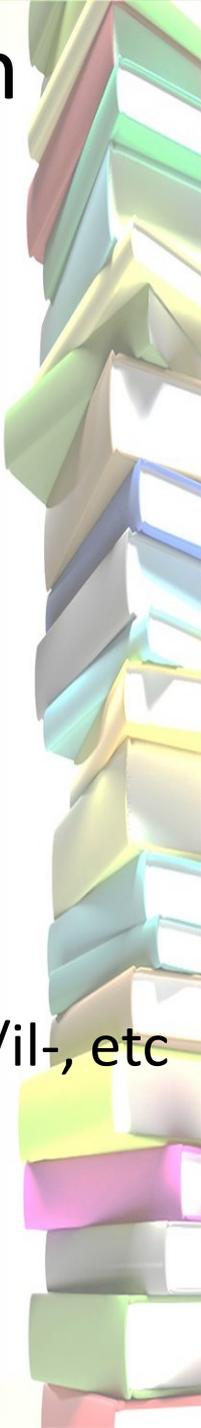
Word Choice
(Lexical Semantics)



Morphology: the study of word formation

What teachers should be aware of

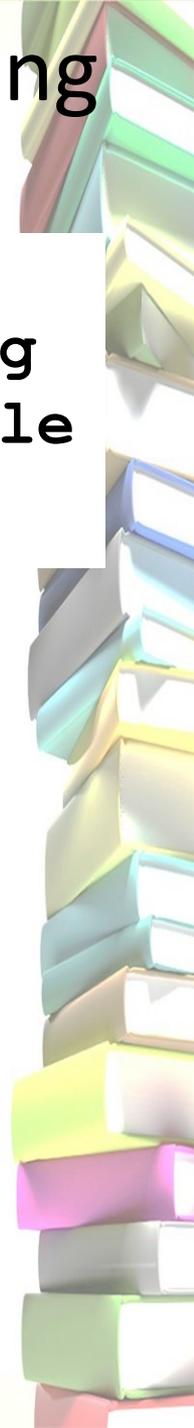
- inflectional morphemes (*do not change PoS*)
in English, only **suffixes**
 - on nouns: plural marker (**-s, -es**), possessive (**-'s, -s'**)
 - on verbs: tense and aspect markers(**-ed, -en, -ing**)
present tense, singular subject marker (**-s**)
 - on adj: degree markers (**-er, -est**)
- derivational 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

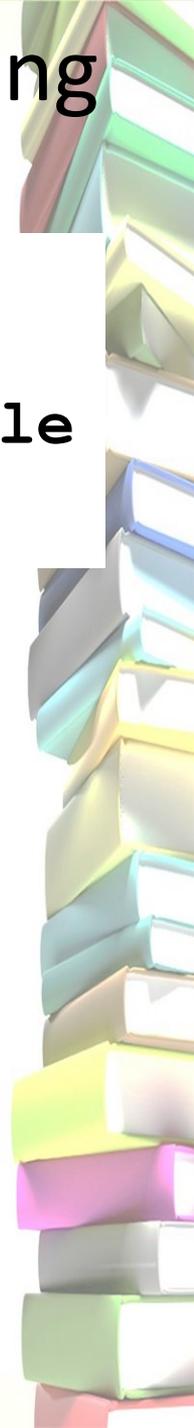
Many student consideration how to choosing words but lacking sufficiently knowledgeable of vocabularies in contextual.



Prefixes and Suffixes in ELL students' writing

Example

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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 (3rd 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

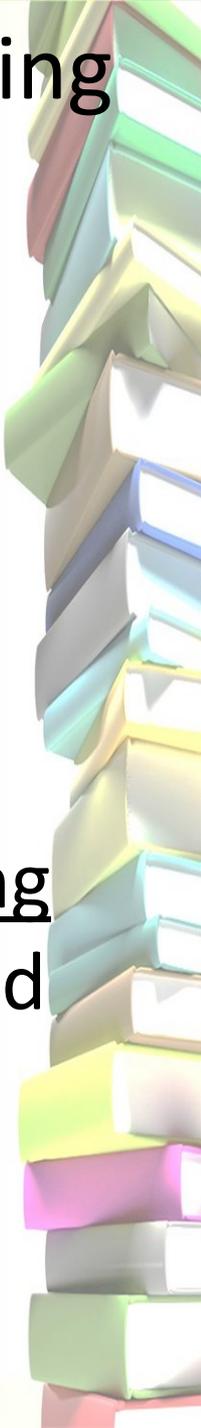
Examples

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)



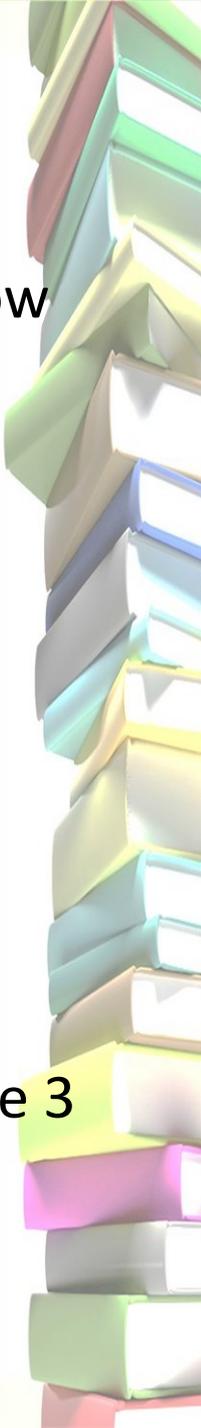
Prefixes and Suffixes in fiction/narrative

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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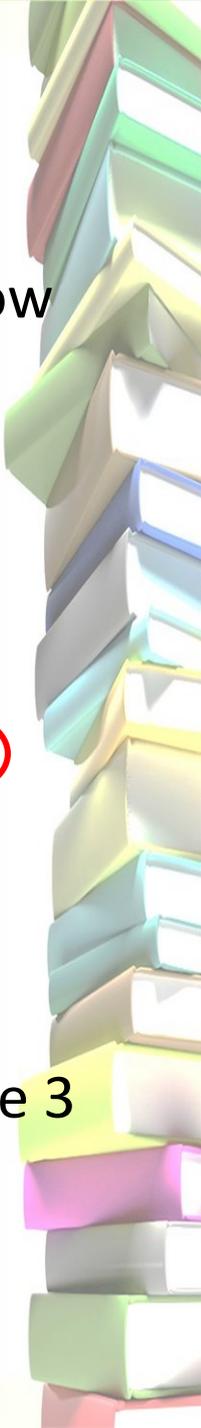
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Prefixes and Suffixes in expository prose

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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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



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*)

3rd 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**

3rd singular present **-s**

possessive **-'s**

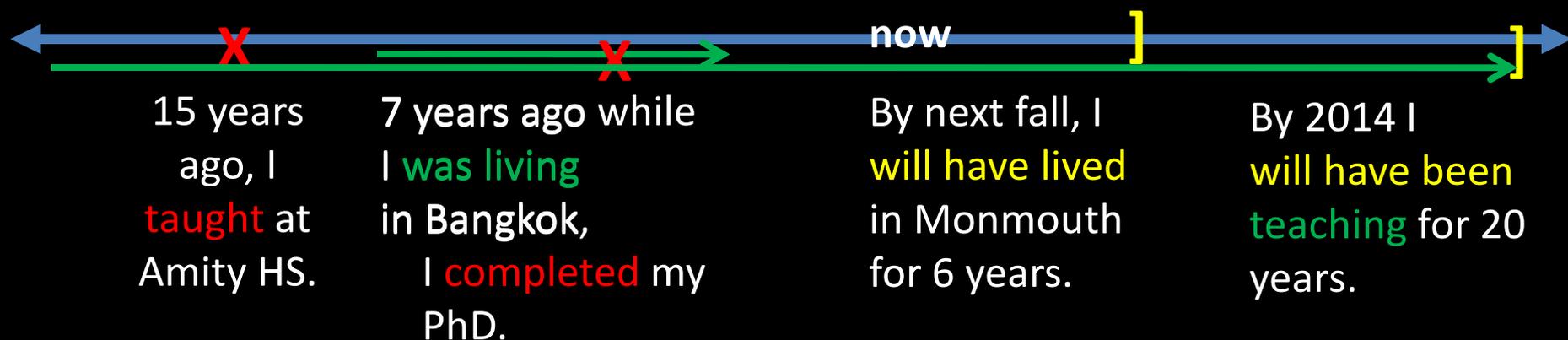
Krashen's summary

**note: learners with different L1s
and each individual will vary.**

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

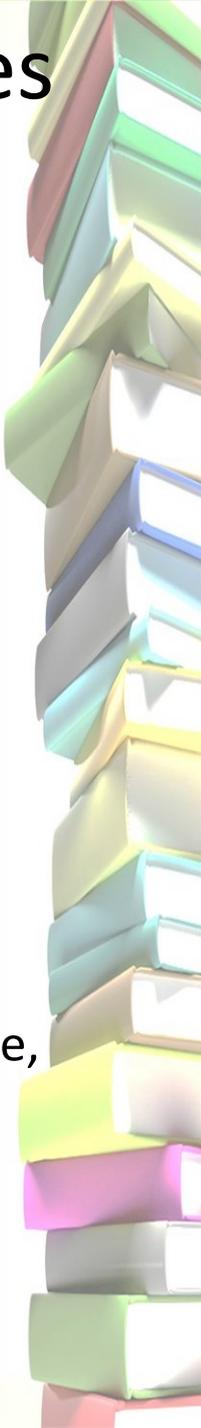
perf-prog tenses

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

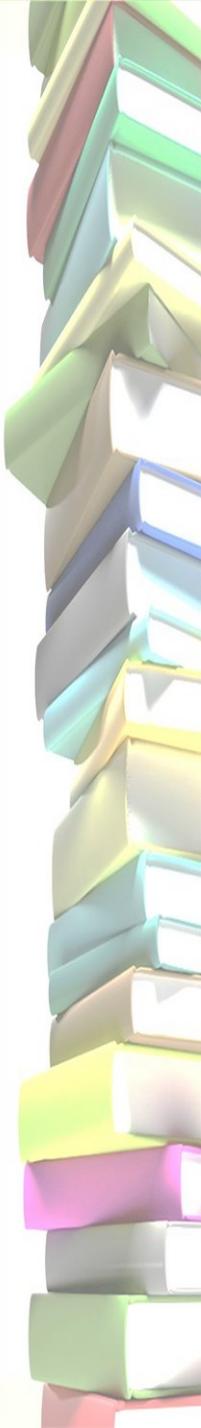
- **sentence types**
 - declarative, question, imperative, exclamative
- **typical clause structures**
 - subject + verb + object
 - subject + verb + adjective or noun
 - subject + verb + adverbial modifier
 - alternative structures (there + verb, it + verb, changed order)
- **conjunctions**
 - joining 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

“You need to put a weight on the bottom piece of thick paper so it doesn’t blow away.”

A small counterweight needs to be placed on the bottom piece of card stock to act as a resisting force.

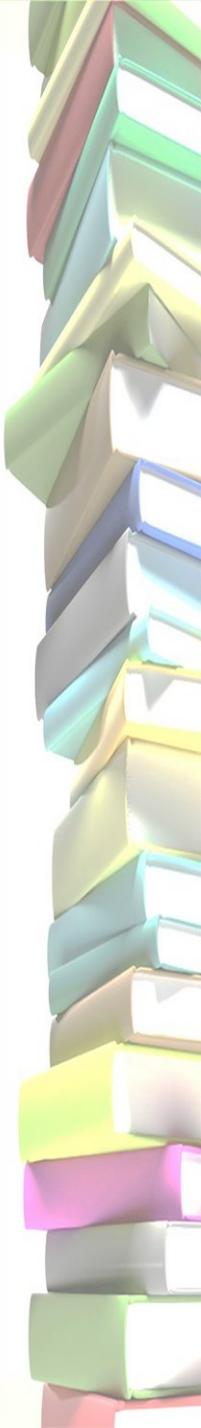


Everyday speech compared to written language in school

Vocabulary

“You need to put **a weight** on the bottom piece of **thick paper** so it doesn't blow away.”

A small counterweight needs to be placed on the bottom piece of **card stock** to act as a resisting force.

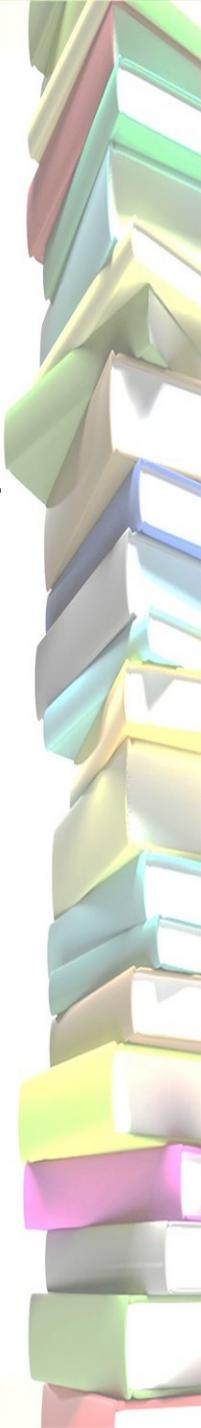


Everyday speech compared to written language in school

Vocabulary

“You need to put a weight on the bottom piece of thick paper
so it doesn’t blow away.”

A small counterweight needs to be placed on the bottom
piece of card stock to act as a resisting force.



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

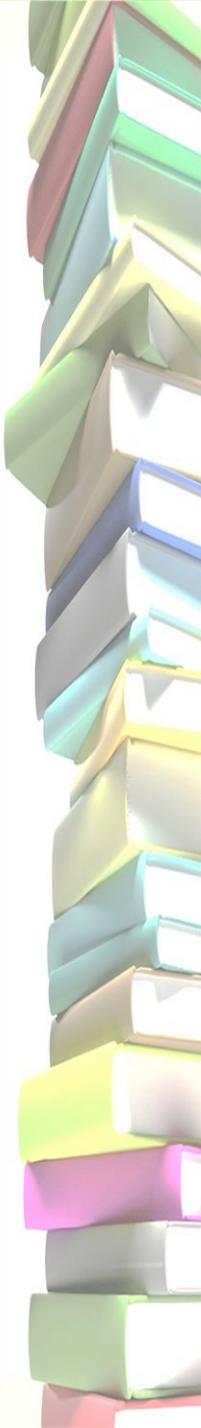


Figure 2.2
Frequency of function word classes
in conversation

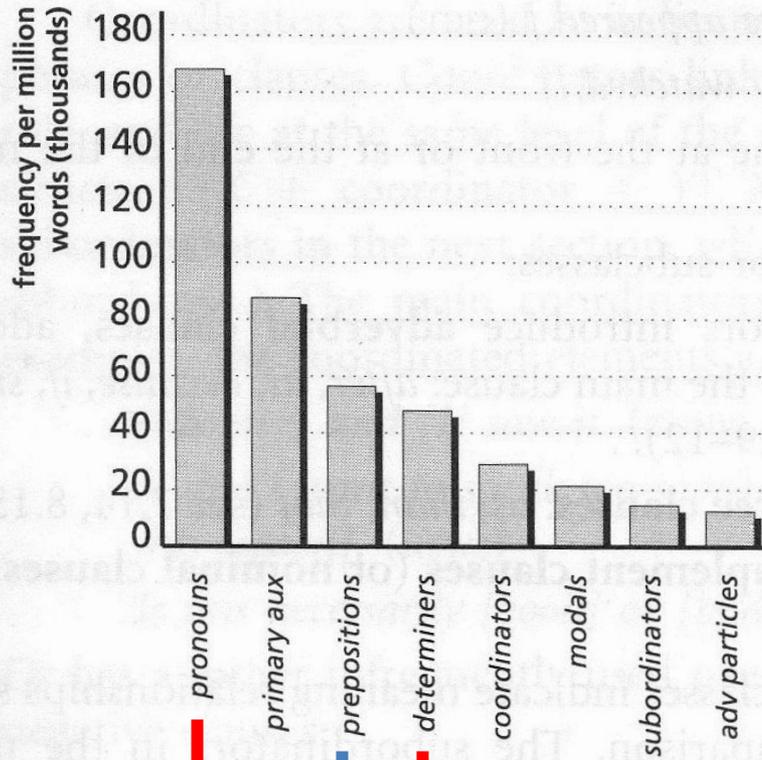


Figure 2.3
Frequency of function word classes
in academic prose

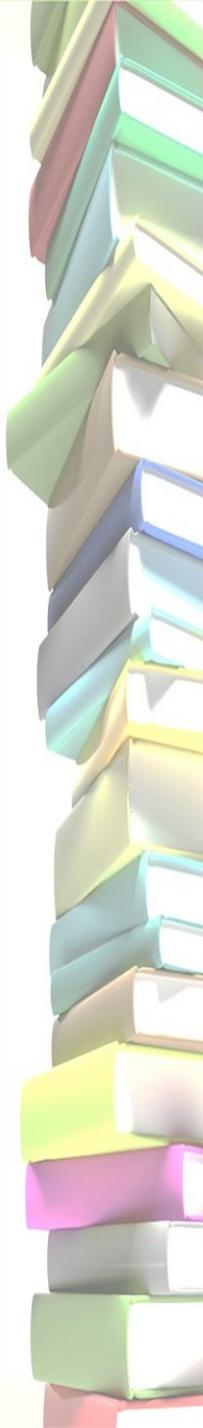
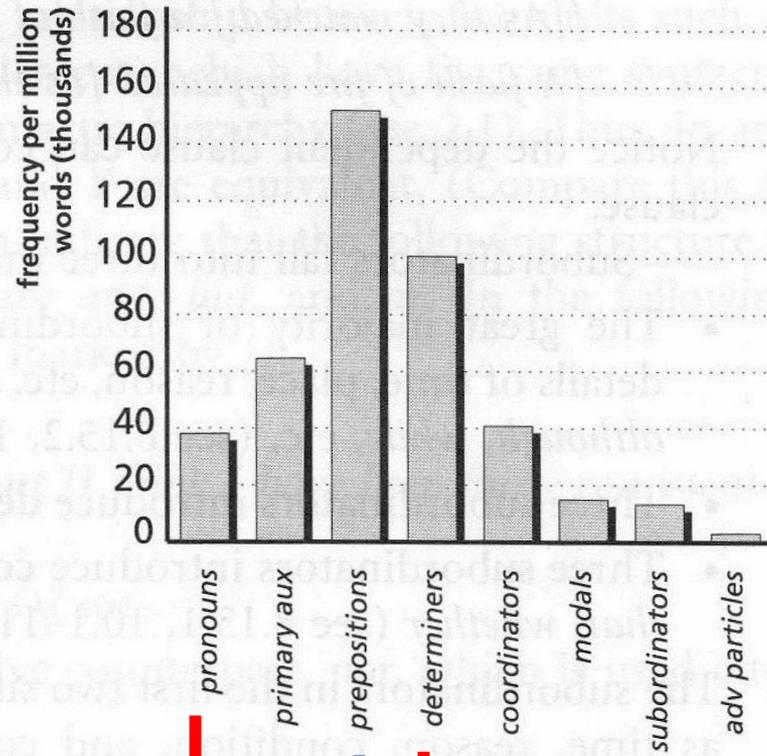


Figure 8.5
Percentage use of *and* as phrase-level v. clause-level connector

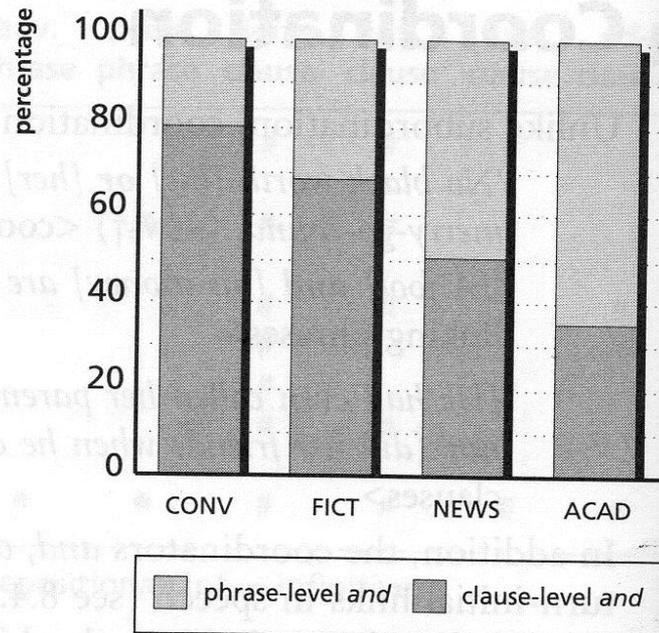


Figure 7.1
Distribution of attributive and predicative adjectives across registers

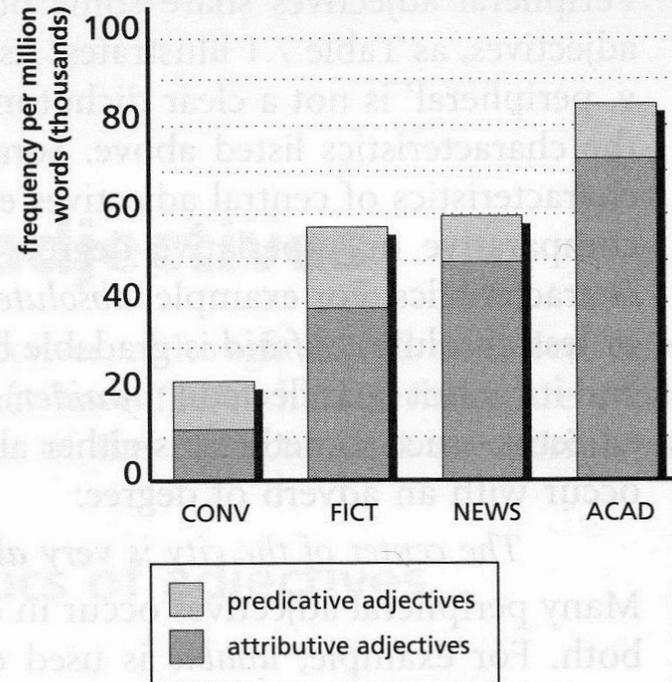


Figure 9.2
Frequency of premodifier types
across registers

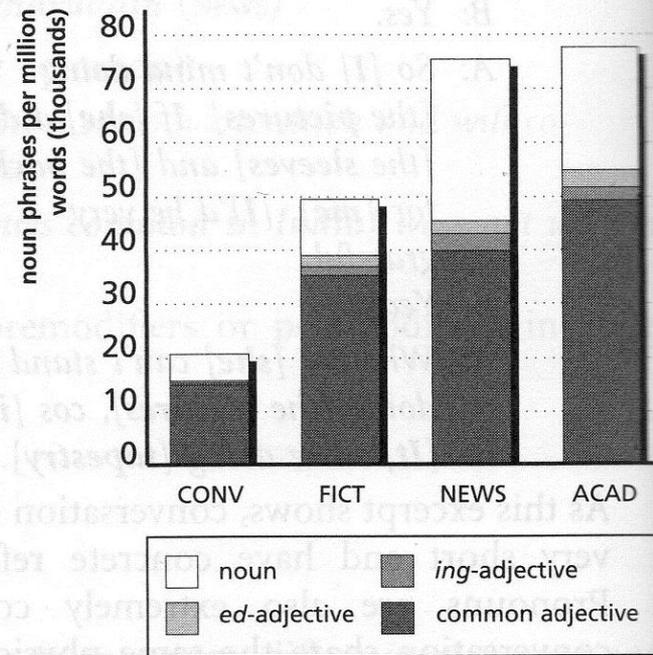


Figure 9.3
Prepositional v. other
postmodification across registers

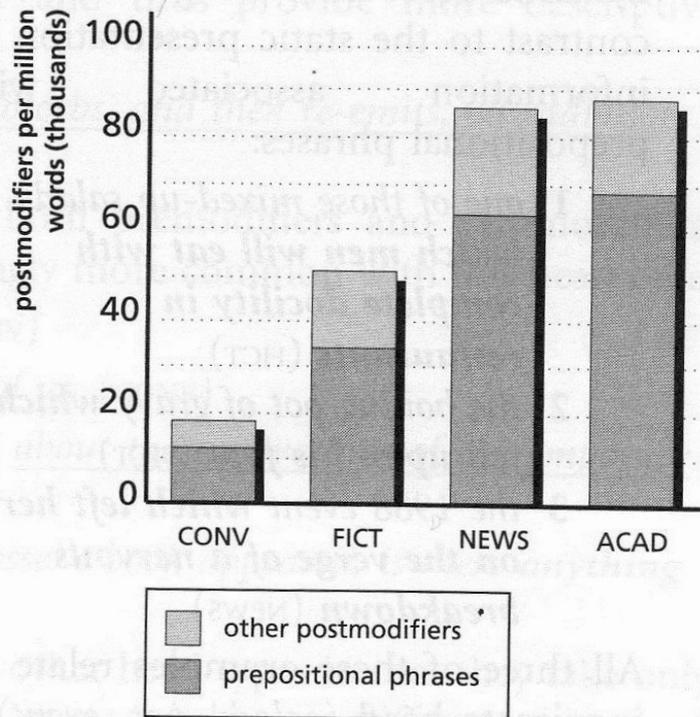
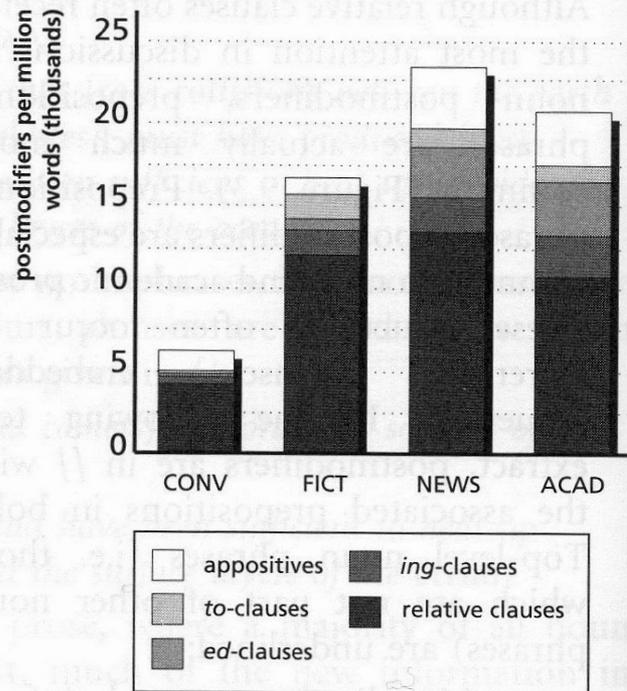


Figure 9.4
Non-prepositional postmodifier types
across registers

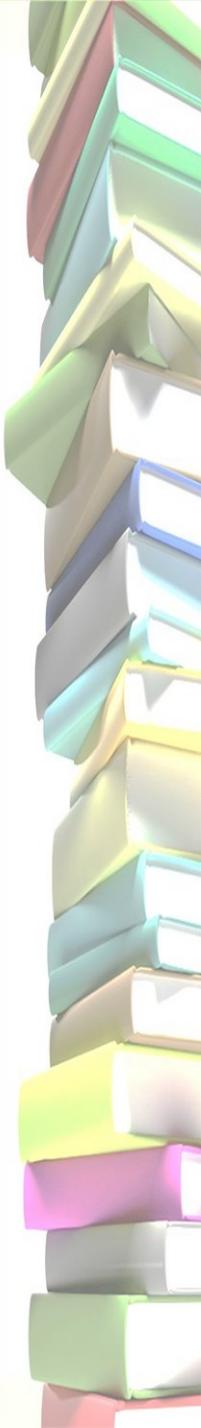


Everyday speech compared to written language in school

Everyday speech

10 year-old native English speaker

“You know, um, my friends Steven and Michael they’re twins and they always go fishing once a week and they’re going to have a birthday April second and so we’re going, um, fishing on a half-day boat.”



Everyday speech compared to written language in school

Everyday speech

10 year-old native English speaker—Clause analysis (40 words)

You know, um, my friends Steven and Michael they're twins (11)

and they always **go** fishing once a week (8)

and they're going to have a birthday April second (10)

and so we're going, um, fishing on a half-day boat. (11)

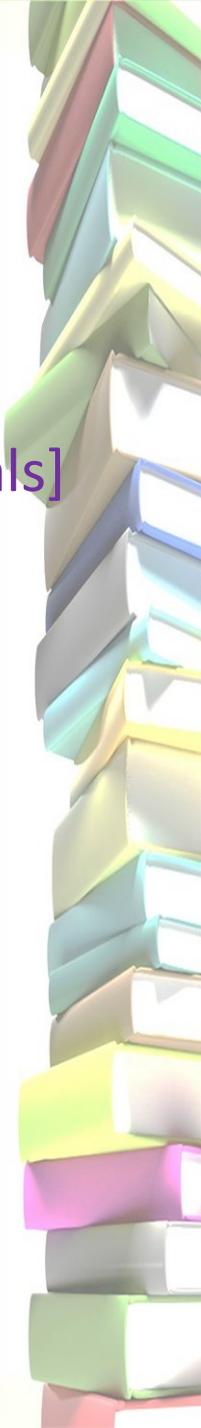


Everyday speech compared to written language in school

Everyday speech

10 year-old native English speaker—noun modifiers, [adverbials]

You know, um, my friends Steven and Michael they're twins
and they [always] go fishing [once a week]
and they're going to have a birthday [April second]
and so we're going, um, fishing [on a half-day boat].



Everyday speech compared to written language in school

Non-Fiction

from “Be My Neighbor.” *Literacy by Design*, Grade 1

Parks, plazas, streets, and backyards are all places to play in your community. If your neighborhood is near a lake, a river, or an ocean, you and your friends might go swimming, fishing, or boating. Swimming pools, ice rinks, sports fields, and playgrounds are places especially made for having fun.



Everyday speech compared to written language in school

Non-Fiction

from “Be My Neighbor.” *Literacy by Design*, Grade 1

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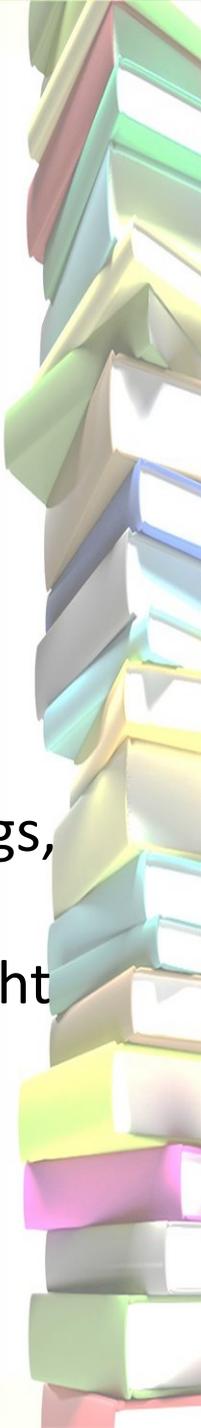
Everyday speech compared to written language in school

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.



Everyday speech compared to written language in school

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.

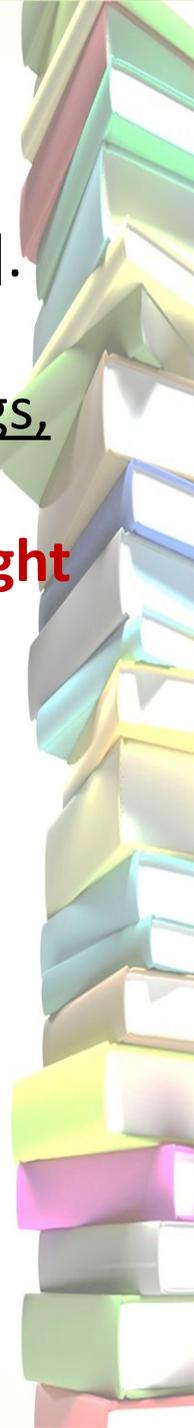


Alec **wondered** [why the Black **was being shipped** to England].

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 qualities **were** marks of speed and endurance.



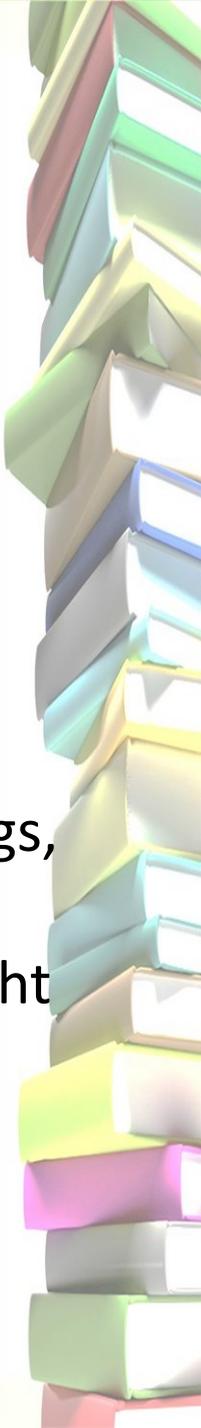
Everyday speech compared to written language in school

Fiction

from *The Black Stallion*—noun modifiers

Alec wondered why the Black was being shipped to England.

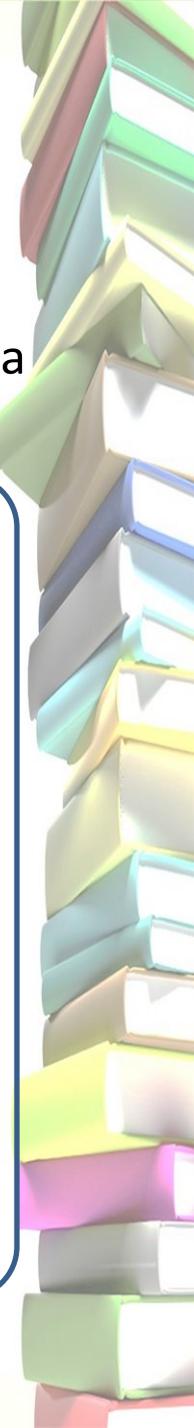
The slanting shoulders, the deep broad chest, the powerful legs, the knees not too high nor too low—these, his uncle had taught him, were marks of speed and endurance.



Focus on Form Practice

- Each table will receive copies of a passage from a 1st, 3rd, or 5th grade textbook.
- At the top of the page we've indicated a function that is used in the text, a form that is present, and a page number in Azar and Hagen's chartbook.

1. Refer to the chartbook first to review the form.
2. Read the passage and identify any examples of the form.
3. Discuss the following questions:
 - a. How prominent/frequent is the form?
 - b. How essential is the form to the meaning and function of the passage?
 - c. What challenges might ELLs face when learning/acquiring this form?
4. If there is time, identify an additional form in the passage that could be used for teaching an ELL.

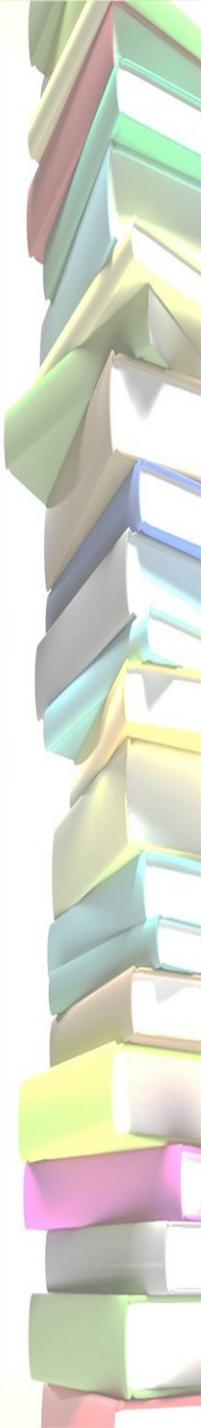






Reflection time.

Reflect on the forms and functions presented. Share with a partner how you would implement or adapt at least **one** of them for one of your lessons.







Project LUISA

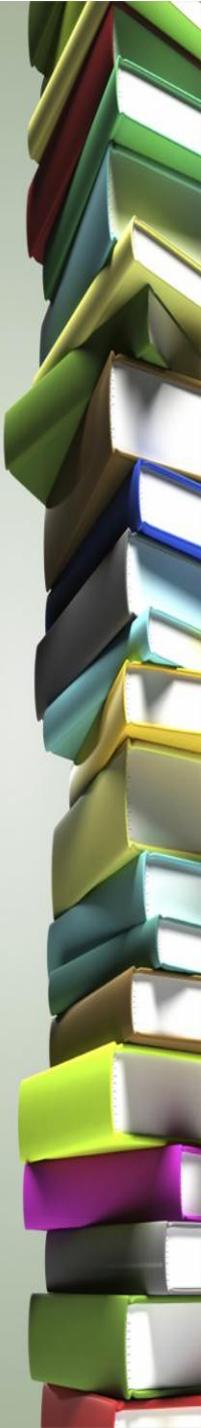
Language Understanding to Improve Student Achievement

Looking Forward

Wednesday, Jan 23. Workshop: Identifying Functions and Forms in your favorite literacy materials.

1. Bring your literacy teaching materials for Mar-Jun.
2. Bring your Azar grammar chartbook.
3. Check out our course website as we add resources.

Have a great weekend!



the following are some slides that were not used during the session

Everyday speech compared to written language in school

Non-fiction

5th Grade History text

Horses were unknown in North America until the 1500s, when Spanish explorers began arriving. The explorers sailed from Spain with horses onboard their ships. They used the horses to explore the New World. During this exploration many of the horses were lost.

Everyday speech compared to written language in school

Non-fiction

5th Grade History text—clause analysis (42 words)

Horses **were** unknown in North America until the 1500s,
[when Spanish explorers **began** arriving].

The explorers **sailed** from Spain with horses onboard their ships.

They **used** the horses to explore the New World.

During this exploration many of the horses **were lost**.

Everyday speech compared to written language in school

Non-fiction

5th Grade History text—noun modifiers [adverbials]

Horses were unknown [in North America] [until the 1500s],
[when Spanish explorers began arriving].

The explorers sailed [from Spain] [with horses onboard their ships].

They used the horses [to explore the New World].

[During this exploration] many of the horses were lost.

The benefits of teaching contextualized academic language

1. students have much access to spoken English, mostly informal
2. but limited access to formal written and spoken English

Thus, it helps to :

Systematically raise awareness of vocabulary and grammar (forms) that are within the grasp of a Beginning, Intermediate, or Advanced learner.

Teach and practice these forms explicitly in the context of using English receptively and productively (authentic functions).

Teach learners how to break down the complex structures of written English so that content and language are accessible.

The purposes of our focus on form

- To review forms that teachers will be teaching this spring
- To understand the complexities of formal written and spoken English that are distinct from everyday speech and challenging for ELLs

Ultimate goals--for teachers to be comfortable enough with grammar that they can:

- Focus on Form whenever their students are reading and writing.
- Adapt and/or help ELLs with the structures of formal writing.
- Quickly assess the proficiency of ELLs.
- Offer helpful explanations of English to ELLs.