



Project LUISA

Language Understanding to Improve Student Achievement

Session 4. Feb 6, 2013

1. Welcome
2. ED 607 Due Dates
3. This week's reading
4. Additional Resources
5. Guided Work Session
6. Looking Forward



ED 607 Assignments and Due Dates

1) Classification of academic language forms and functions

5 functions and the corresponding forms
for ELLs at the levels you have in your class

2) Collection of content-specific language activities

5 activities—one for each function in assignment #1

These should be modified for the level of ELLs in your class

#1 and #2 are due on the last Wed of class (Mar 6)

3) Teaching demonstration / presentation

On the last Wed of class (Mar 6), we will have 4 teaching demonstrations of 20 min each. Students taking the class for credit will work in pairs (or 3s) to present a lesson that they choose.



Bunch, Kibler, & Pimentel (2012)

1) Introduction

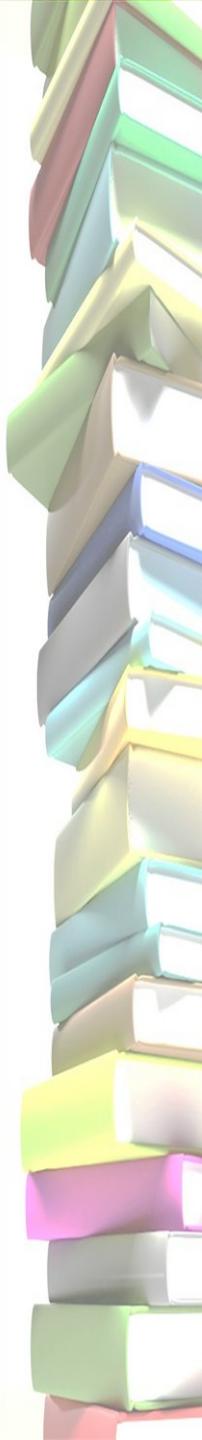
2) Reading

3) Writing

4) Speaking and Listening

5) Language

6) Conclusion



Additional Resources on our Project Website

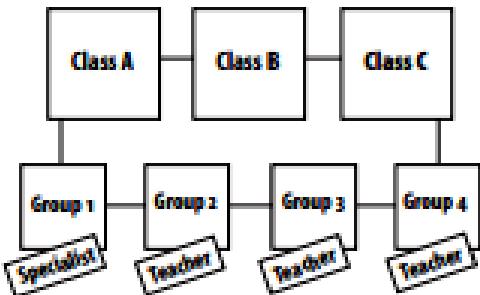
<http://projectluisa.weebly.com/>

School and classroom structures for comprehensive ELD instruction

ELD instructional models for the mainstream classroom

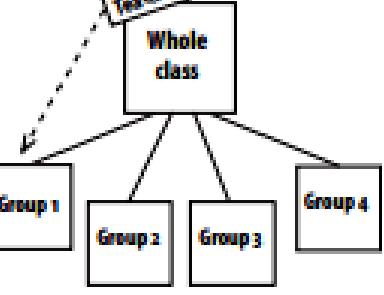
Blended services

Students are grouped by CELDT proficiency levels across or within grade levels. They may move to neighboring classrooms for explicit ELD instruction. Each group is led by a teacher or specialist.



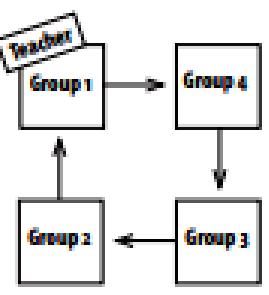
Direct instruction

Teacher provides ELD instruction to the entire class first, then assigns differentiated tasks to students grouped by language proficiency. Teacher pulls out groups as needed for focused ELD work.



Centers

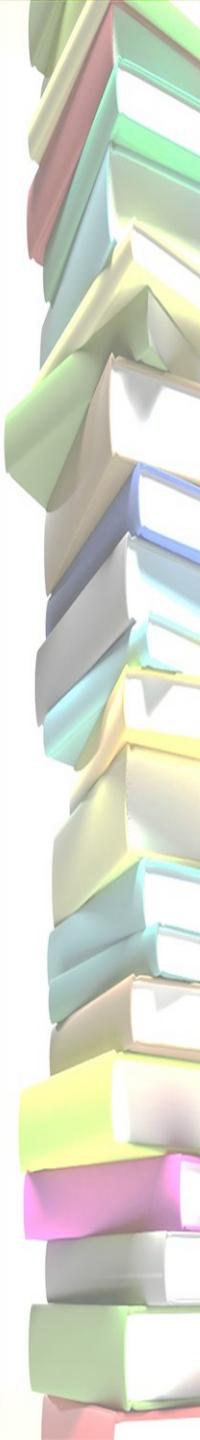
Students are grouped by proficiency and rotate for differentiated activities and ELD instruction by the teacher. This model may also use a specialist or para-educator at one of the centers. Other groups are engaged in independent work.



Cooperative groups

Cooperative group work can be used in conjunction with any of the models illustrated above to enhance ELD instruction. Students are grouped by CELDT proficiency for cooperative activities that promote listening and speaking. Groups are assigned tiered activities geared to their proficiency level.

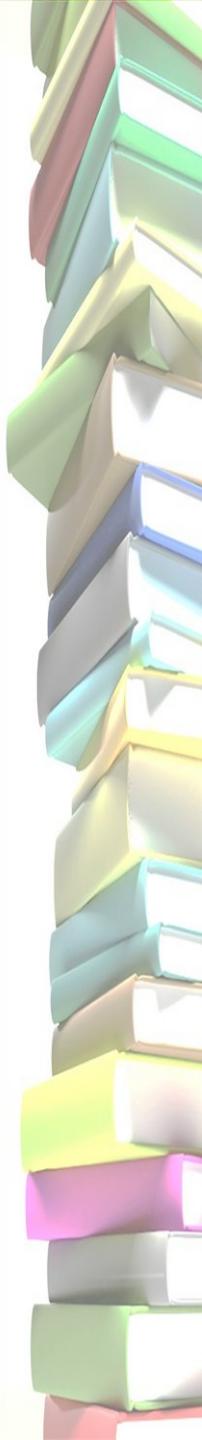
Group 1Group 2Group 3Group 4



Lesson planning for contextualized ELD

Make an outline of my Literacy units/themes for the spring and then consult the curriculum map.

Make a plan for when to include specific functions and forms and as part of my ELD plan.



ELD Spring Curriculum Map

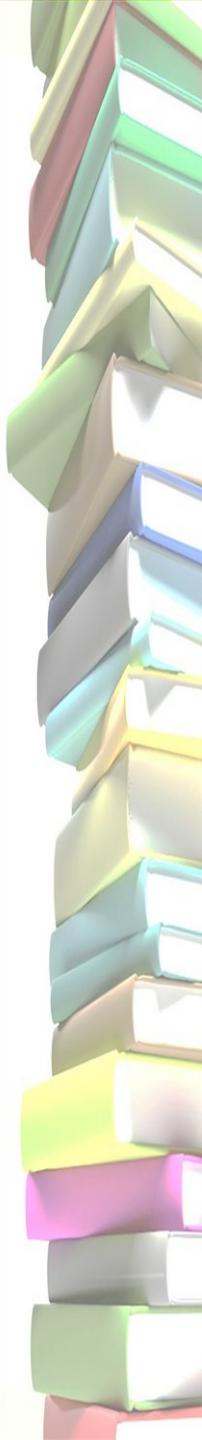
| Month | Mar./April | April/May | May/June |
|----------------|--|--|---|
| | Functions | | |
| Begin | 1) Describe Actions 2) Compare & Contrast | 1) Describe People & Things 2) Describe Places & Locations 3) Compare & Contrast | 1) Express Time Relationships & Duration 2) Give & Follow Directions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

Lesson planning for contextualized ELD

Make an outline of my ELD units/themes and approximate timeline for Spring

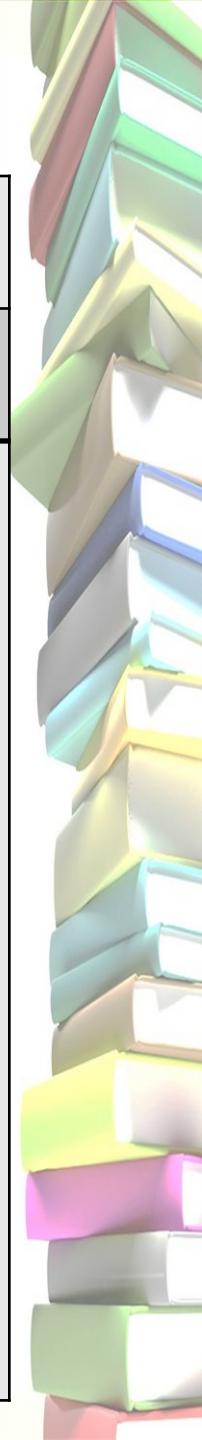
How I will incorporate ELD:

1. Review my materials and tasks
2. Identify a suitable Function
3. Begin filling out Function/Form chart
4. Review materials and tasks for specific Forms
5. Create ELL materials and/or tasks



Classification of Language Functions and Forms

| | | |
|--|--|---|
| Grade level: 1st-2nd | Theme of the literacy unit: "Neighbor-hoods" | 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: | Intermediate Form: | Advanced Form: |
| Examples: | Examples: | Examples: |
| Example sentence frame: | Example sentence frame: | Example sentence frame: |



Ideas for ELD tasks and activities

Choose a mode that will allow the students to practice a relevant classroom discourse function (i.e. describing actions)

Speaking/Listening

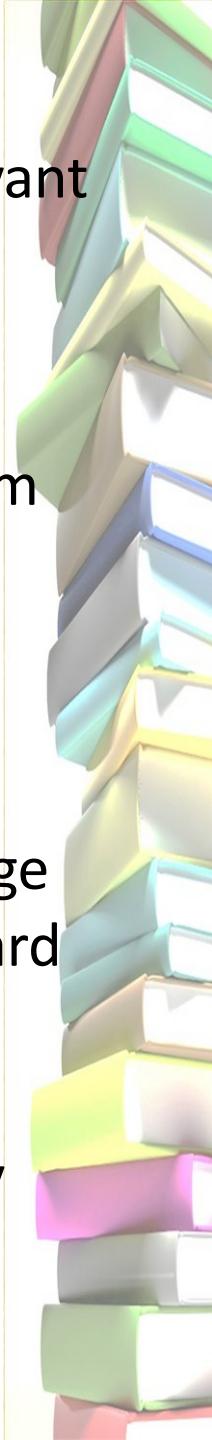
role play telling a new student how to go to the lunch room
group presentation on how to do a science experiment
describe to a group part of Lewis and Clark's journey

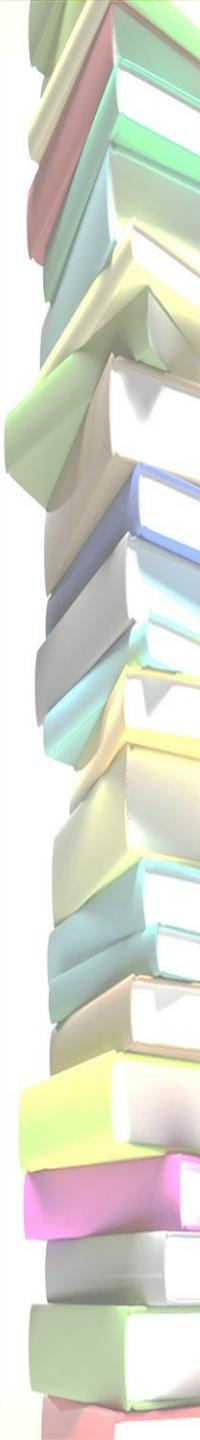
Reading

practice a comprehension strategy for a descriptive passage
identify the action verbs in a passage and draw a storyboard

Writing

in your journal, describe the events of a typical school day
in one paragraph, explain the steps in a math problem







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Language Understanding to Improve Student Achievement

Looking Forward

Fri, Feb 15. Session 5: Infusing Language Instruction
throughout Daily Content

- Read: Creese (2010) and Russell (2012).
- Bring Math, Science, and Social Studies content
- Bring your materials and work so far.
- Bring your Azar grammar chartbook.
- Check out our course website as we add resources.

