Western Oregon UNIVERSITY

Project LUISA

Language Understanding to Improve Student Achievement

Session 2. Tuesday, Aug 20, 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

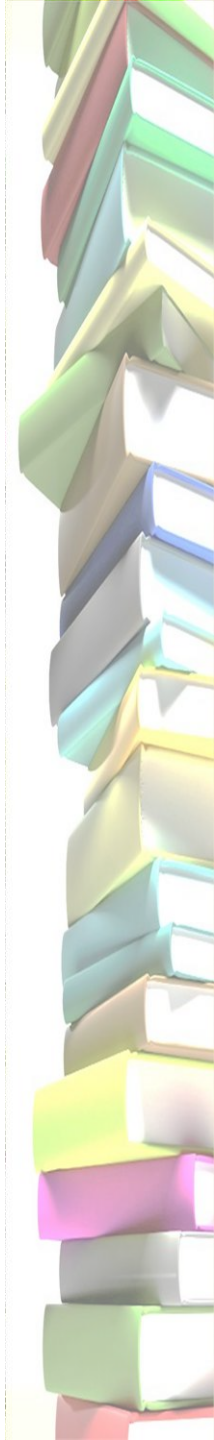
Break

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

Lunch

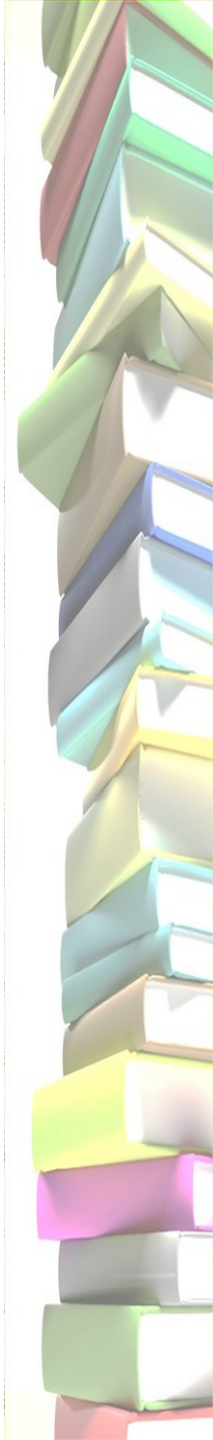
6. Work Time
7. Looking Forward

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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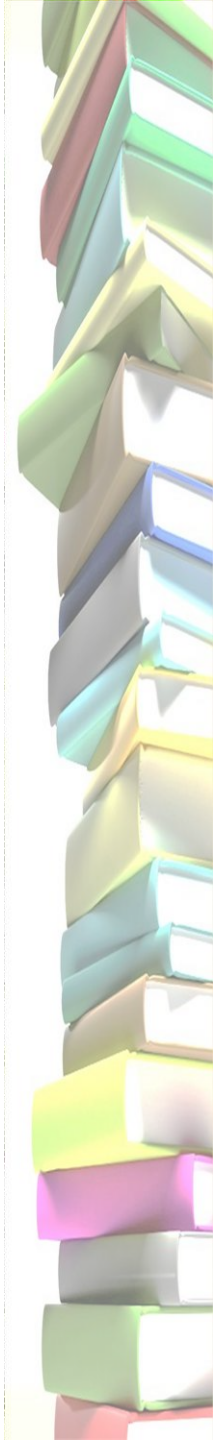


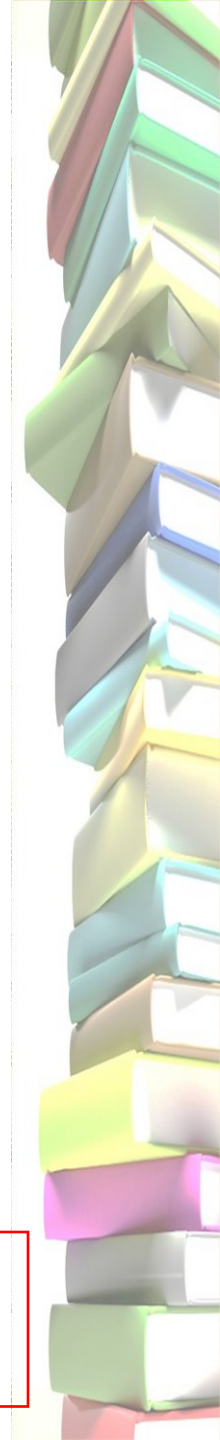
Analysis of Language Functions and Forms

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

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, <u>or</u> big city**. Neighborhoods around the world can look very different. **Some neighborhoods have lots and lots of people in them**, **<u>while</u> 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**, **<u>while</u> 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. Few people	1. Families	1. Many people
2. _____	2. _____	2. _____
3. A few buildings	3. _____	3. Miles of streets

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. Few houses and apartments	2. Friends	2. Many houses and apartments
3. _____	3. Something special	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

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

Grade level: 1st-2nd	Theme of the literacy unit: Neighborhoods	Language Function: Compare and Contrast
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**
Form: Conjunctions: *and, both* Examples: A small neighborhood <u>and</u> a big neighborhood <u>both</u> have families and friends. Example Sentence Frame: A _____ and a _____ both have _____. are	Form: Conjunctions: *both, but, while, however* Examples: Some neighborhoods have lots and lots of people in them, <u>while</u> others have only a small population. Example Sentence Frame: A _____ has/is _____ while a _____ has/is _____.	Form:

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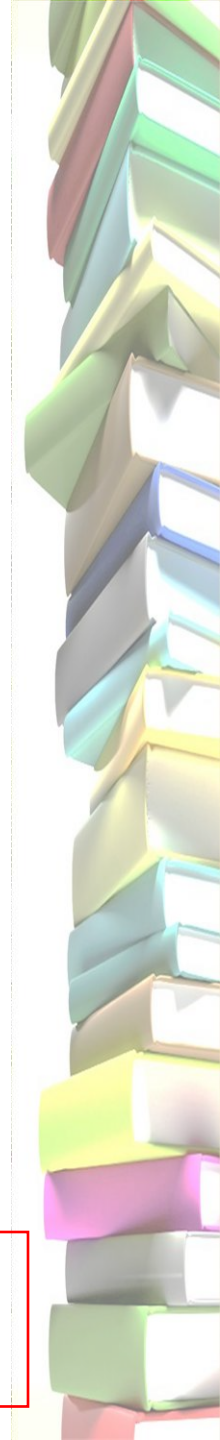
A neighborhood is where you live, learn, grow up, play, and work. In your neighborhood you are surrounded by your family and friends. Each and every neighborhood is a special place. Yours might be in the mountains, along a coast, or somewhere in between. It may be part of **a village, town, <u>or</u> big city**. Neighborhoods around the world can look very different. **Some neighborhoods have lots and lots of people in them**, **<u>while</u> 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**, **<u>while</u> 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. Small population	1. Large population
2. _____	2. _____
3. A few buildings	3. Miles of streets
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. Few houses and apartments	2. Many houses and apartments
3. _____	3. _____
4. Part of villages or towns	4. Part of large cities

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 …"

Analysis of Language Functions and Forms

Grade level: 1st-2nd	Theme of the literacy unit: Neighborhoods	Language Function: Compare and Contrast
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**
Form: Conjunctions: *and, both* Examples: A small neighborhood <u>and</u> a big neighborhood <u>both</u> have families and friends. Example Sentence Frame: A _____ and a _____ both have _____. are	Form: Conjunctions: *both, but, while, however* Examples: Some neighborhoods have lots and lots of people in them, <u>while</u> others have only a small population. Example Sentence Frame: A _____ has/is _____ while a _____ has/is _____.	Form: Conjunctions: *not only, although* Examples: <u>Although</u> some neighborhoods are small, they all have family and friends. Example Sentence Frame: <u>Although</u> some _____ are _____, they all have/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, <u>or</u> big city**. Neighborhoods around the world can look very different. **Some neighborhoods have lots and lots of people in them**, **<u>while</u> 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**, **<u>while</u> 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. Few people	**1. Families**	**1. _____**
2. Few houses and apartments	**2. Friends**	**2. _____**
3. A few buildings	**3. Something special**	**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. Families**	**1. Many people**
2. _____	**2. Friends**	**2.** Many houses and apartments
3. _____	**3. Something special**	**3. Miles of streets**

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

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)

What Does Text Complexity Mean

for English Learners and Language Minority Students?

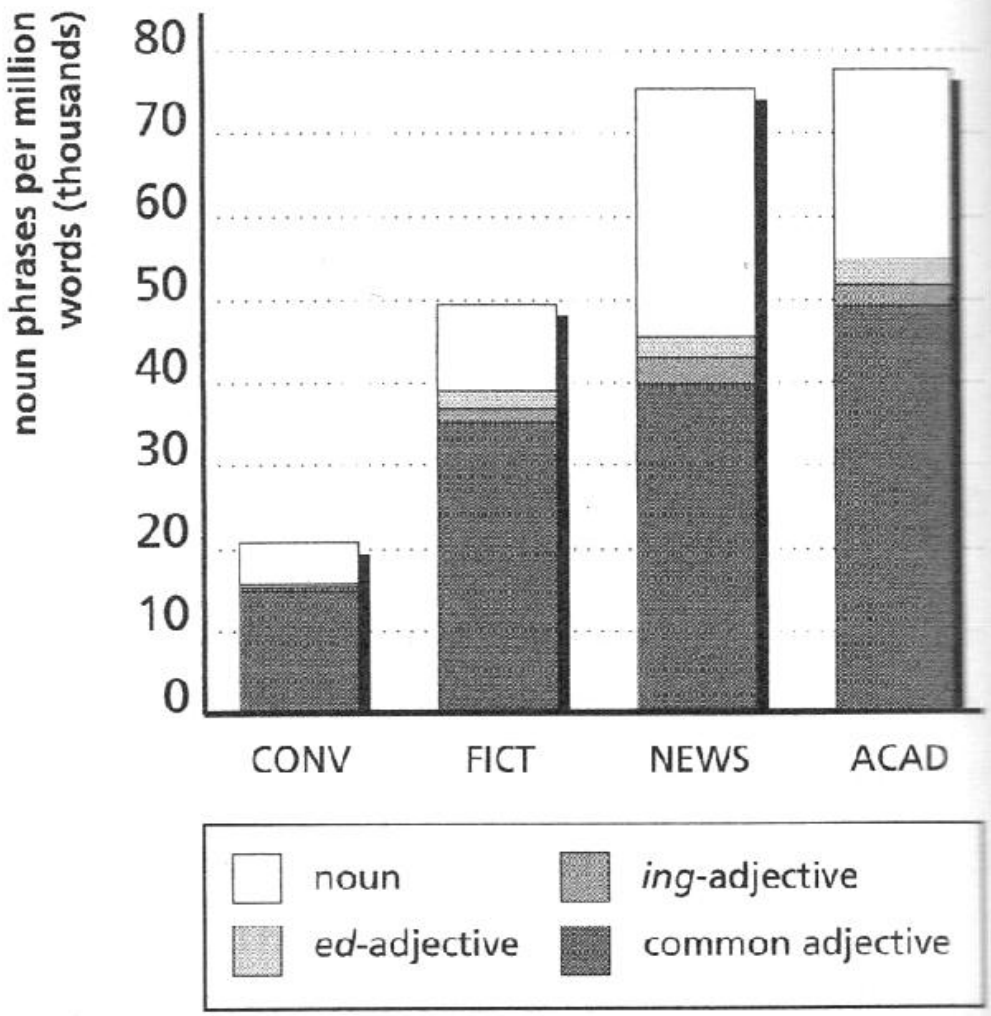
(Fillmore and Fillmore, 2012)

- The language used in complex texts is difficult and cannot be learned through talking with native speakers, but only though 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

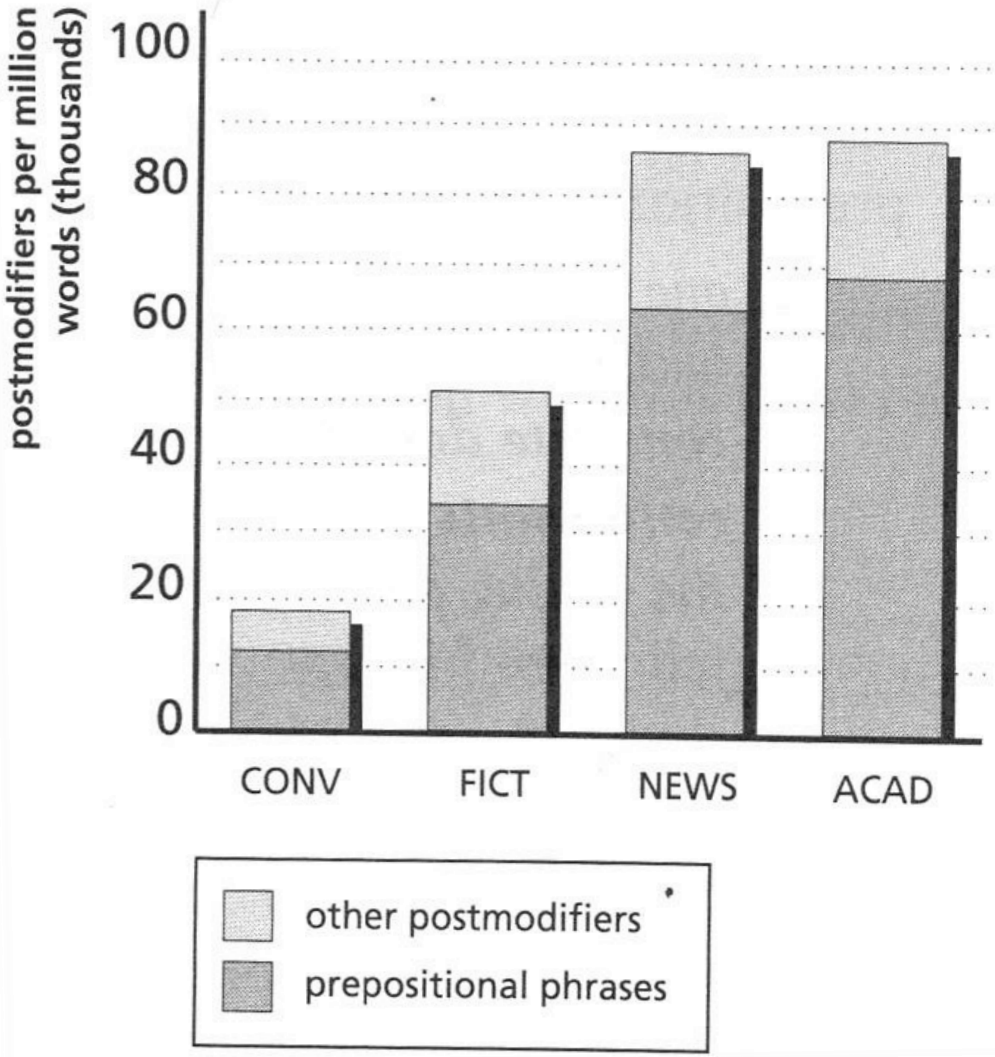
Frequency of premodifier types across registers



(Biber, Conrad, and Leech, 2002)

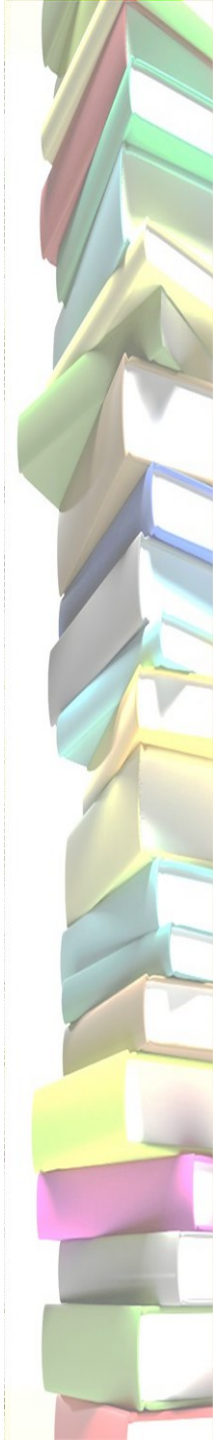
Figure 9.3

Prepositional v. other postmodification across registers



Strategy: Looking Closely at Language One Sentence at a Time

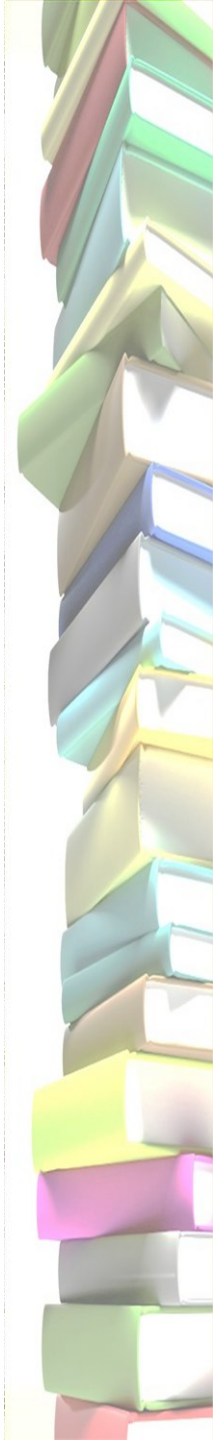
- Students do not necessarily need to learn the grammatical and linguistic terms related to complex texts, but they do need to learn how to understand the ideas found in such writing.
- Planning is necessary: teachers must choose a sentence that is grammatically interesting and complex, and which contains 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).

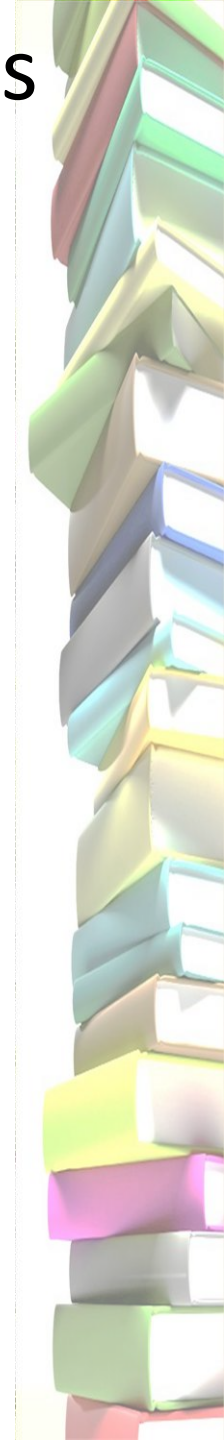
The rock [that comes out of a volcano] is called lava.

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.



Form and Meaning: Prepositional Phrases

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

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.

5th Grade History text

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.

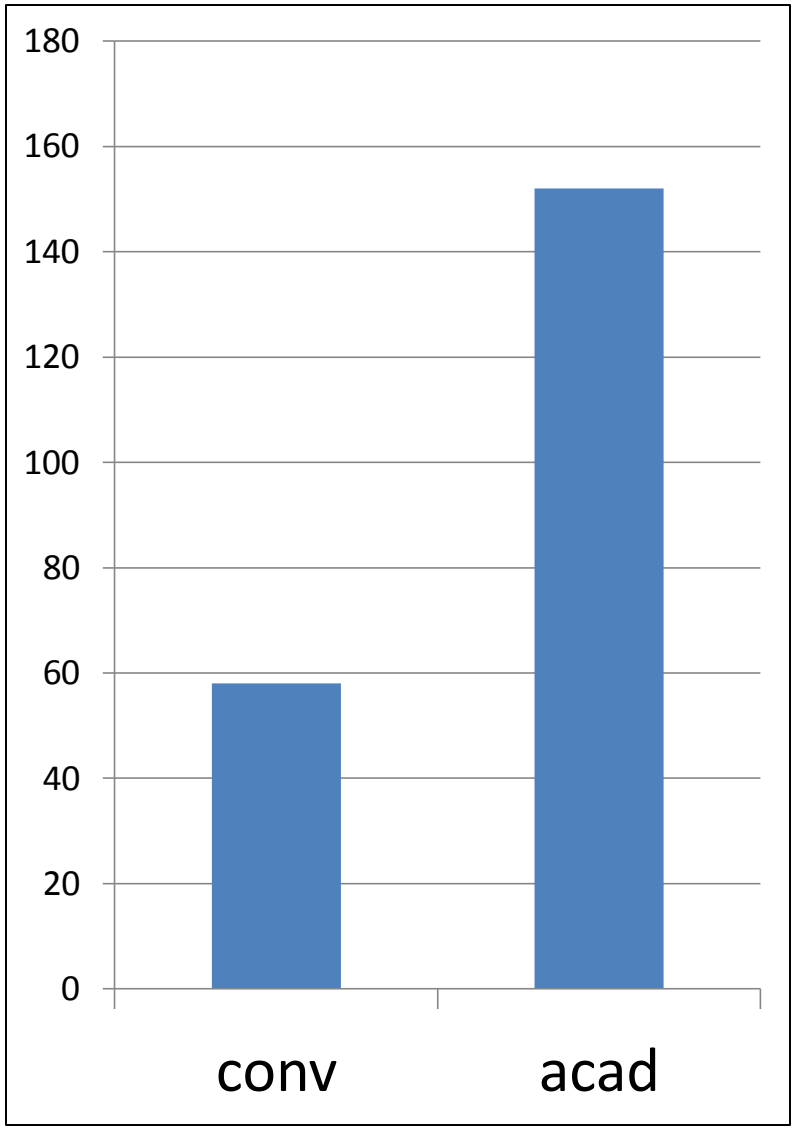
5th Grade History text

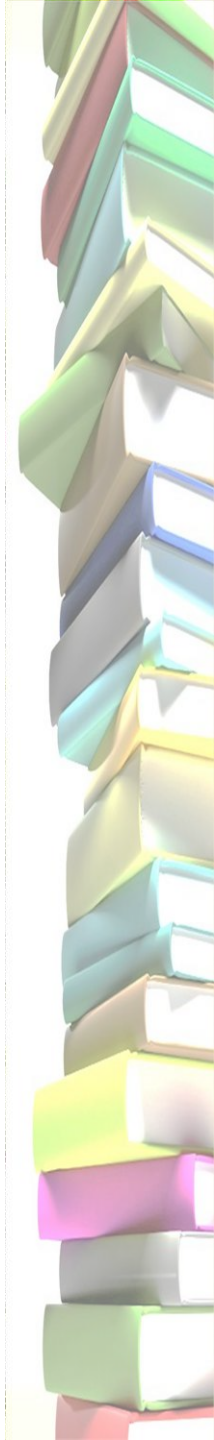
Frequency of Prepositions

in Conversational vs. Academic English

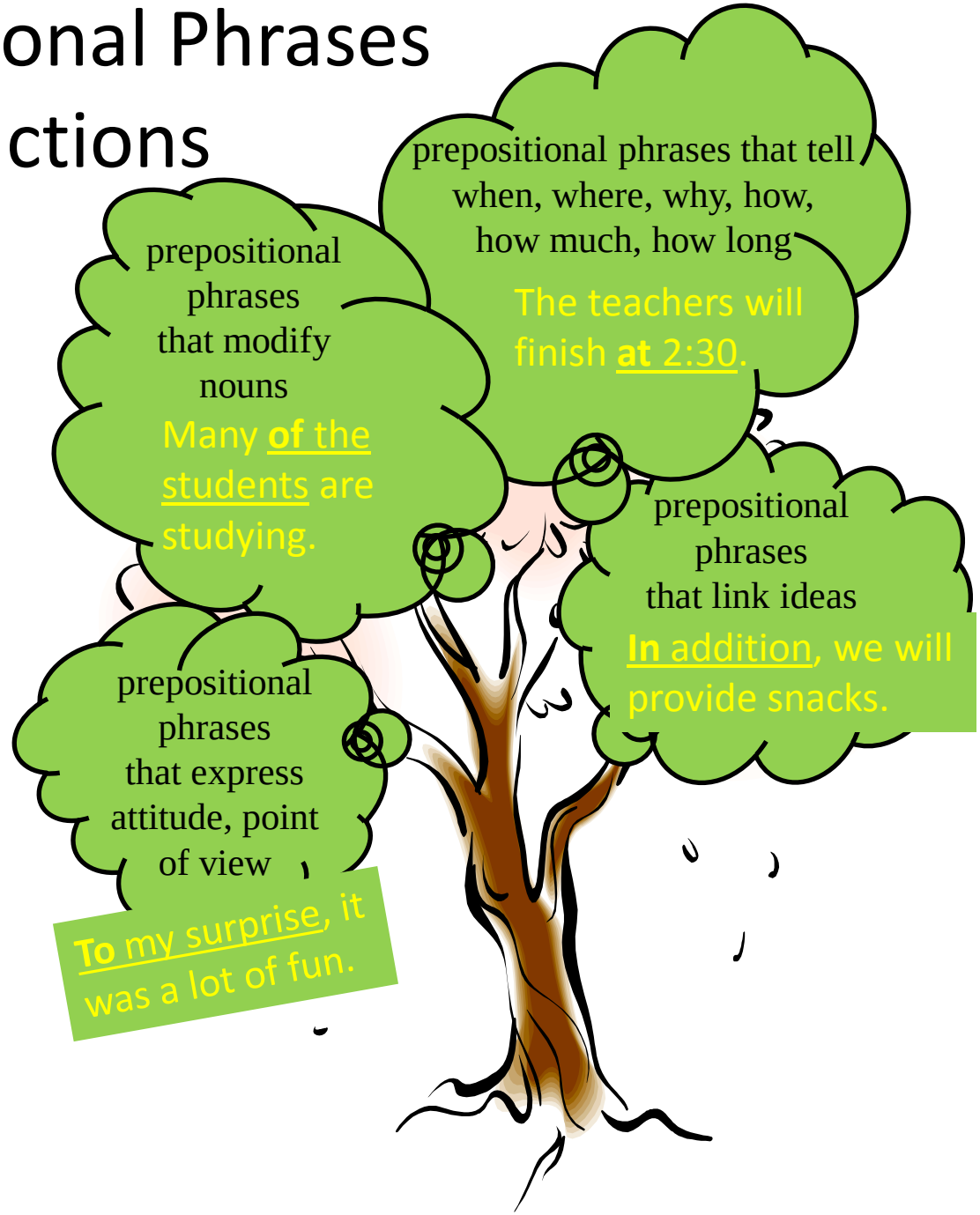
Biber, Conrad, & Leech. 2002. *Longman Grammar of Spoken and Written English*.

# of Prepositions
per 1000 words

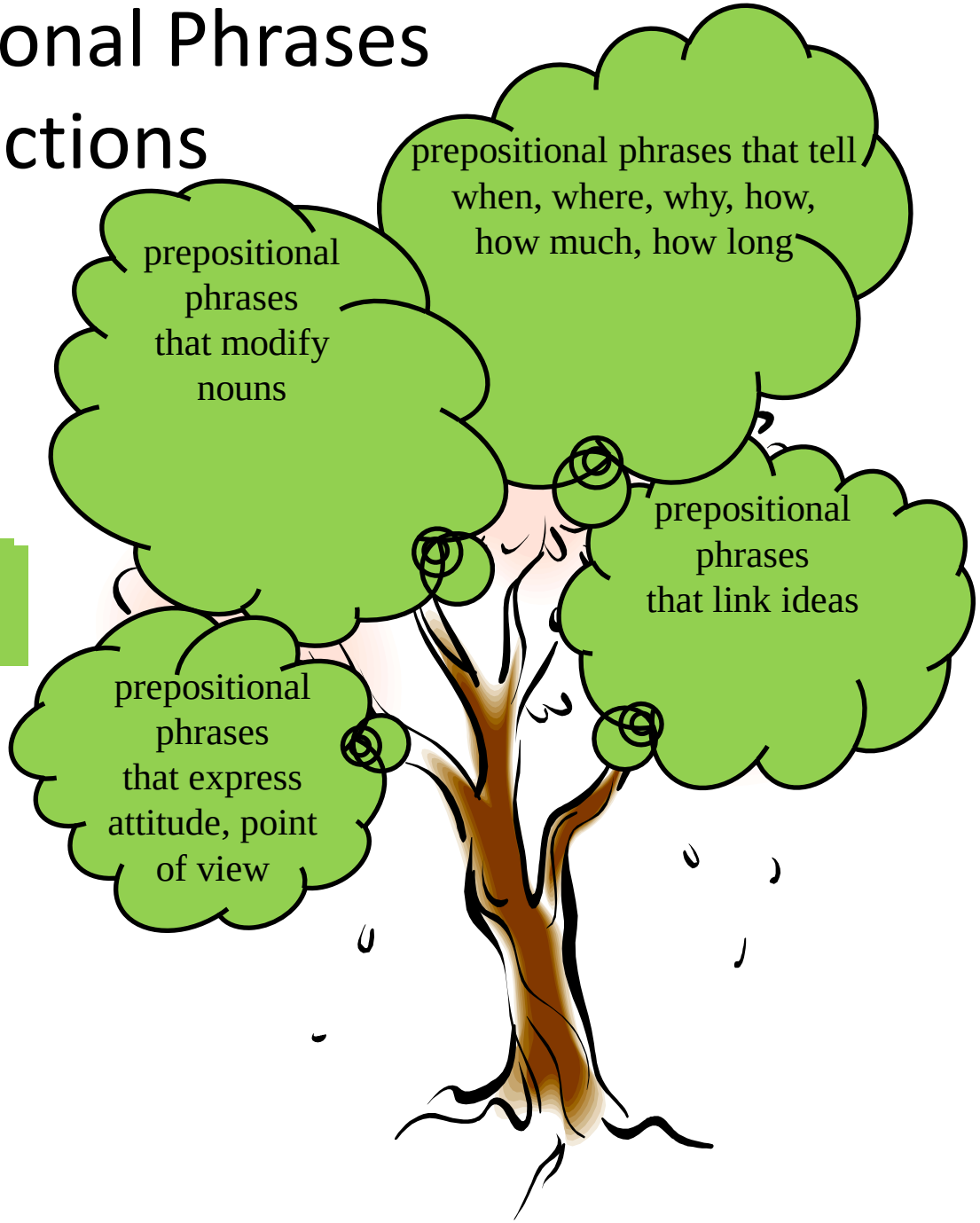




Prepositional Phrases the 4 functions



Prepositional Phrases the 4 functions

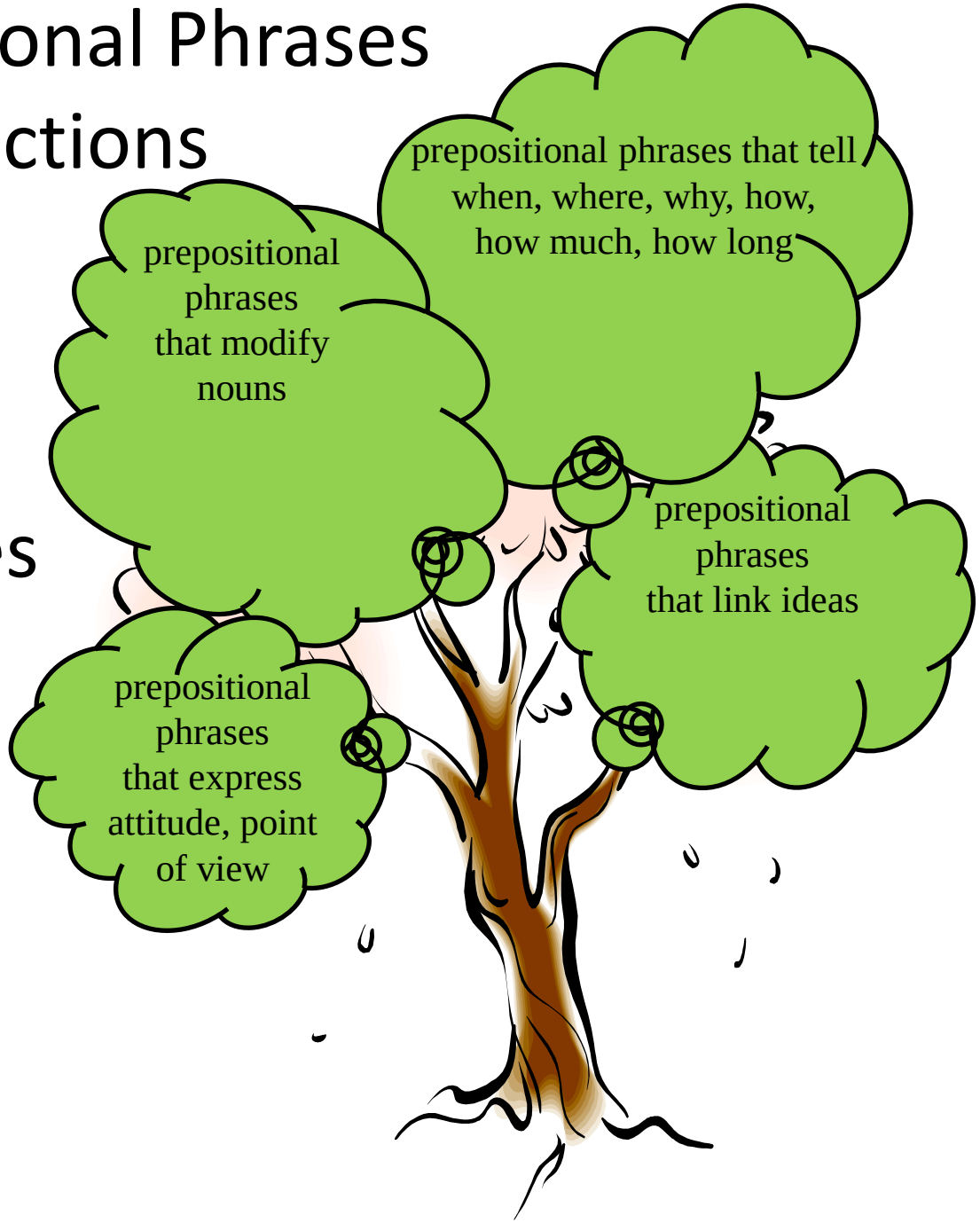


These kinds

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.

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

Taming Syntax

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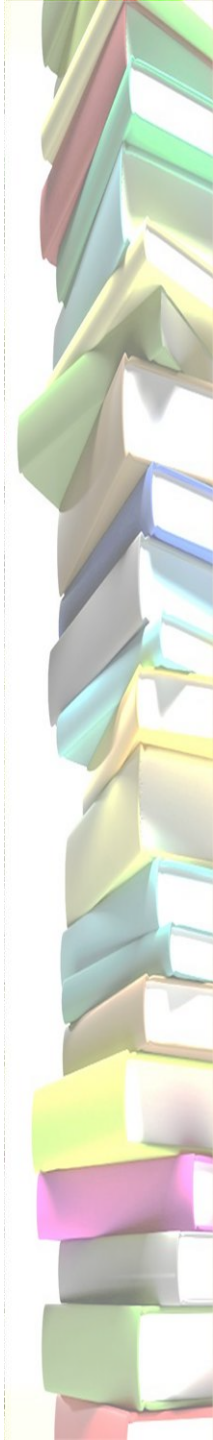
Horses were unknown in North America until the 1500s, when Spanish explorers began arriving.

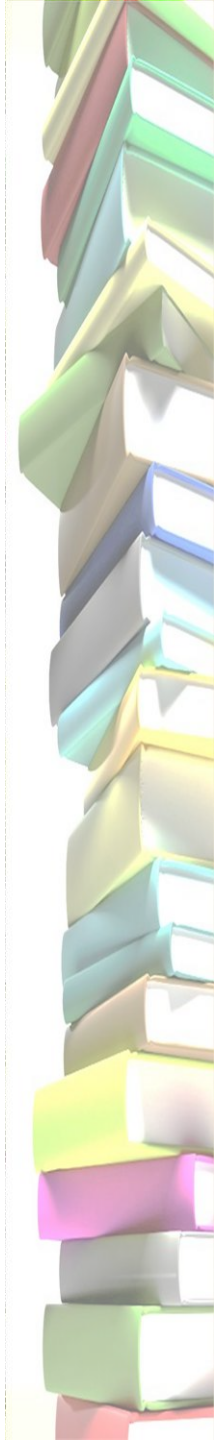
Horses **were** **unknown** in North America until the 1500s, **when** Spanish **explorers** **began** **arriving**.



Presentation Schedule for Tomorrow

Lunch

1:00-1:15	Kinder: Jose, Michelle
1:15-1:30	1st: Kourtney, Candice, Karrie
1:30-1:45	2nd: Melody, Cheryl
1:45-2:00	3rd: Chelsey , Trixia, Pam
2:00-2:15	4th: Cheryl, Alice
2:15-2:30	5th: Brian, Bailey



Western Oregon UNIVERSITY

Project LUISA

Language Understanding to Improve Student Achievement

Looking Forward

Tomorrow

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