



Western Oregon  
UNIVERSITY

Project LUISA

Language Understanding to Improve Student Achievement

## Session 2. Jan 23, 2013

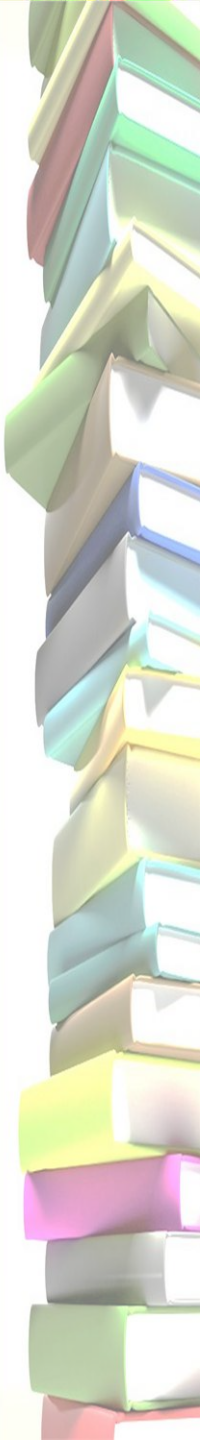
1. Review of last Friday (Form, Function, Fluency)
2. Contextualized ELD Model
3. ODE ELD Standards
  - Differentiating Beginning, Intermediate, Advanced
4. Central SD ELD Curriculum Map for Spring
5. **Work Session: identifying functions and forms in your class literacy materials for spring**
6. Looking Forward



# To recap...

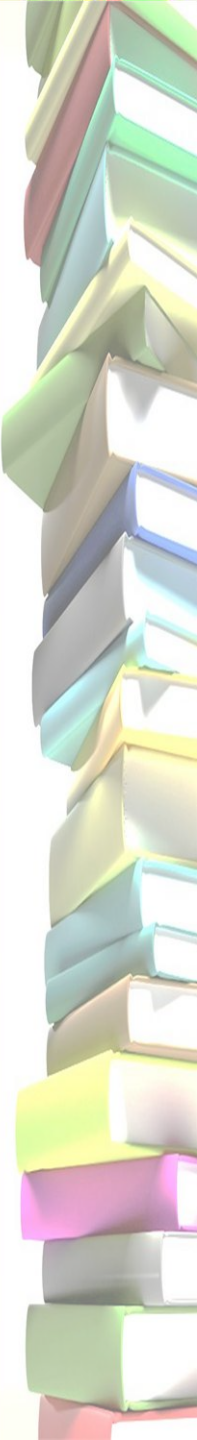
## Forms, Functions and Fluency

- The language task (**function**)
- The necessary tools (**forms of language**) to carry out the task
- Ways of providing opportunities for practice and application (**developing fluency**)



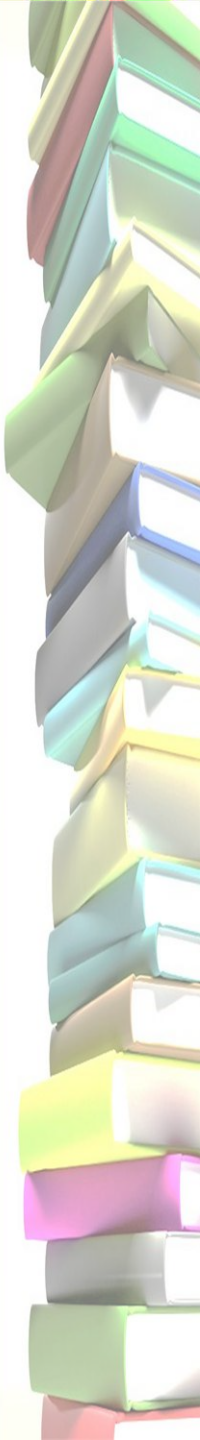
# Functions

- The tasks or purposes of language. The use of language to accomplish things in informal and formal settings
- **Social purposes** (e.g., expressing needs and wants, greeting, agreeing and disagreeing, complaining)
- **Academic purposes** (e.g., asking questions, explaining cause and effect, drawing conclusions)
- Increasing competence in any language function requires the use of **increasingly complex sentence structures**



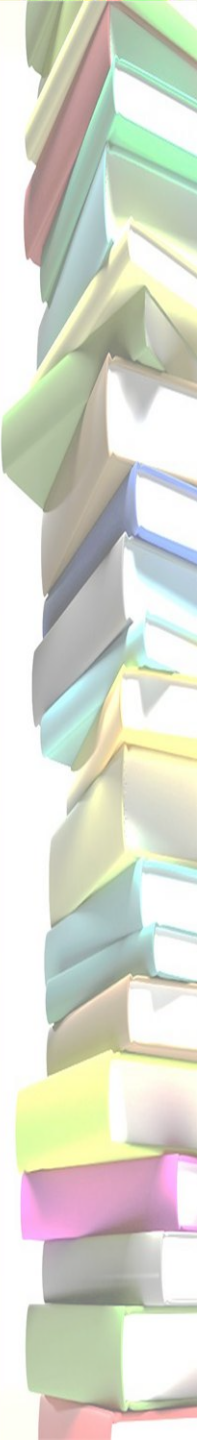
# Forms

- **Grammar:** prefixes/suffixes, parts of speech, verb tenses and subject/verb agreement, use of pronouns, and sentence structure (complex and compound sentences and word order)
- **Vocabulary**
  - General utility
  - Content-specific
- **Linking forms and functions:** Using sentence frames (e.g., \_\_\_\_\_ are \_\_\_\_\_, but are \_\_\_\_\_.)
- Language forms (e.g., verbs, nouns, adjectives) are **tools** to enact language functions



# Fluency

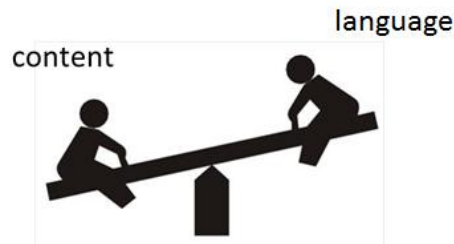
- **Fluency**: ease of both oral and written comprehension and of the production of speech and writing
- **Accuracy**: precision and correctness with which students speak, write, comprehend language
- It's important to provide opportunities to develop both!
- Activities should integrate the four language skills: **listening, speaking, reading, writing**



# Contextualized ELD Instruction

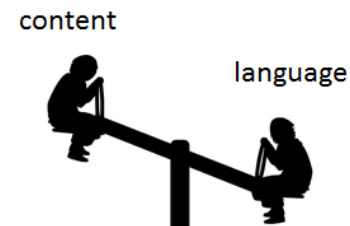
## ELD

- 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



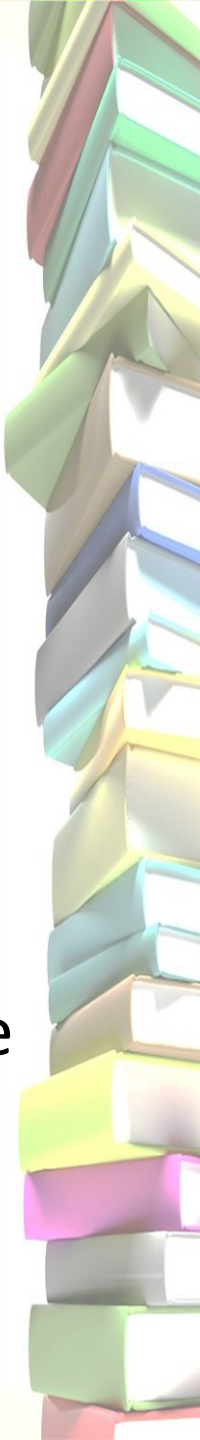
## Content

- 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



# Contextualized ELD Instruction

- During the ELD block...
  - ELL students will stay in their homeroom
  - Homeroom teacher will design ELD lessons for ELLs in his/her classroom
  - ELD lessons will be developed using the ELP standards & utilizing content from literacy curriculum
  - Non-ELL students will be grouped in appropriate ways and work on relevant tasks during this period





# ODE ELD Standards

<http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx>

Example standards for the function: Expressing Needs and Likes

## Expressing Needs and Likes

Sentence Structure - The basic sentence structures that we use to express needs and likes are foundations of the more complex sentence structure we use for academic purposes.

**Beginning** EP.BG.01 Beginning - One-or two-word answers (nouns or yes/no) to questions about preferences, (e.g., two, apples, or tree)

EP.EI.01 Early Intermediate - Simple sentences with subject/verb/object. "I like/don't like \_\_\_\_\_(object). I need a/some \_\_\_\_\_ (object)."

**Intermediate** EP.IN.01 Intermediate - Elaborated sentences with subject/verb/object

EP.EA.01 Early Advanced - Sentences with subject/verb/object and dependent clause

**Advanced** EP.AD.01 Advanced - Complex sentences, perhaps with tags or embedded questions

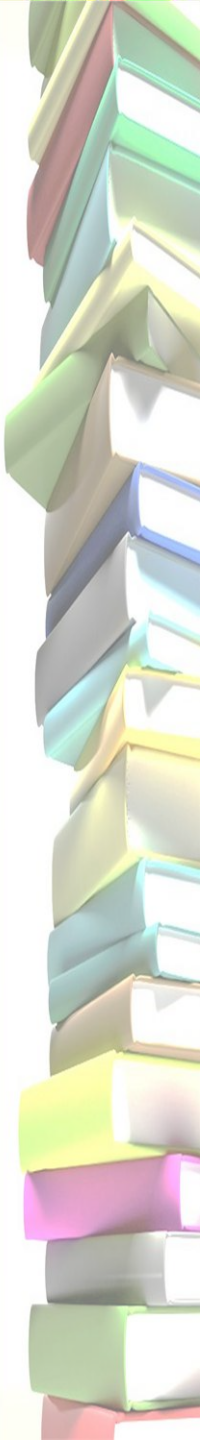


# ELD Spring Curriculum Map

Month	Mar./April	April/May	May/June
		<b>Functions</b>	
<b>Begin</b>	1) Describe Actions 2) Compare & Contrast	1) Describe People & Things 2) Describe Places & Locations 3) Compare & Contrast	1) Express Time Relationships & Duration 2) Give & Follow Directions
<b>Interm</b>	same	1) Predict and Express Cause & Effect; 2) Explain Characteristics of People, Things, and Places; 3) Classify, Compare & Contrast	1) Express Duration, Sequence & Time Relationships 2) Summarize & Generalize
<b>Advanc</b>	same	1) Predict and Express Cause & Effect 2) Explain characteristics of People, Things, and Places	1) Classify, Compare & Contrast 2) Express Duration, Sequence & Time Relationships; 3) Summarize & Generalize
		<b>Forms</b>	
<b>Begin</b>	<b>Verbs:</b> present progressive <b>Conjunctions:</b> and, both <b>Adverbs:</b> w/ -ly	<b>Verbs:</b> past prog statements and ?s: <i>was, were</i> <b>Nouns:</b> irregular plurals <b>Conjunctions:</b> and, both, or <b>Adv:</b> phrases w/ very, superlatives & antonyms	<b>Verbs:</b> imperatives, aux verbs: <i>may, might, must, should</i> , etc. <b>Nouns:</b> collective nouns <b>Pronouns:</b> demonstratives, object <b>Prepositions:</b> direction and time
<b>Interm</b>	<b>Verbs:</b> pres prog w/ -ly adverbs, pos and neg statements and questions <b>Conj:</b> <i>both, but, while, however</i> <b>Adjectives:</b> idioms <b>Adverbs:</b> w/ -ly	<b>Verbs:</b> statements and ?s: <i>there was/were</i> , past perfect <b>Conjunctions:</b> signal words: <i>due to, since, so, because, but</i> <b>Adj:</b> comparatives, multiple adj, modifiers	<b>Verbs:</b> imperatives, aux verbs: <i>will/shall, prefer to, would rather</i> <b>Nouns:</b> collective nouns <b>Prepositions:</b> direction and location <b>Adj:</b> demonstratives: <i>this, that, these, those</i> <b>Adv:</b> <i>too</i> + adv, adv clauses
<b>Advanc</b>	<b>Verbs:</b> pres prog & adv w/ -ly <b>Conj:</b> <i>not only, does, too, although, does not</i> <b>Adjectives:</b> abstract idioms <b>Adv:</b> Adv clauses for frequency	<b>Verbs:</b> statements and ?s: <i>there was/were</i> , past perfect <b>Conjunctions:</b> signal words: <i>due to, since, so, because, but</i> <b>Adj:</b> comparatives, multiple adj, modifiers	<b>Verbs:</b> imperatives, aux verbs: <i>will/shall, prefer to, would rather</i> <b>Nouns:</b> collective nouns <b>Prepositions:</b> direction and location <b>Adj:</b> demonstratives: <i>this, that, these, those</i> <b>Adv:</b> <i>too</i> + adv, adv clauses

# Work Session

1. Examine your literacy curriculum materials for Mar/April.
2. Find a reading or a writing assignment that involves one of the two functions: Describe Actions or Compare & Contrast
3. Starting with the Beginning Forms, read the text or an example of student writing and see if the forms listed are present.
4. Do the same for the Intermediate and Advanced Forms.
5. If a Form is not present, don't worry, you can include it in a different lesson—as long as during the time period, you teach all the forms listed.
6. Also keep in mind, a Form does not HAVE to be in the reading. If it is likely to be used in a writing assignment BASED on the reading, you can provide examples and sentence frames to teach its use.



# Work Session

After you have found a lesson or materials that you can use to teach an appropriate Function and some of the Forms at different levels,

fill out the Function and Form Analysis.

Name_____		Date_____		ED 607
<b>Classification of Language Functions and Forms</b>				
Grade level:		Theme of the literacy unit:		Language Function:
Examples of target Form from teaching materials or from a sample of student writing that can be given to a language learner.				
Beginning		Intermediate		Advanced
<b>Form:</b> simple sentence with noun specification (noun) (linking verb) (adjective) (noun)		<b>Form:</b> simple sentence with conjunctions within a noun phrase (noun) (conjunction) (noun) before or after a linking verb		<b>Form:</b> compound or complex sentence with adverbial modification adverb in an independent clause or adverbial clause



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## Looking Forward

Friday, Feb 1. Session 2: Planning Lessons

- Bring your Functions and Forms analysis from today.
- Bring your Azar grammar chartbook.
- Read Mize & Dantas-Whitney (2007) and Brown (2007)
- Check out our course website as we add resources.

