

Western Oregon  
UNIVERSITY

Project LUISA

Language Understanding to Improve Student Achievement

## Session 2. Tuesday, Sept 24, 2013, 8:00 – 4:00

1. Sharing Monday Afternoon's Accomplishments
2. Review Analyzing Functions and Forms and Lesson Creation
3. Discussion of Fillmore & Fillmore Article

### Break

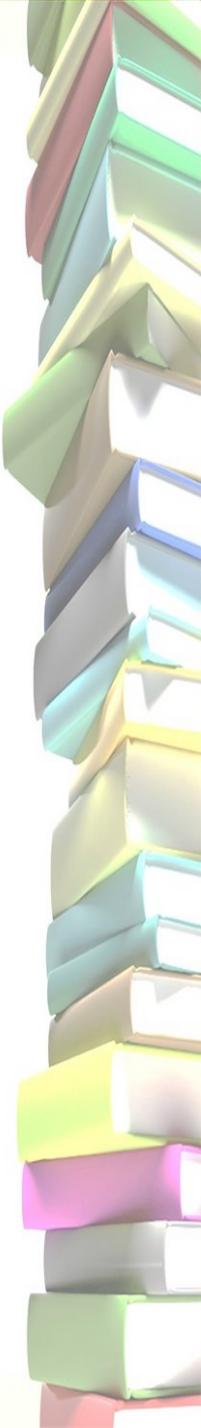
4. Text Complexity
5. Form & Meaning: Prepositional Phrases

### Lunch

6. Work Time
7. Looking Forward



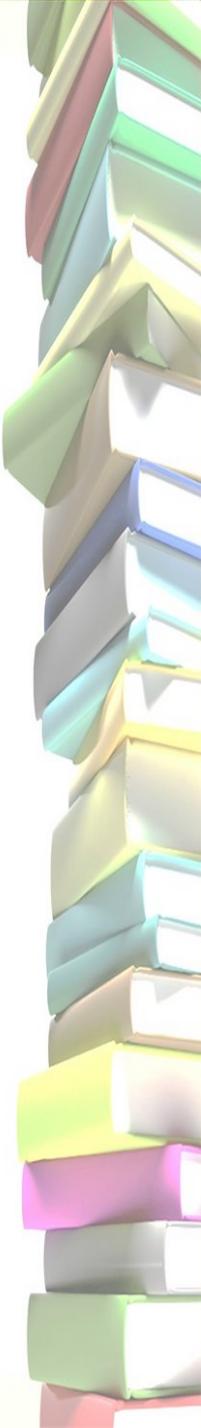
# Sharing accomplishments from Monday afternoon





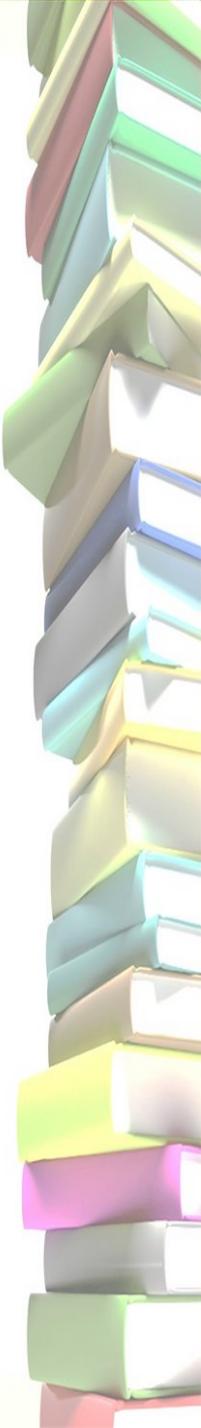
# Yesterday we read...

A neighborhood is where you live, learn, grow up, play, and work. In your neighborhood you are surrounded by your family and friends. Each and every neighborhood is a special place. Yours might be in the mountains, along a coast, or somewhere in between. It may be part of a village, town, or big city. Neighborhoods around the world can look very different. Some neighborhoods have lots and lots of people in them, while others have only a small population. A neighborhood on a small island or high up on a mountain might only have a few people in it. Some neighborhoods are made up of a few buildings in a town or village, while others stretch for miles and miles and are part of a big city.



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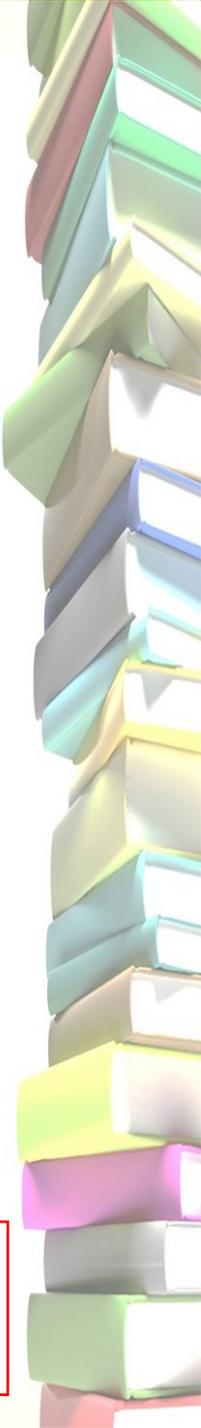
## Analysis of Language Functions and Forms

<b>Grade level:</b> <b>1<sup>st</sup>-2<sup>nd</sup></b>	<b>Theme of the literacy unit:</b> <b>Neighborhoods</b>	<b>Language Function:</b> <b>Compare and Contrast</b>
<b>Examples of target Form from teaching materials or from a sample of student writing that can be given to a language learner.</b>		
<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
<b>Form:</b> <b>Conjunctions: <i>and, both</i></b>	<b>Form:</b>	<b>Form:</b>
<b>Examples:</b> <b>A small neighborhood <u>and</u> a big neighborhood <u>both</u> have families and friends.</b>		
<b>Example Sentence Frame:</b> <b>A _____ and a _____ both have _____. are</b>		

# Yesterday we read...

A neighborhood is where you live, learn, grow up, play, and work. In your neighborhood you are surrounded by your family and friends. Each and every neighborhood is a special place. Yours might be in the mountains, along a coast, or somewhere in between. It may be part of **a village, town, or big city**. Neighborhoods around the world can look very different. **Some neighborhoods have lots and lots of people in them, while others have only a small population. A neighborhood on a small island or high up on a mountain might only have a few people in it. Some neighborhoods are made up of a few buildings in a town or village, while others stretch for miles and miles and are part of a big city.**

**The text my students read doesn't contain the Form, so I need to teach the form and induce students to use it.**



# Create ELL materials and/or tasks

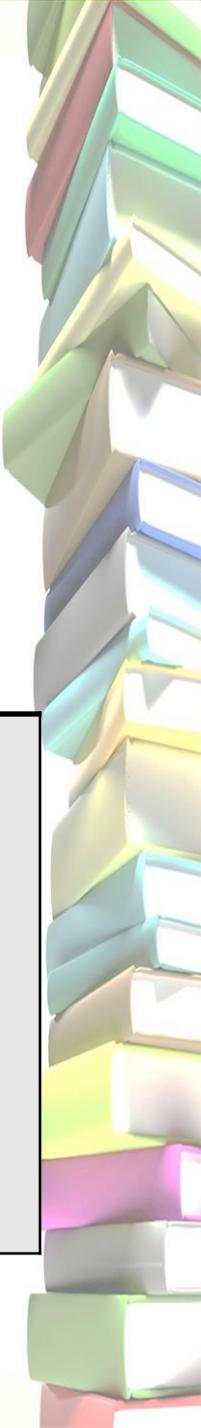
**Theme:** Neighborhoods

**Function:** Comparison and Contrast

**Beginning Form:** Conjunctions: *and, both*

While other students are working on their tasks, my 2 beginning level ELLs will work together to fill out a comparison and contrast chart based on the reading.

Small neighborhoods	All neighborhoods	Big neighborhoods



# Create ELL materials and/or tasks

## Student A

Small neighborhoods **and** big neighborhoods **both** have families in them.

Small neighborhoods have few people **but** big neighborhoods have many people.

Small neighborhoods	All neighborhoods	Big neighborhoods
1. <b>Few people</b>	1. <b>Families</b>	1. <b>Many people</b>
2. _____	2. _____	2. _____
3. <b>A few buildings</b>	3. _____	3. <b>Miles of streets</b>

**Ask your partner:**

What do small neighborhoods **and** big neighborhoods **both** have?

What do small neighborhoods have **but** big neighborhoods do not?

## Student B

Small neighborhoods **and** big neighborhoods **both** have friends in them.

Small neighborhoods have few houses and apartments **but** big neighborhoods have many.

Small neighborhoods	All neighborhoods	Big neighborhoods
1. _____	1. _____	1. _____
2. <b>Few houses and apartments</b>	2. <b>Friends</b>	2. <b>Many houses and apartments</b>
3. _____	3. <b>Something special</b>	3. _____

**Ask your partner:**

What do small neighborhoods **and** big neighborhoods **both** have?

What do small neighborhoods have **but** big neighborhoods do not have?

# Create ELL materials and/or tasks

**Theme:** Neighborhoods

**Function:** Comparison and Contrast

**Beginning Form:** Conjunctions: *and, both*

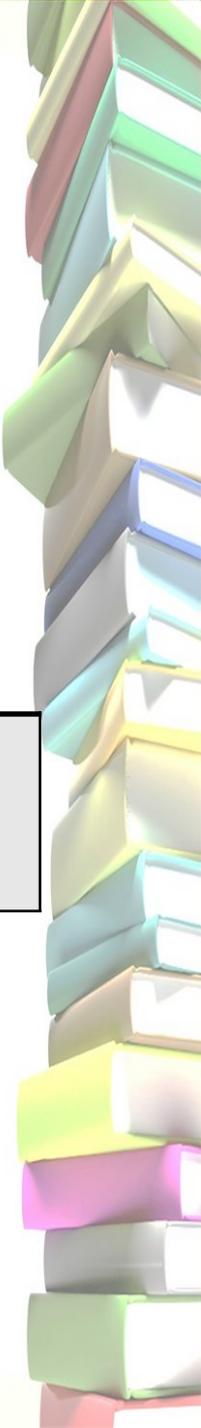
While other students are working on their tasks, my 2 beginning level ELLs will work together to fill out a comparison and contrast chart based on the reading.

Small neighborhoods	All neighborhoods	Big neighborhoods
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After they work together to fill out the chart, they should write in their journals:

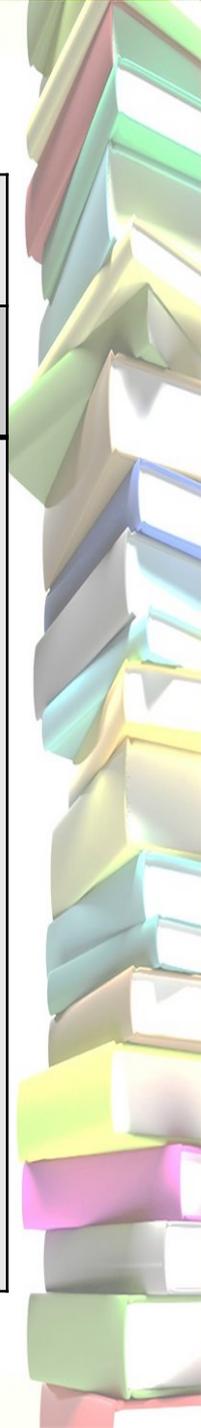
“How is your house similar to and different from school?”

Use the words and, both, and but at least one time each.



## Analysis of Language Functions and Forms

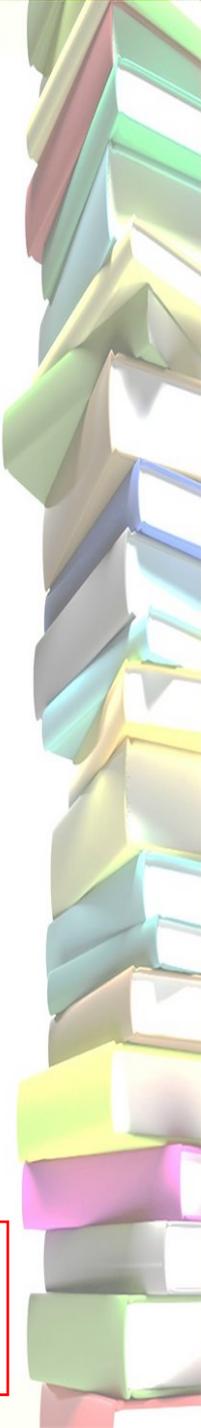
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Examples of target Form from teaching materials or from a sample of student writing that can be given to a language learner.					
<b>Beginning</b>		<b>Intermediate</b>		<b>Advanced</b>	
Form:		Form:		Form:	
Conjunctions: <i>and, both</i>		<b>Conjunctions: <i>both, but, while, however</i></b>			
Examples:		Examples:			
A small neighborhood <u>and</u> a big neighborhood <u>both</u> have families and friends.		<b>Some neighborhoods have lots and lots of people in them, <u>while</u> others have only a small population.</b>			
Example Sentence Frame:		Example Sentence Frame:			
A _____ and a _____ both have _____.		<b>A _____ has/is _____ while a _____ has/is _____.</b>			
are		_____.			



# Yesterday we read...

A neighborhood is where you live, learn, grow up, play, and work. In your neighborhood you are surrounded by your family and friends. Each and every neighborhood is a special place. Yours might be in the mountains, along a coast, or somewhere in between. It may be part of **a village, town, or big city**. Neighborhoods around the world can look very different. **Some neighborhoods have lots and lots of people in them, while others have only a small population. A neighborhood on a small island or high up on a mountain might only have a few people in it. Some neighborhoods are made up of a few buildings in a town or village, while others stretch for miles and miles and are part of a big city.**

**The text my students read contains one Form, but our discussion and their writing can include more.**



# Create ELL materials and/or tasks

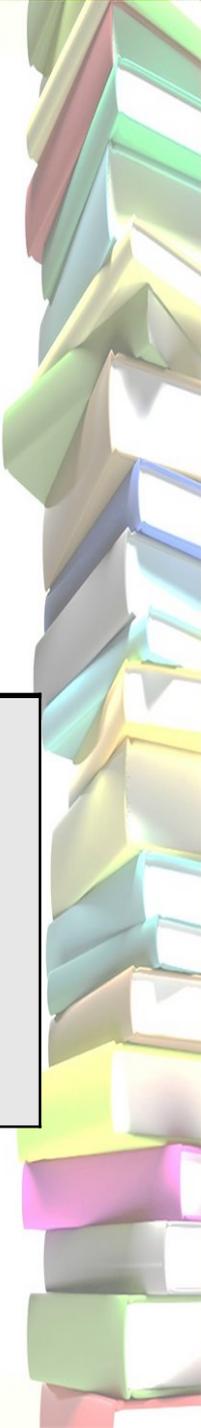
**Theme:** Neighborhoods

**Function:** Comparison and Contrast

**Intermediate Form:** Conjunctions: *both, but, while, however*

While other students are working on their tasks, my 3 intermediate level ELLs will work together to fill out a contrast chart based on the reading.

Small neighborhoods	Big neighborhoods



# Create ELL materials and/or tasks

## Student A

Small neighborhoods have a small population; **however** big ones have a large population. Small neighborhoods have a few buildings **while** big ones have miles of streets.

Small neighborhoods	Big neighborhoods
1. <b>Small population</b>	1. <b>Large population</b>
2. _____	2. _____
3. <b>A few buildings</b>	3. <b>Miles of streets</b>
4. _____	4. _____

**Ask your partner:** How are small neighborhoods different from big ones?

## Student B

Small neighborhoods have few houses and apartments; **however** big ones have many. Small neighborhoods are part of villages or towns **while** big ones are part of large cities.

Small neighborhoods	Big neighborhoods
1. _____	1. _____
2. <b>Few houses and apartments</b>	2. <b>Many houses and apartments</b>
3. _____	3. _____
4. <b>Part of villages or towns</b>	4. <b>Part of large cities</b>

**Ask your partner:** How are small neighborhoods different from big ones?

# Create ELL materials and/or tasks

**Theme:** Neighborhoods

**Function:** Comparison and Contrast

**Intermediate Form:** Conjunctions: *both, but, while, however*

While other students are working on their tasks, my 3 intermediate level ELLs will work together to fill out a contrast chart based on the reading.

Small neighborhoods	Big neighborhoods
---------------------	-------------------

**In your journal, write about the topic:**

“How is your house similar to and different from school?”

Use the words both, but, while, and however at least one time each. Start with the sentence:

“Both my house and my school are nice places, but I ...”

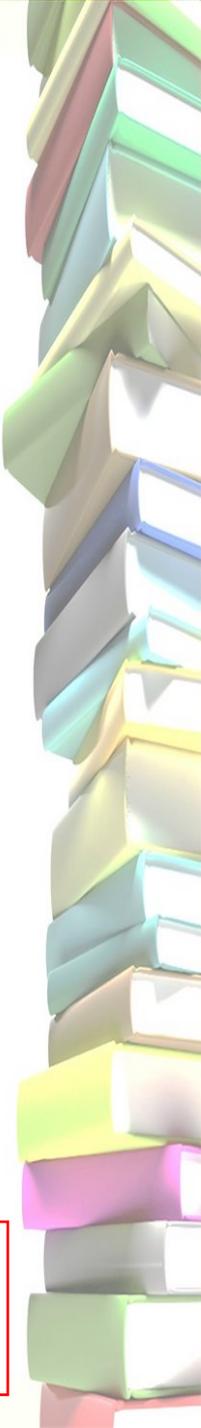




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A neighborhood is where you live, learn, grow up, play, and work. In your neighborhood you are surrounded by your family and friends. Each and every neighborhood is a special place. Yours might be in the mountains, along a coast, or somewhere in between. It may be part of **a village, town, or big city**. Neighborhoods around the world can look very different. **Some neighborhoods have lots and lots of people in them, while others have only a small population. A neighborhood on a small island or high up on a mountain might only have a few people in it. Some neighborhoods are made up of a few buildings in a town or village, while others stretch for miles and miles and are part of a big city.**

**The text my students read doesn't contain the Form, so I need to teach the form and induce students to use it.**



# Create ELL materials and/or tasks

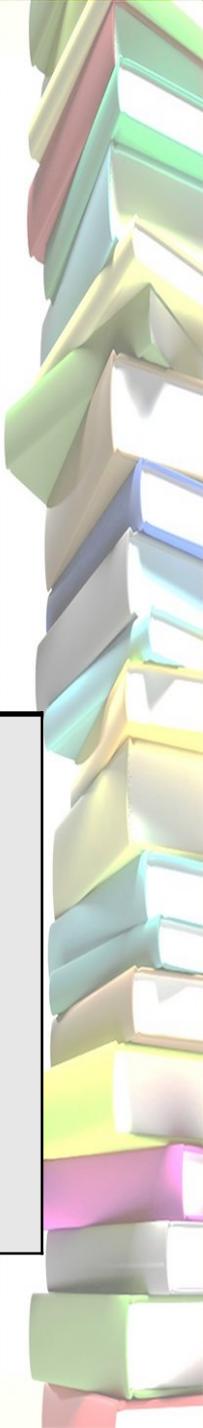
**Theme:** Neighborhoods

**Function:** Comparison and Contrast

**Advanced Form:** Conjunctions: *not only, although*

While other students are working on their tasks, my 3 advanced level ELLs will work together to fill out a comparison and contrast chart based on the reading.

Small neighborhoods	All neighborhoods	Big neighborhoods



# Create ELL materials and/or tasks

## Student A

**Although** small neighborhoods have few people, they all have families in them.

**Although** small neighborhoods have few buildings, they all have something special.

Small neighborhoods	All neighborhoods	Big neighborhoods
1. <b>Few people</b>	1. <b>Families</b>	1. _____
2. <b>Few houses and apartments</b>	2. <b>Friends</b>	2. _____
3. <b>A few buildings</b>	3. <b>Something special</b>	3. _____

**Ask your partner:**

How are big neighborhoods **different from** all neighborhoods?

## Student B

**Although** all neighborhoods have families, only big neighborhoods have many people.

**Although** all neighborhoods have friends, only big neighborhoods have many houses.

Small neighborhoods	All neighborhoods	Big neighborhoods
1. _____	1. <b>Families</b>	1. <b>Many people</b>
2. _____	2. <b>Friends</b>	2. <b>Many houses and apartments</b>
3. _____	3. <b>Something special</b>	3. <b>Miles of streets</b>

**Ask your partner:**

How are small neighborhoods **different from** all neighborhoods?

# Create ELL materials and/or tasks

**Theme:** Neighborhoods

**Function:** Comparison and Contrast

**Advanced Form:** Conjunctions: *not only, although*

While other students are working on their tasks, my 3 advanced level ELLs will work together to fill out a comparison and contrast chart based on the reading.

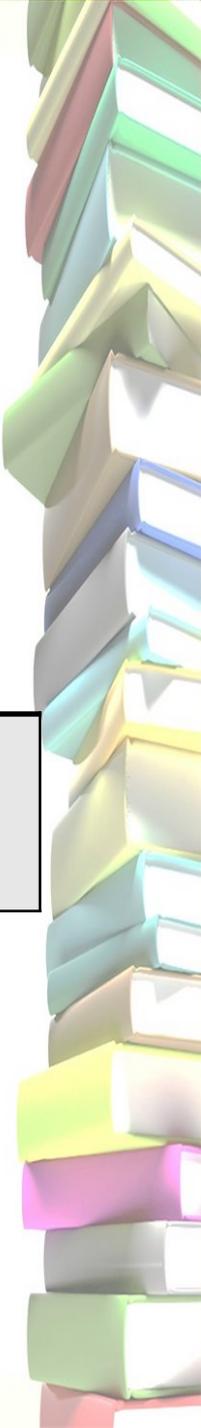
Small neighborhoods	All neighborhoods	Big neighborhoods
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In your journal, write about the topic:

“How is your house similar to and different from school?”

Use the words although and not only at least one time each.

Start with: “My house is **not only** \_\_\_\_\_ **but also** \_\_\_\_\_.

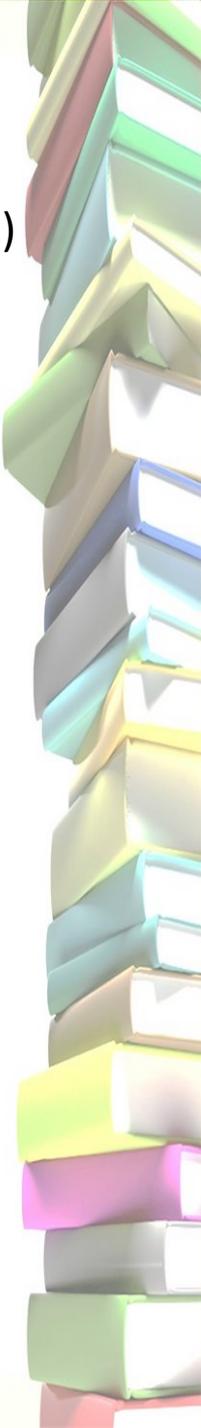




# What Does Text Complexity Mean

for English Learners and Language Minority Students?

(Fillmore and Fillmore, 2012)

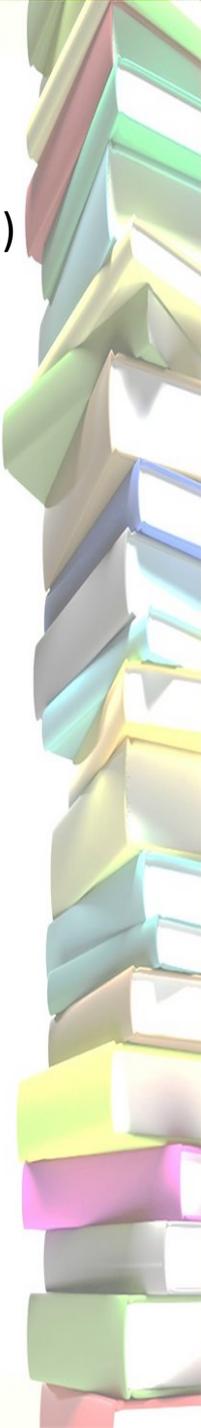


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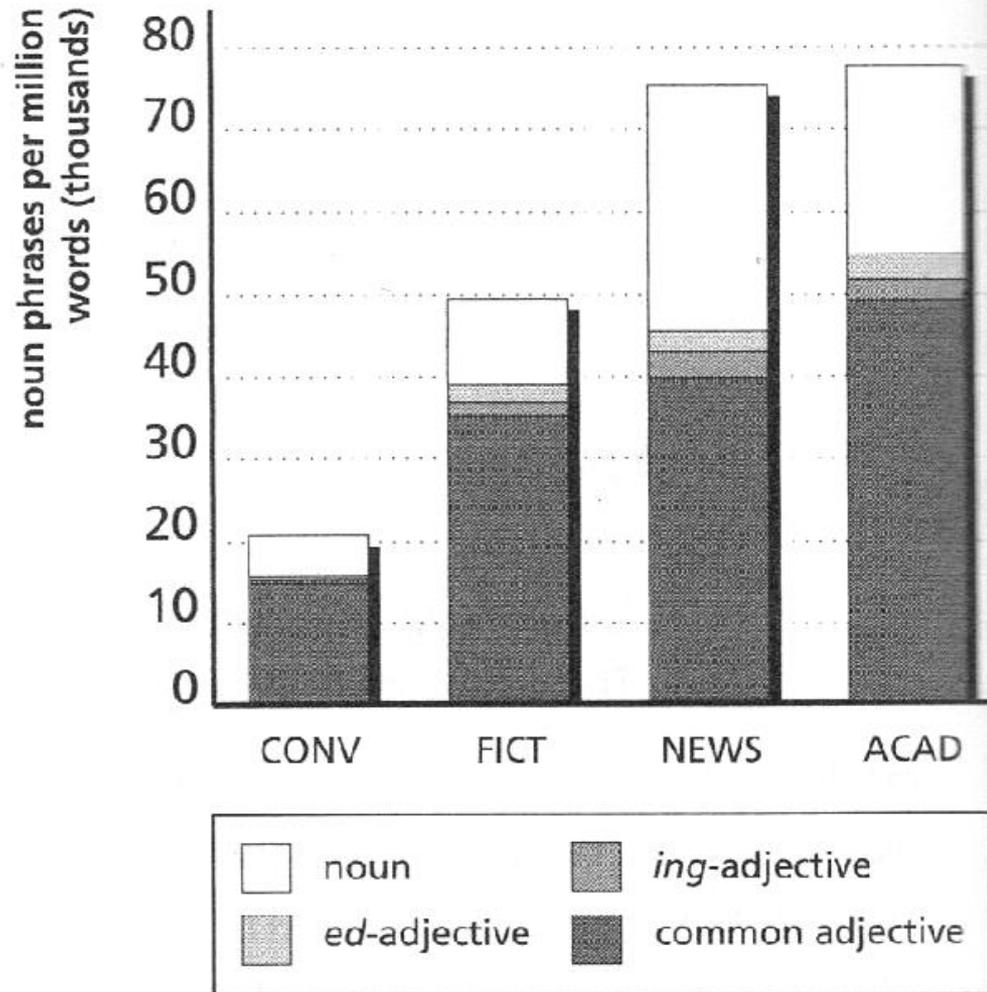
- The language used in complex texts is difficult and cannot be learned through talking with native speakers, but only through working with the texts themselves.
- It is especially critical that students have access to complex texts because after fourth grade, they serve as the vehicle for content delivery. (K-3: Learning to read; 4-12: Reading to learn)
- Academic texts are marked by **INFORMATIONAL DENSITY**: every clause or phrase contains information critical to understanding the topic.



(Biber, Conrad, and Leech, 2002)

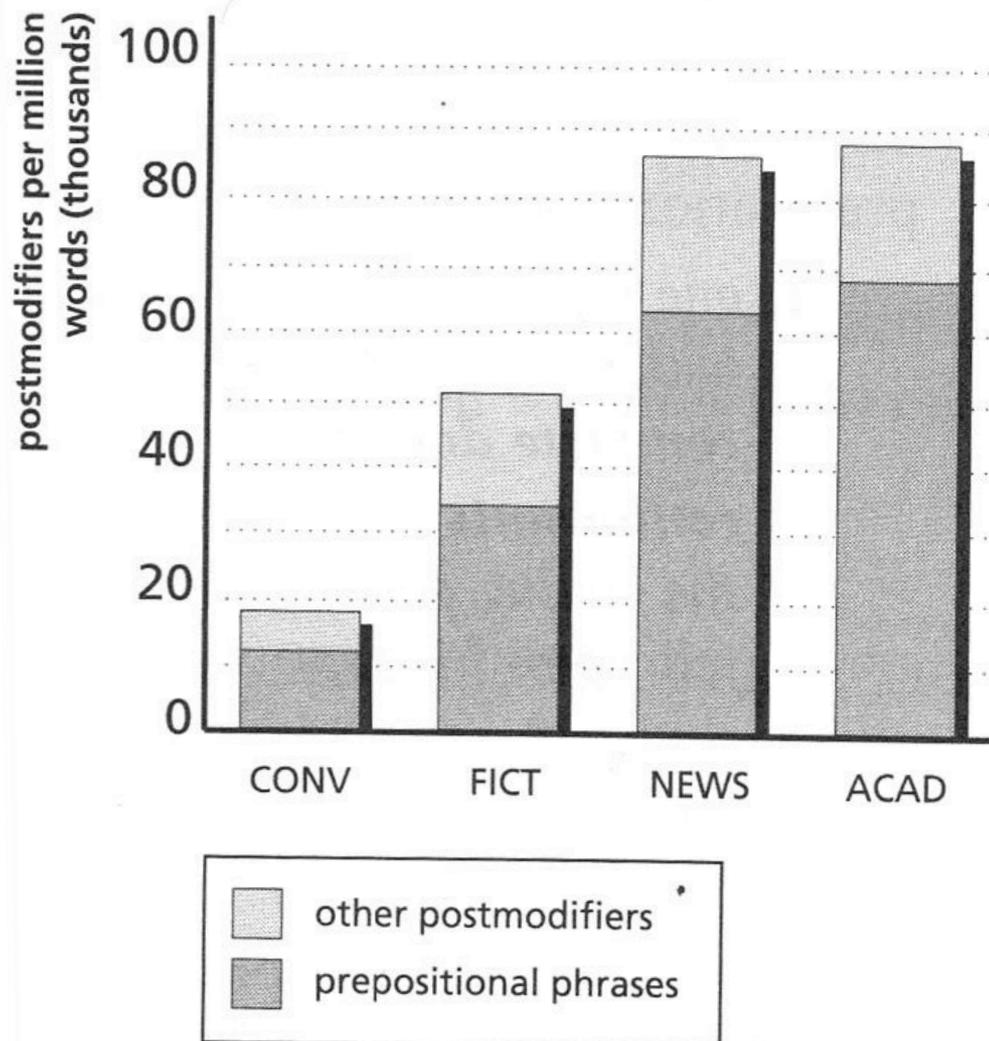
Figure 9.2

## Frequency of premodifier types across registers



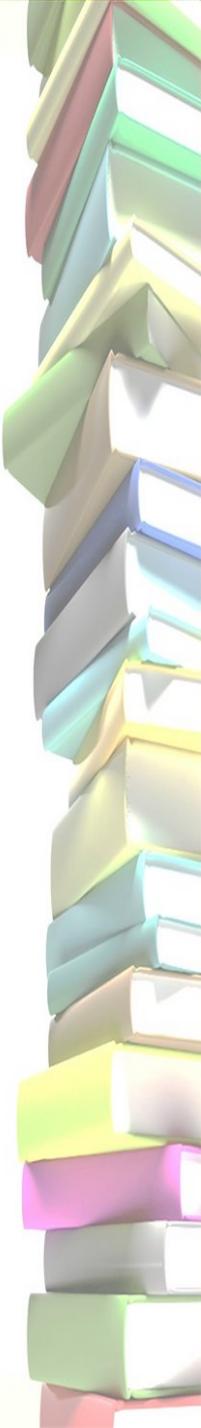
(Biber, Conrad, and Leech, 2002)

**Figure 9.3**  
**Prepositional v. other**  
**postmodification across registers**



# Strategy: Looking Closely at Language One Sentence at a Time

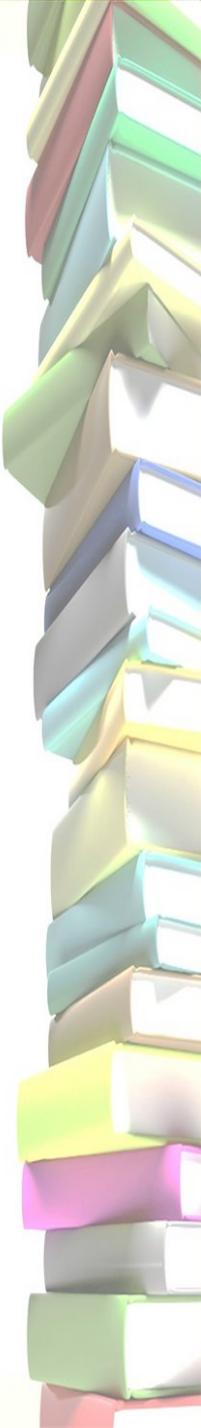
- Students do not necessarily need to learn the grammatical and linguistic terms related to complex texts, but they do need to learn how to understand the ideas found in such writing.
- Planning is necessary: teachers must choose a sentence that is grammatically interesting and complex, and which contains ideas necessary for understanding the content.
- The practice helps teachers engage their students in the “consciousness-raising” and “noticing” of language forms referred to by Larsen-Freeman (2001).
- In the example cited by the authors, teachers engaged in the practice just 15-20 minutes daily.



# One Sentence Analysis

*The Secret Garden* by Frances Hodgson Burnett

It was in that strange and sudden way that Mary found out that she had neither father nor mother left; that they had died and been carried away in the night, and that the few native servants who had not died also had left the house as quickly as they could get out of it, none of them even remembering that there was a Missie Sahib (p. 7).



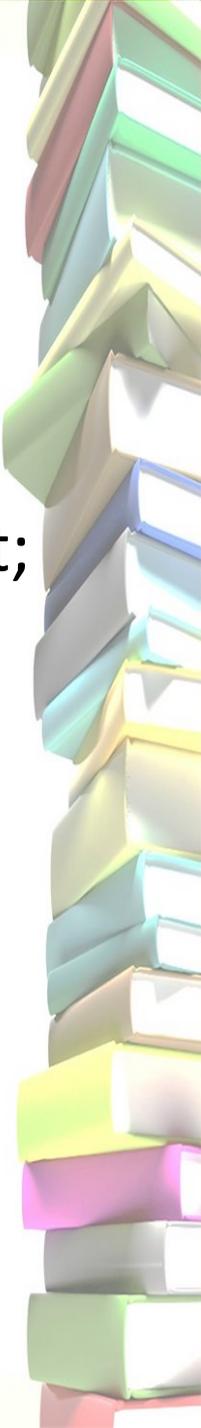
# One Sentence Analysis

*The Secret Garden* by Frances Hodgson Burnett

It was in that strange and sudden way that **Mary**  
**found out** that she had neither father nor mother left;

**Mary found out** that she had neither father nor mother left;

[in that strange and sudden way]



# One Sentence Analysis

*The Secret Garden* by Frances Hodgson Burnett

**Mary found out**

[WHAT DID SHE FIND OUT?]

that she had neither mother nor father left

[WHAT HAPPENED TO THEM?]

that they had died and been carried away in the night [AND?]

that the few native servants [WHICH ONES?]

who had not died also had left the house

[HOW DID THEY LEAVE THE HOUSE?]

as quickly as they could get out of it [ANYTHING ELSE?]

none of them remembering [REMEMBERING WHAT?]

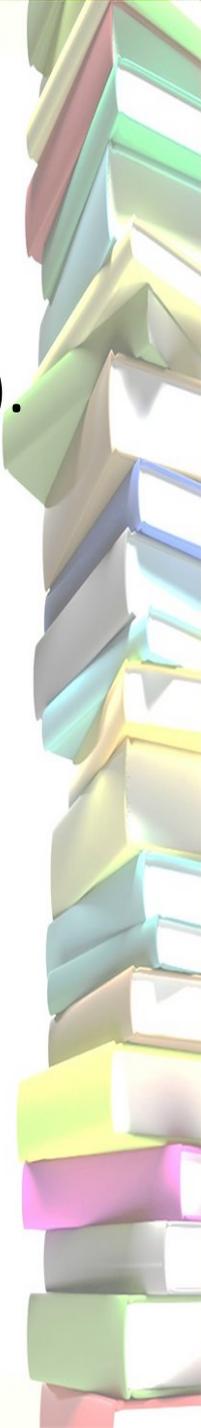
that there was a Missie Sahib.

# One Sentence Analysis

*Eruption!*

The rock that comes out of a volcano is called lava (8).

The rock [that comes out of a volcano] is called lava.



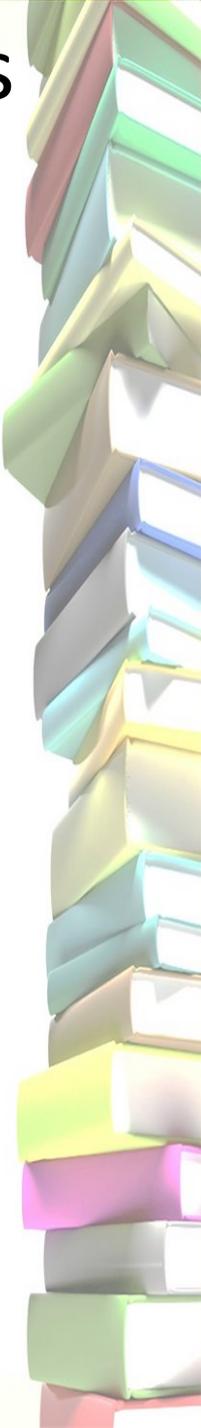


# Form and Meaning: Prepositional Phrases

## The Most Frequent Prepositions?

### A preposition + a noun phrase

While some of its articles are technical, requiring an understanding of voice spectrograms, others are accessible to anyone.



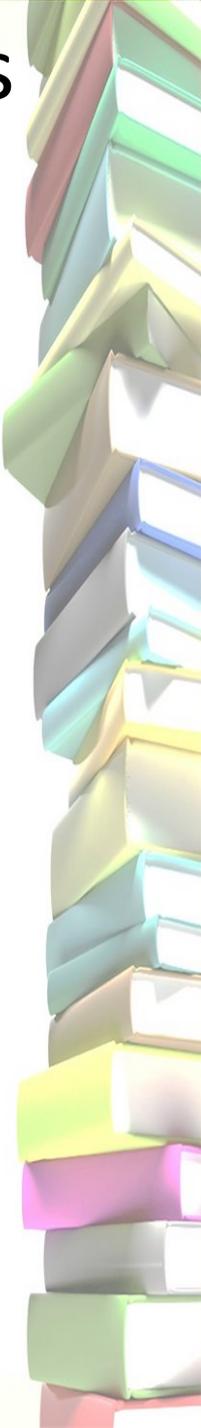
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1) post-noun modifier

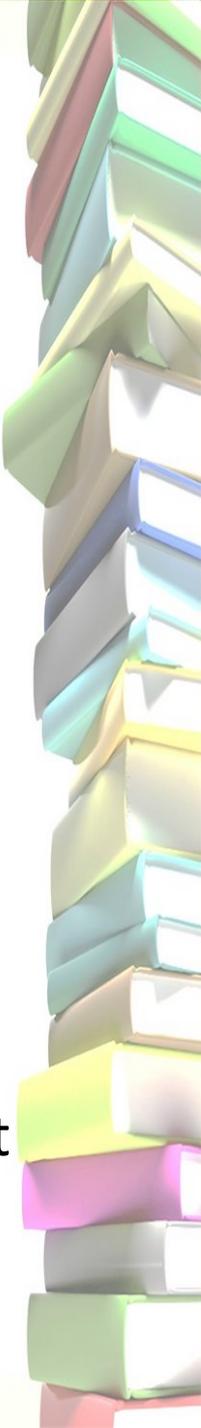
2) sentence modifier



# Prepositional Phrases in non-fiction

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.

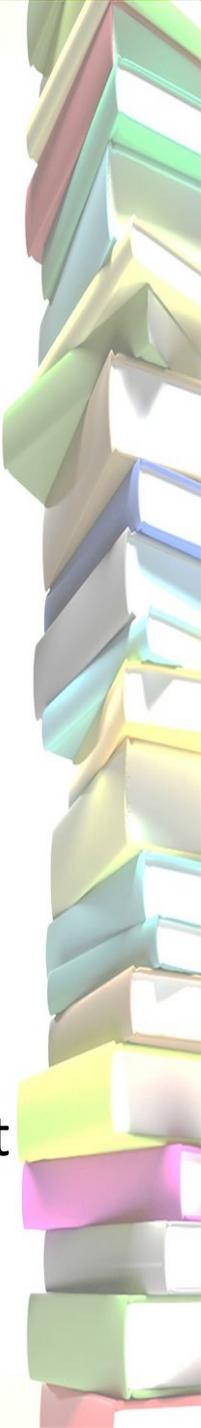
5<sup>th</sup> Grade History text



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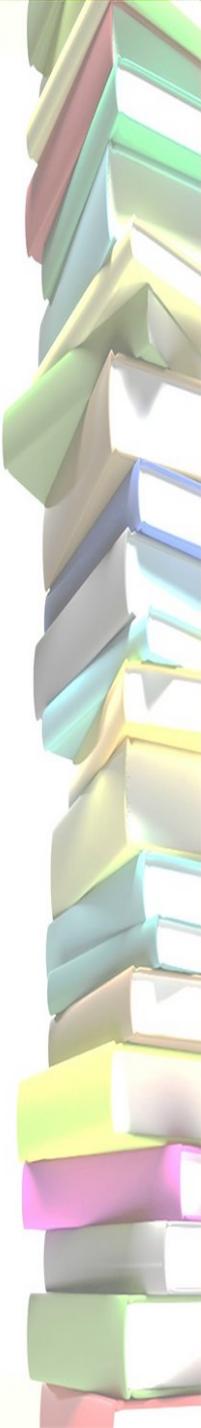
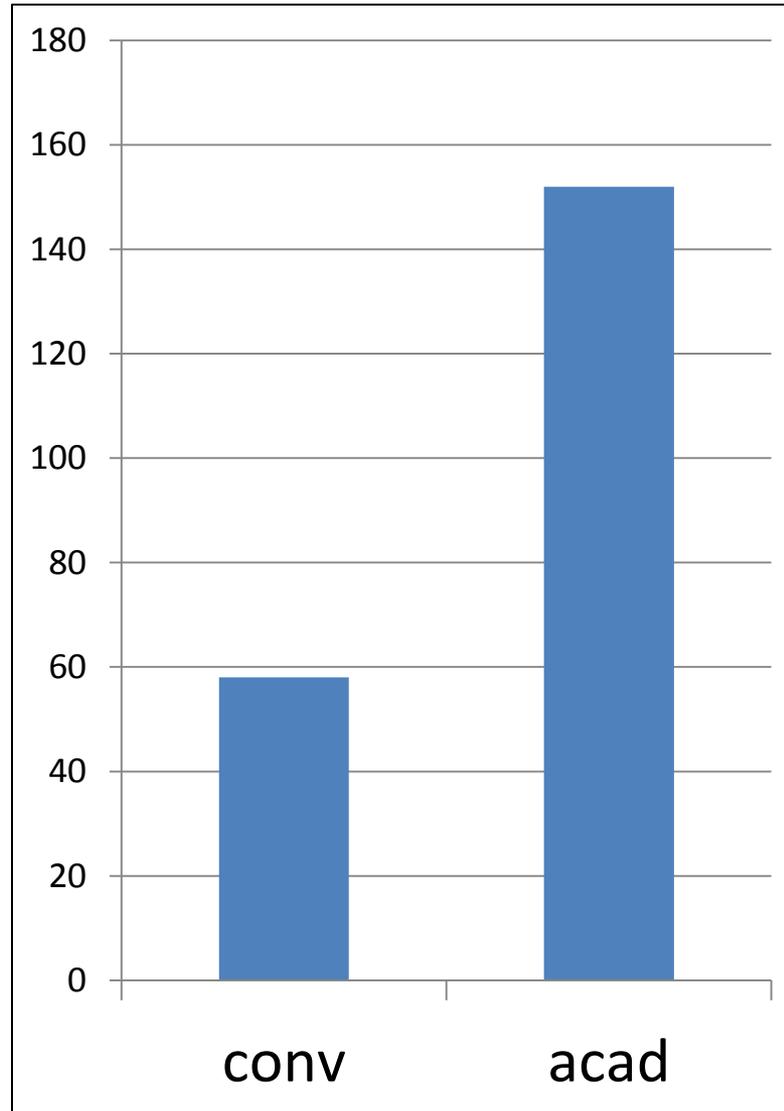


# Frequency of Prepositions

## in Conversational vs. Academic English

Biber, Conrad, & Leech. 2002. *Longman Grammar of Spoken and Written English*.

# of Prepositions  
per 1000 words



# Prepositional Phrases

## the 4 functions

prepositional phrases that modify nouns

Many of the students are studying.

prepositional phrases that tell when, where, why, how, how much, how long

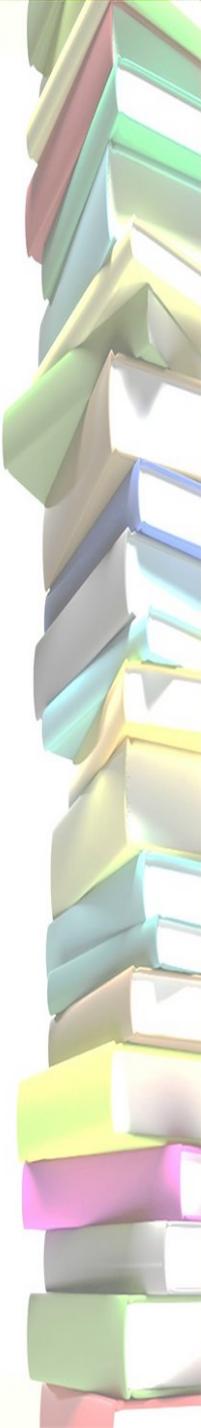
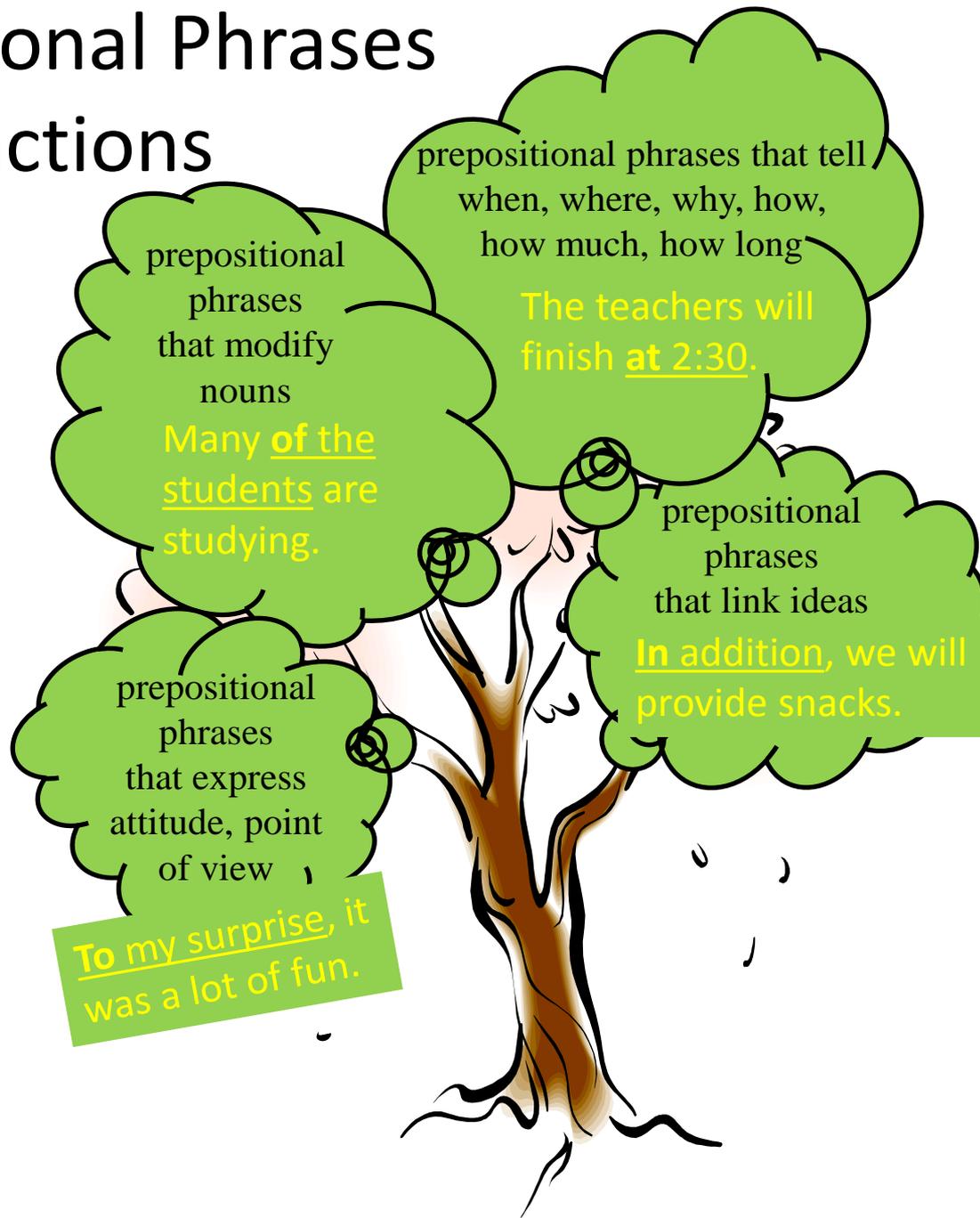
The teachers will finish at 2:30.

prepositional phrases that link ideas

In addition, we will provide snacks.

prepositional phrases that express attitude, point of view

To my surprise, it was a lot of fun.



# Prepositional Phrases

## the 4 functions

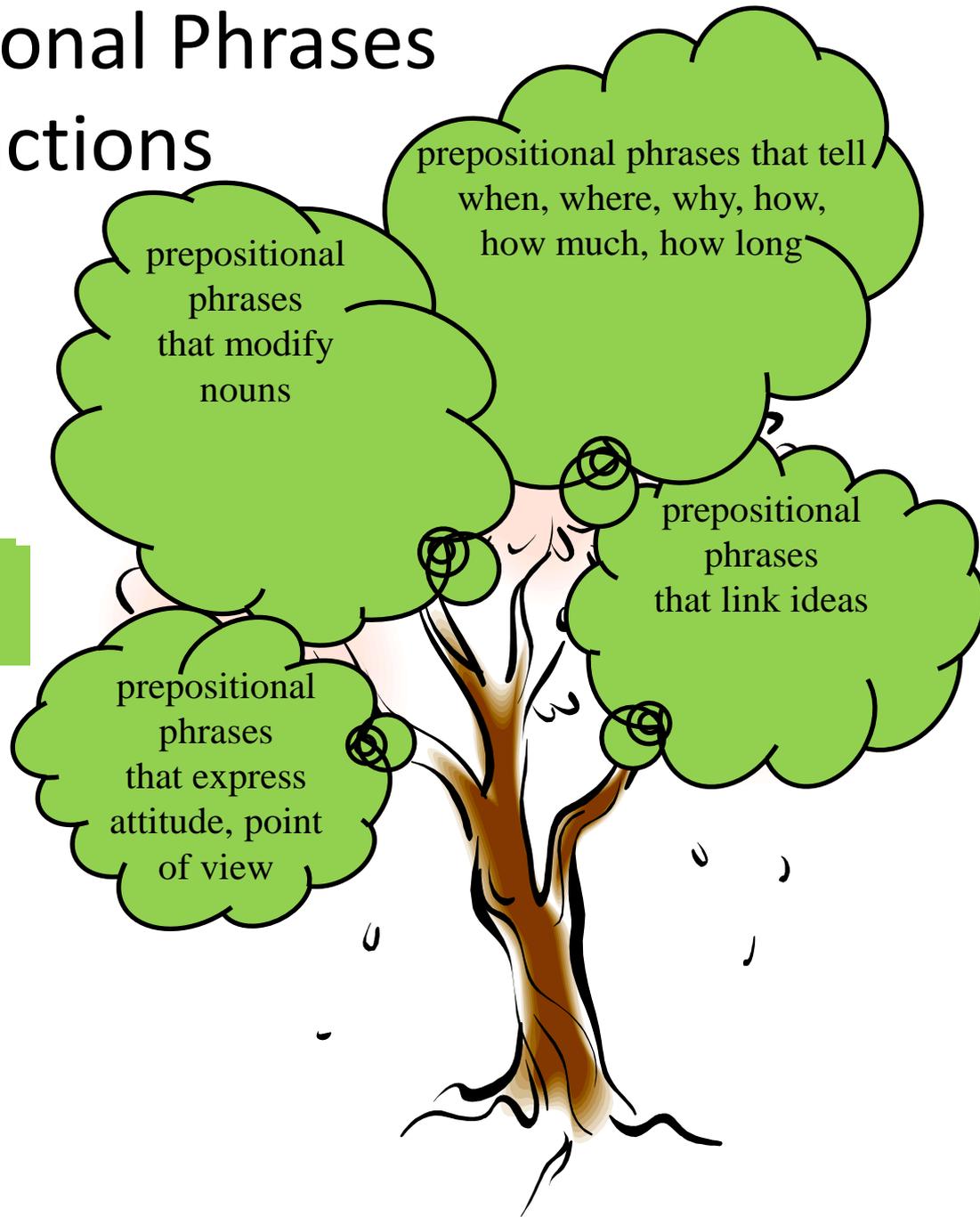
prepositional phrases that tell  
when, where, why, how,  
how much, how long

prepositional  
phrases  
that modify  
nouns

prepositional  
phrases  
that link ideas

prepositional  
phrases  
that express  
attitude, point  
of view

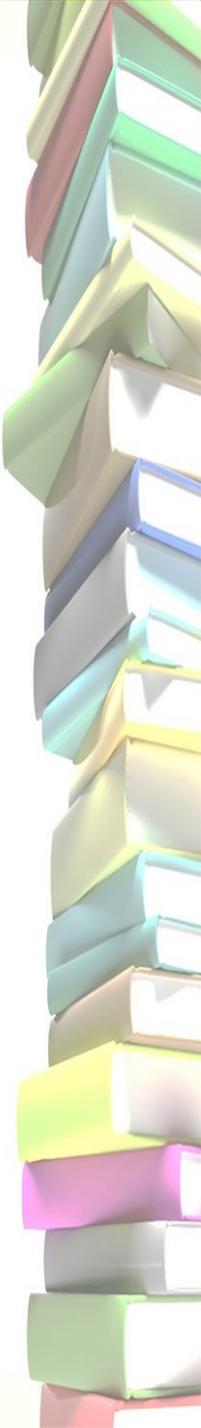
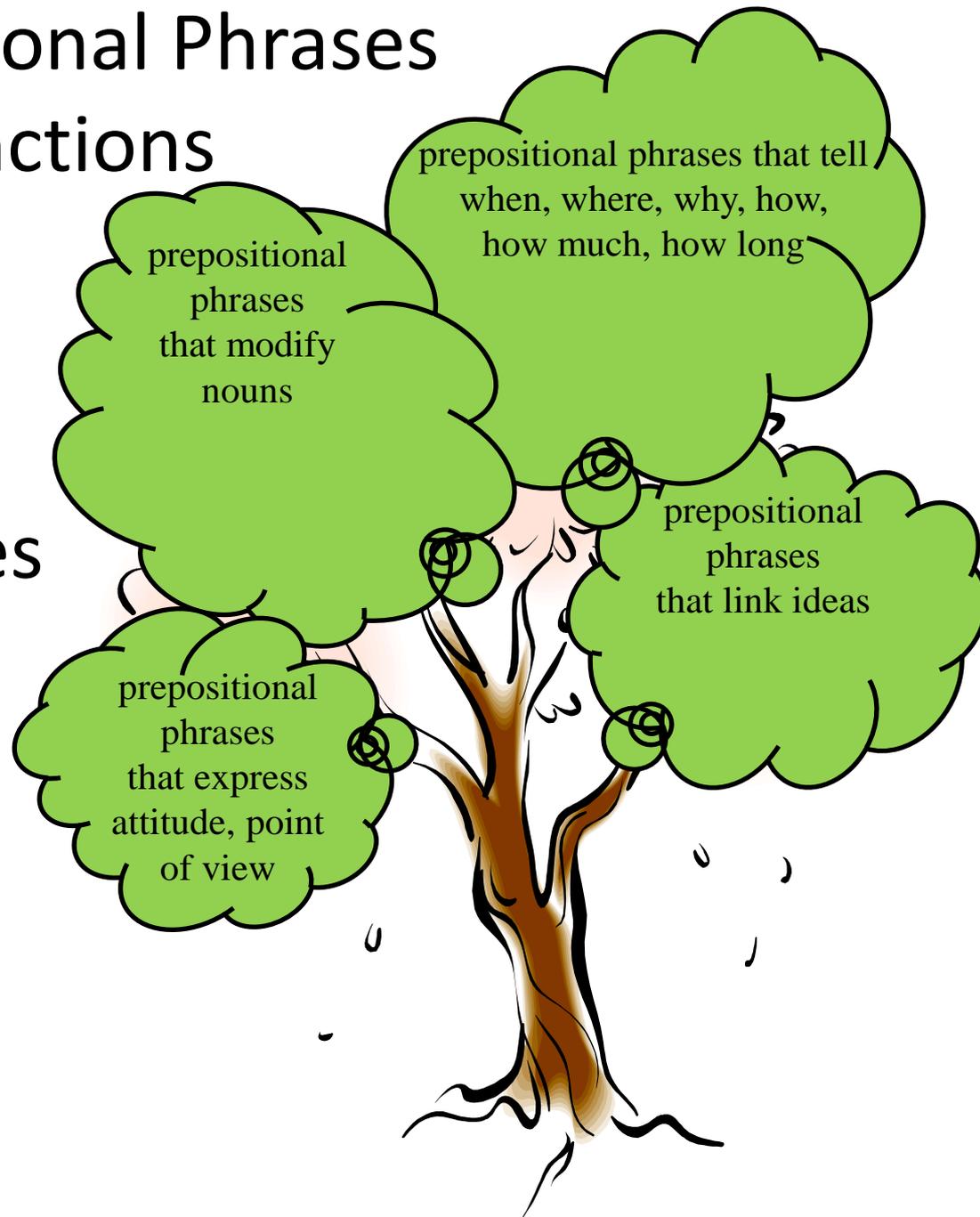
These kinds  
In my opinion,  
that's a great idea.



# Prepositional Phrases

## the 4 functions

Let's see  
where  
the leaves  
grow!



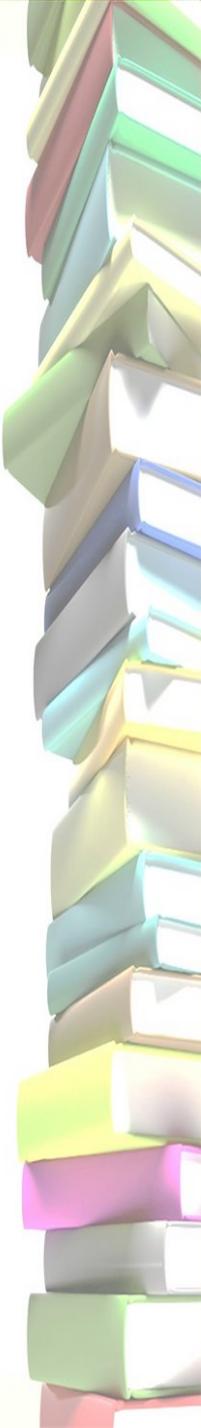
# Taming Syntax

Helping students deal with information overload

- English sentences are hierarchically organized, so
  - teach students to focus their attention on the head noun of the subject, the main verb, objects, and conjunctions.
  - modifiers add extra (less important) information

The Drake stopped at Alexandria, Bengasi, Tripoli, Tunis and Algiers, passed the Rock of Gibraltar and turned north up the coast of Portugal.

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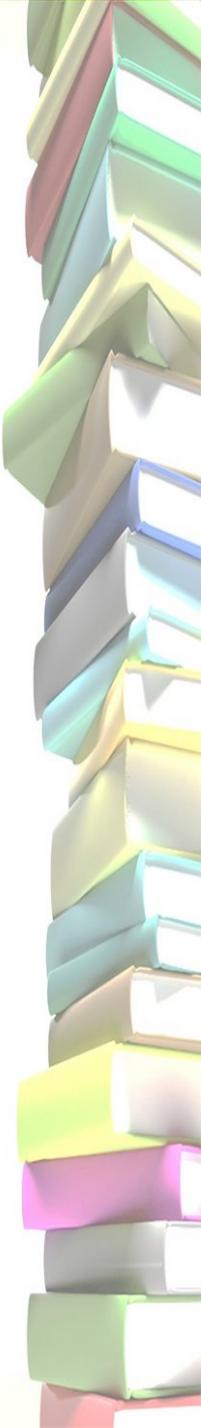
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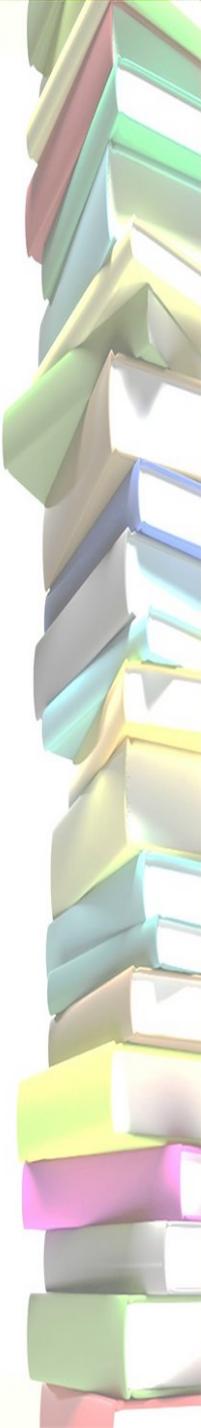
Horses were unknown in North America until the 1500s, when Spanish explorers began arriving.

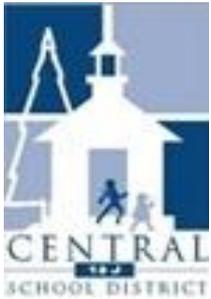
Horses were unknown in North America until the 1500s, when Spanish explorers began arriving.





# Presentation Schedule





Western Oregon  
UNIVERSITY

Project LUISA

Language Understanding to Improve Student Achievement

## Looking Forward

### Next Tuesday

1. Bring any teaching materials for this fall in which you want to include some explicit language teaching.
2. Bring your Azar Grammar Chartbook.
3. Prepare for presentations.

