

Western Oregon  
UNIVERSITY

Project LUISA

Language Understanding to Improve Student Achievement

## Session 4. Thursday, June 27, 2013

8:30 – 11:00 am

1. Sign up for presentations
2. From Text Complexity to Prepositional Phrases
3. Four Language Skills and Classroom Tasks
4. From Classroom Tasks to Assessment
5. Looking Forward

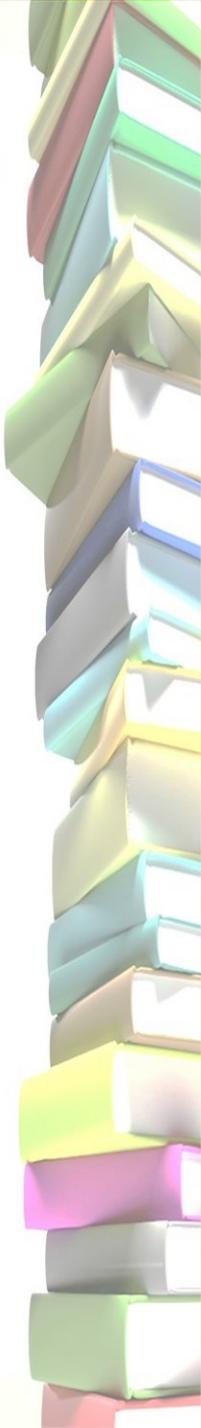


# Prepositional Phrases

## 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.



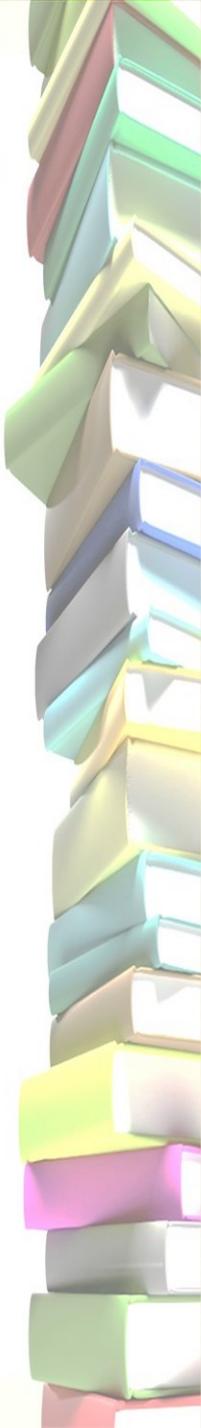
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1) post-noun modifier

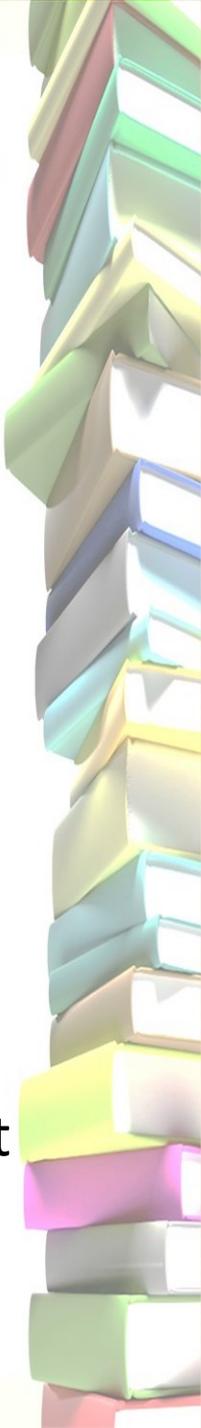
2) sentence modifier



# 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.

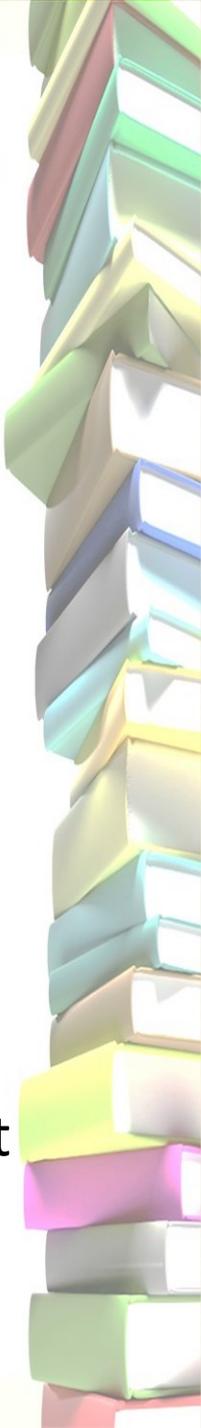
5<sup>th</sup> Grade History text



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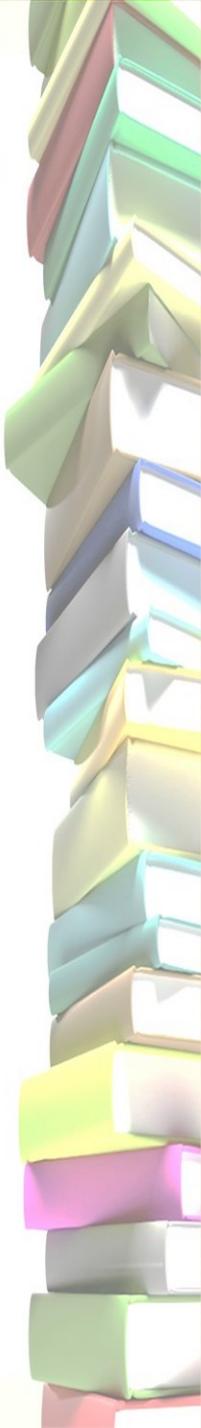
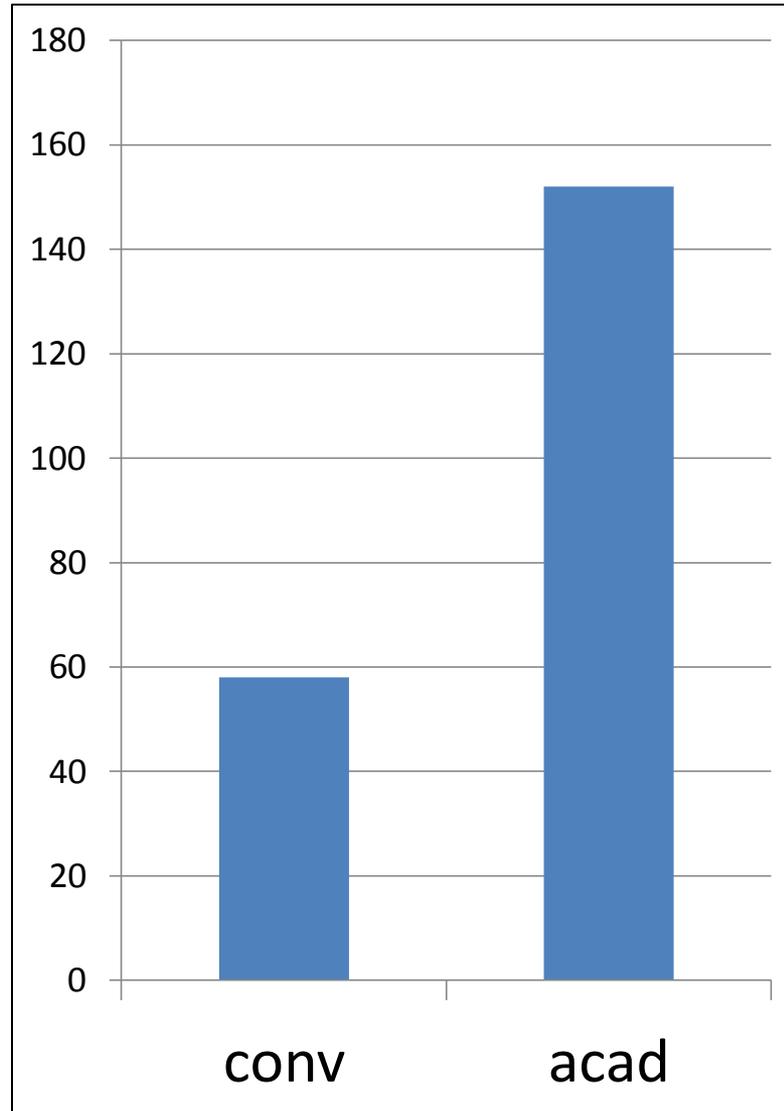


# Frequency of Prepositions

## 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

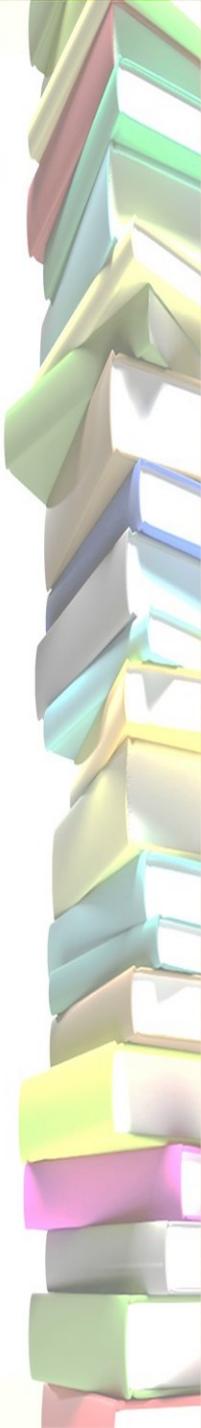
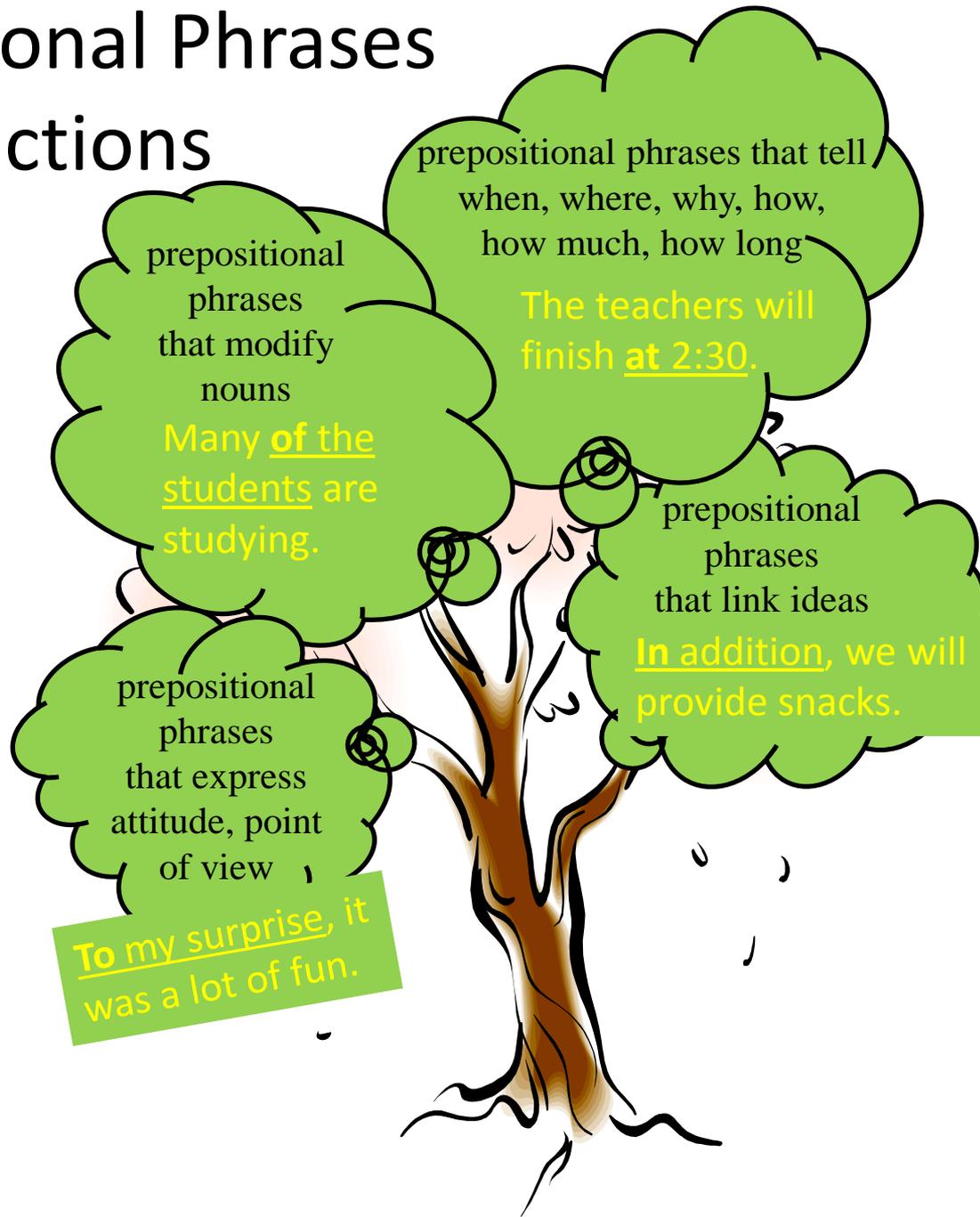
The teachers will finish at 2:30.

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

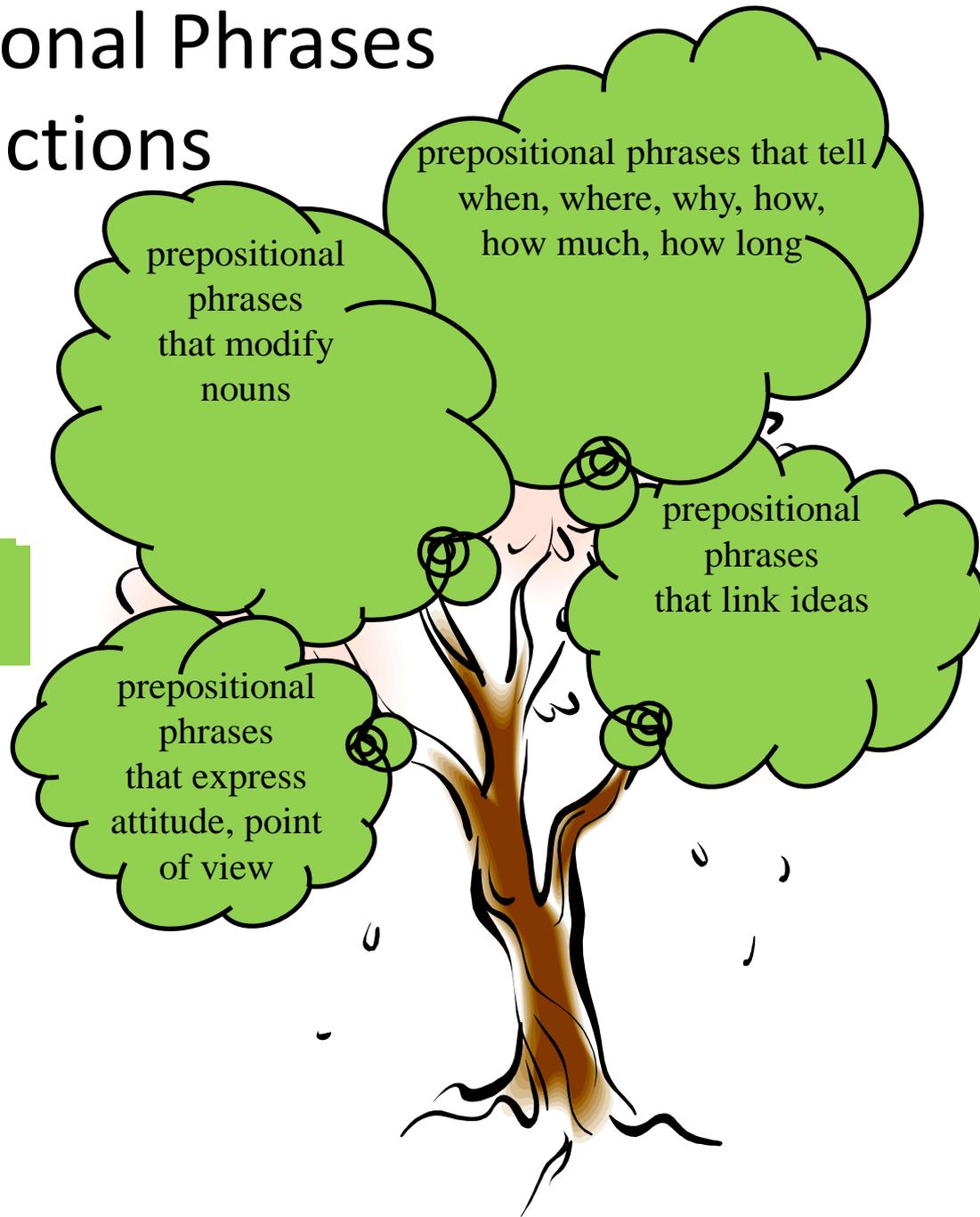
prepositional phrases that tell  
when, where, why, how,  
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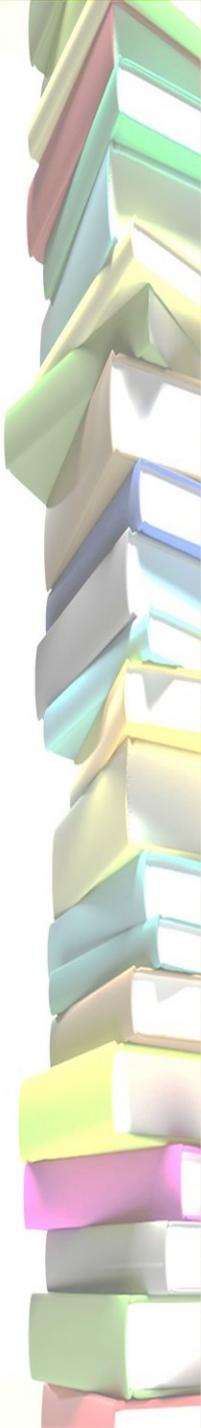
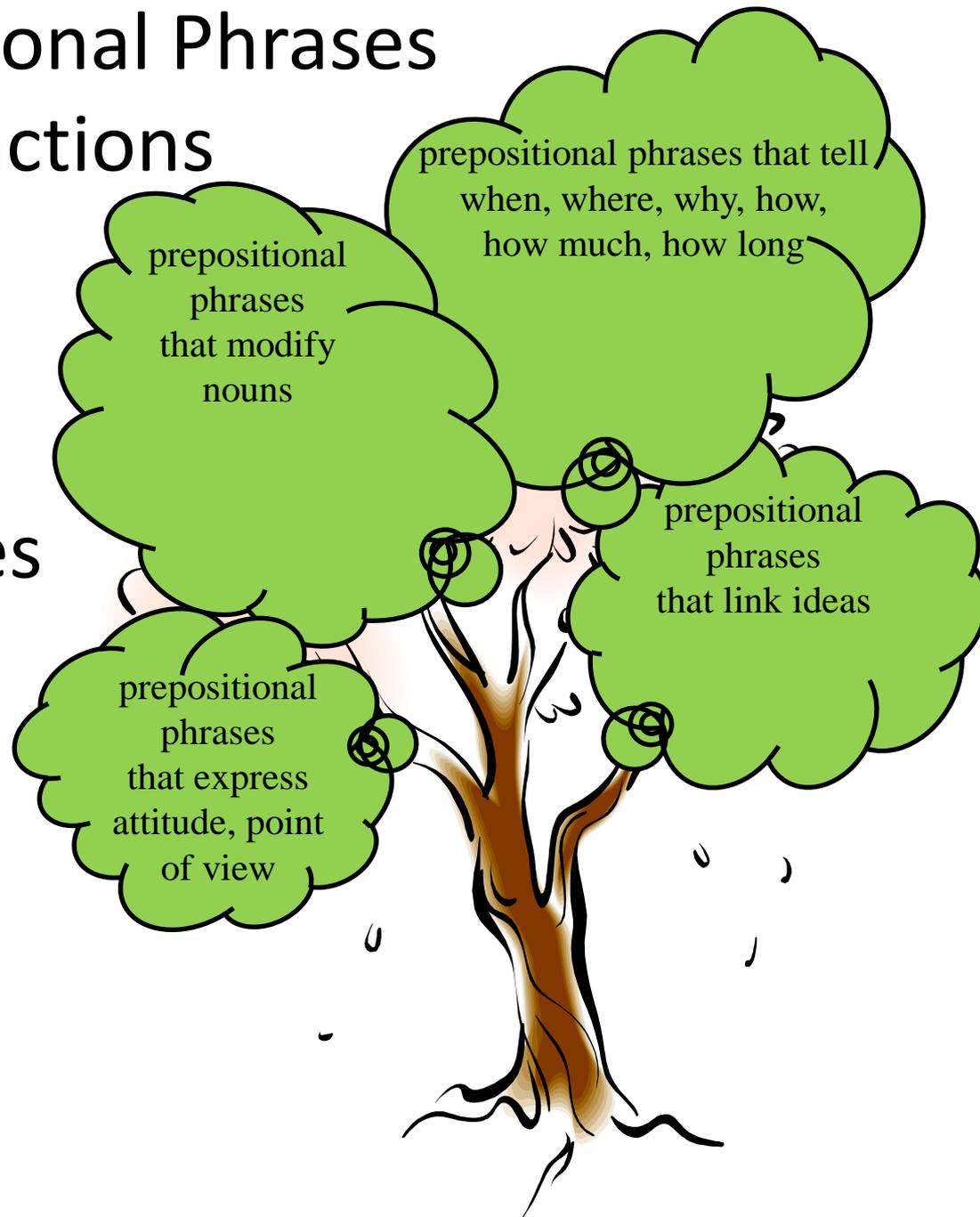
These kinds  
In my opinion,  
that's a great idea.



# Prepositional Phrases

## the 4 functions

Let's see  
where  
the leaves  
grow!



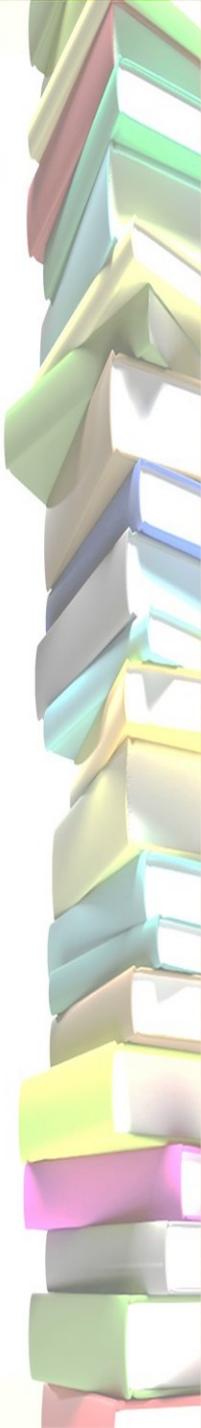
# Taming Syntax

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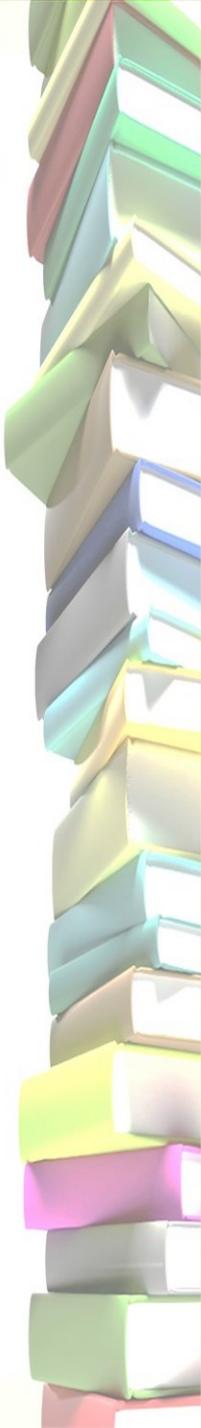
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Horses were unknown in North America until the 1500s, when Spanish explorers began arriving.

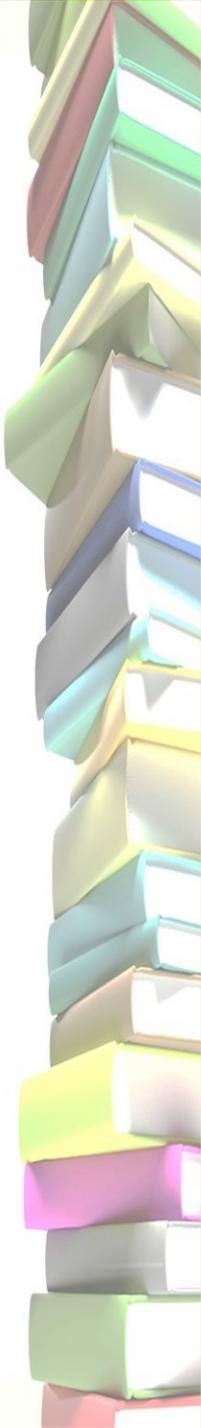
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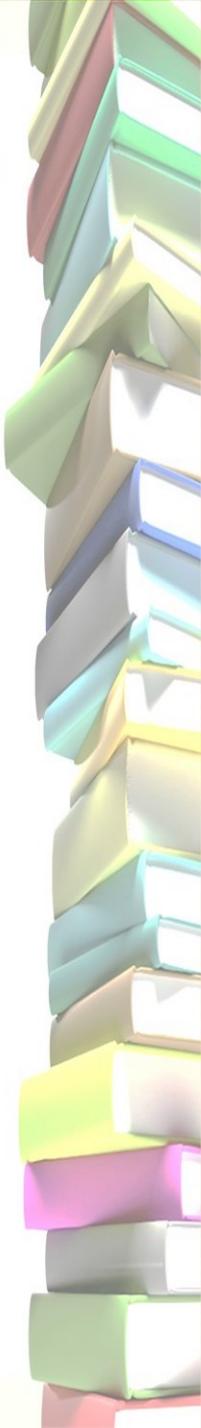
An important principle to remember...

**ELD instruction should provide extensive **input**, and it should also give students opportunities for **output** and **interaction**.**



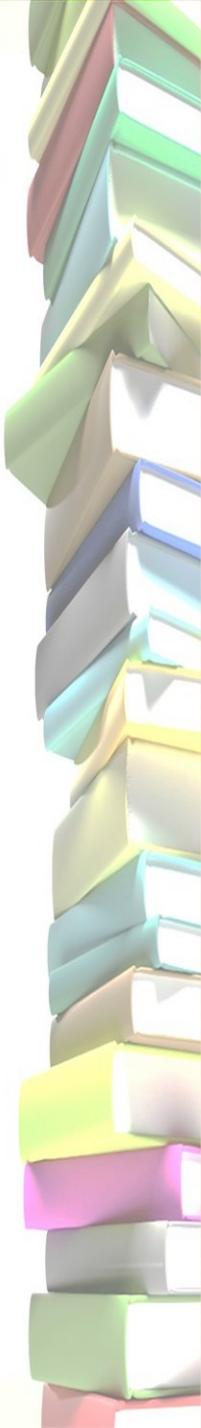
# Oracy and Literacy

<b>R</b>	<b>ORACY</b>		<b>P</b>
<b>E</b>			<b>R</b>
<b>C</b>			<b>O</b>
<b>E</b>	<b>Listening</b>	<b>Speaking</b>	<b>D</b>
<b>P</b>			<b>U</b>
<b>T</b>			<b>C</b>
<b>I</b>	<b>Reading</b>	<b>Writing</b>	<b>T</b>
<b>V</b>			<b>I</b>
<b>E</b>			<b>V</b>
	<b>LITERACY</b>		<b>E</b>



# Listening

- Although it is a receptive skill, it isn't a passive act.
- Listeners draw on their background knowledge and their expectations as they actively work on understanding
- Listening activities should encourage students to develop their own purposes and goals and to gradually engage in real communication

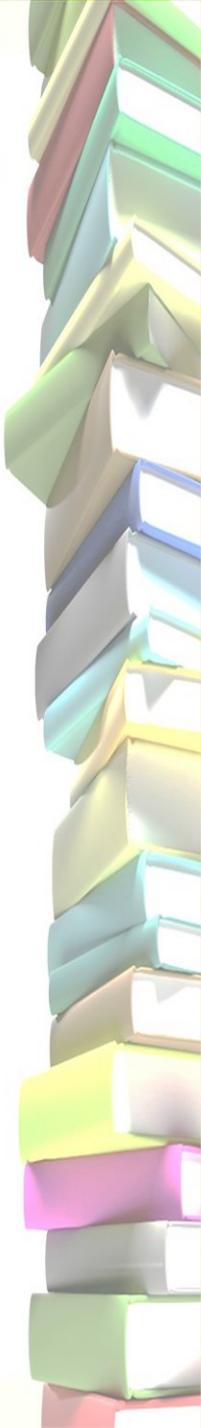


# Listening

Listening to Repeat	Listening to Understand	Listening for Communication
<ul style="list-style-type: none"><li>•Poems</li><li>•Songs</li><li>•Chants</li><li>•Dialogues</li></ul>	<ul style="list-style-type: none"><li>•TPR</li><li>•Listen &amp; answer comprehension questions</li><li>•Listen and take notes<ul style="list-style-type: none"><li>–Dialogues</li><li>–Lectures</li><li>–TV shows/videos</li></ul></li></ul>	<ul style="list-style-type: none"><li>•Communicative games</li><li>•Information-gap activities</li><li>•Interviews</li><li>•Cooperative problem-solving</li></ul>

# Speaking

- Spoken discourse involves not only proper grammatical sequencing, but also coherent organization of ideas
- Oral texts vary according to a number of factors:
  - Background knowledge shared by listeners and speakers
  - Support of non-verbal and contextual cues
  - Levels of formality (informal language is more interactional & contextual than formal/academic language)

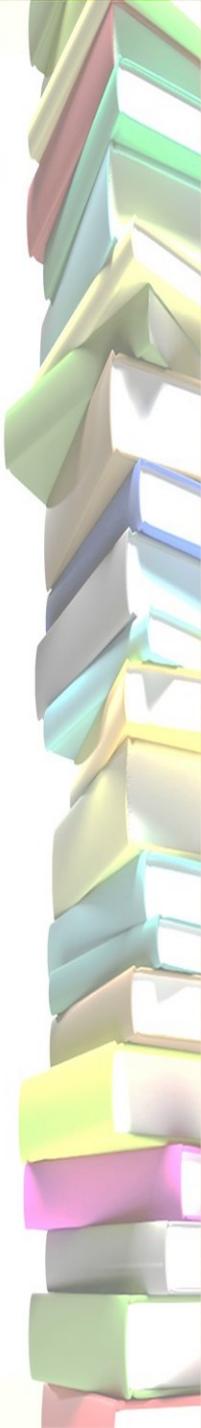


# Speaking

Guided Practice	Communicative Practice	Free Conversation
<ul style="list-style-type: none"><li>•Dialogues</li><li>•Mini-conversations</li><li>•Role plays</li><li>•Strip stories</li></ul>	<ul style="list-style-type: none"><li>•Simulations</li><li>•Guessing games</li><li>•Brainstorming</li><li>•Interviews</li><li>•Surveys</li></ul>	<ul style="list-style-type: none"><li>•Discussion groups</li><li>•Debates</li><li>•Panel discussions</li><li>•Storytelling</li></ul>

# Reading

- Supporting ELLs' literacy development:
  - Activities are meaningful to students
  - Instruction is cognitively demanding, yet scaffolded
  - Learning is organized into themes so that students can build on previous learning
  - Students work collaboratively
  - Classroom environment is print-rich

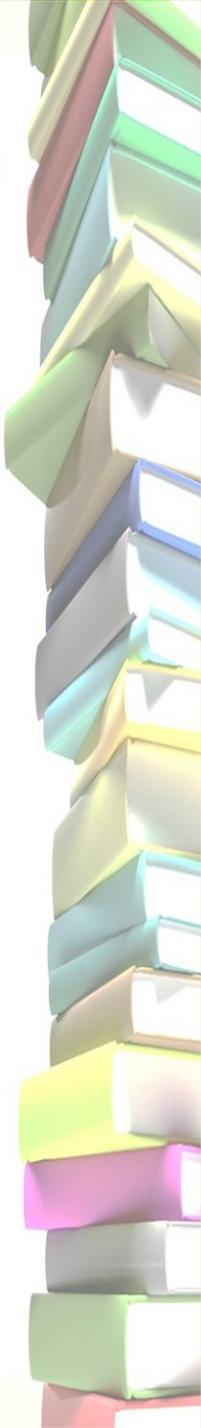


# Reading

Pre-reading	During-reading	Post-reading
<ul style="list-style-type: none"><li>• Build background knowledge</li><li>• Relate to students' lives</li><li>• Pre-teach vocabulary and concepts</li><li>• Examine text organization</li><li>• Modify the text to make it accessible for ELLs (e.g., highlighting, drawing diagrams, adding notes in native language, making an audiotape)</li></ul>	<ul style="list-style-type: none"><li>• Using Headings and Subheadings</li><li>• Vocabulary Strategies/Clustering</li><li>• Jigsaw Procedure</li><li>• Learning Logs</li><li>• Graphic Organizers</li><li>• Illustrating Stories and Poems/Story Mapping</li></ul>	<ul style="list-style-type: none"><li>• Journals/learning logs</li><li>• Photo essays</li><li>• Written and oral collaborative research projects</li><li>• Developing Scripts for Readers' Theater</li><li>• Adapting Stories into Plays and Film Scripts</li></ul>

# Writing

- Writing is a social and communicative task. It helps students connect school learning with the world beyond the classroom
- The writing process allows students to organize, develop and refine concepts and ideas . It is particularly important for learners who are developing their oral skills at the same time as their written skills. It generally involves five stages:
  - Prewriting
  - Drafting
  - Revising
  - Editing
  - Publishing

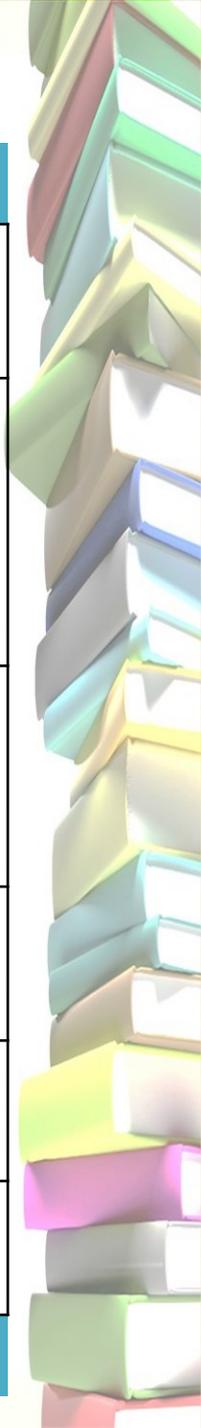


# Writing

## MOST SUPPORT

Teacher writing	The teacher demonstrates the writing of a text, discussing his/her thinking as he/she writes
Shared writing	The teacher records a text that the children dictate; supports student generation of ideas by asking questions and reflecting on text content, development, organization, conventions, etc.
Choral writing	Teacher and children write a text together; teacher and individual students take turns generating and recording new ideas
Guided writing	Individual children write a text, with the teacher providing support as necessary
Paired writing	Two children write a text together
Independent writing	Each child writes a text independently

## LEAST SUPPORT



# Look at the lessons you have developed so far

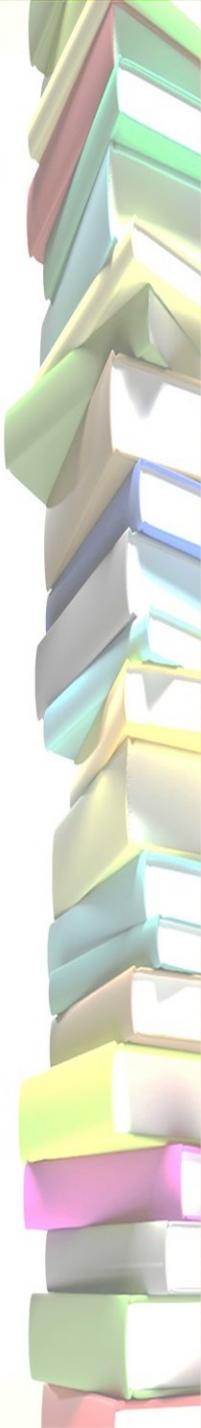
- Identify activities that encourage students to practice...

–**Listening**

–**Speaking**

–**Reading**

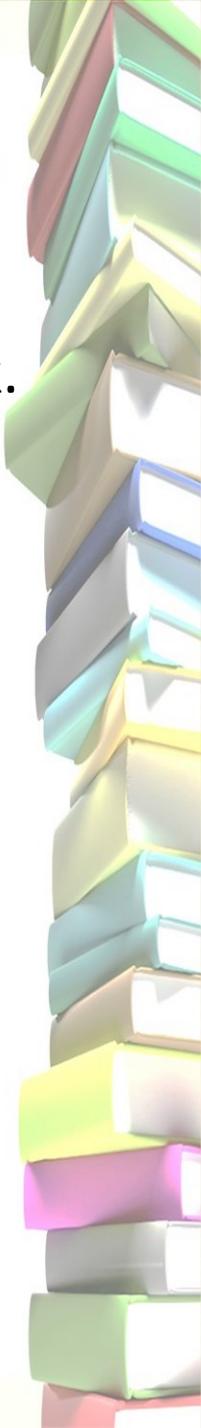
–**Writing**



# Authentic Formative Assessment

closely monitoring ELL's language development  
by observing their ability to listen, speak, read, and write  
in order to be a part of the class and do their school work.

Authentic  
assessment tasks are real, communicative uses of language



# Some Ways to Assess ELLs in Oral Language, Reading, and Writing

## Oral Language (List & Speak)

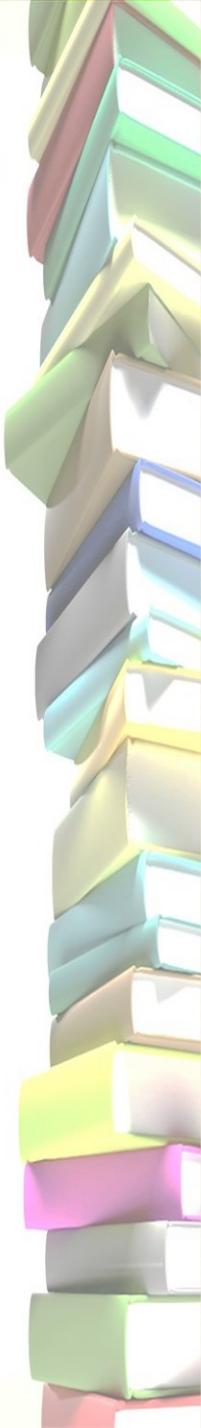
- informal conferencing
- observation during cooperative activities
- interview—Q & A
- picture-cued descriptions
- story-telling/relating events
- impromptu role plays
- debates
- various oral presentations
- video production
- *What else?*

## Reading and Writing

- graphic organizers to classify words or phrases
- sequencing pictures, sentences, or paragraphs
- drawing based on written text
- matching words with pictures, words, phrases, sentences; matching sentences with paragraphs
- underlining or highlighting main ideas or supporting details
- cloze exercises, miscue analysis
- discussion groups, comprehension ?s
- essays (expository, persuasive)
- narratives (real or fictional)
- summaries
- notes, journals, and logs
- portfolio of writing samples
- *What else?*

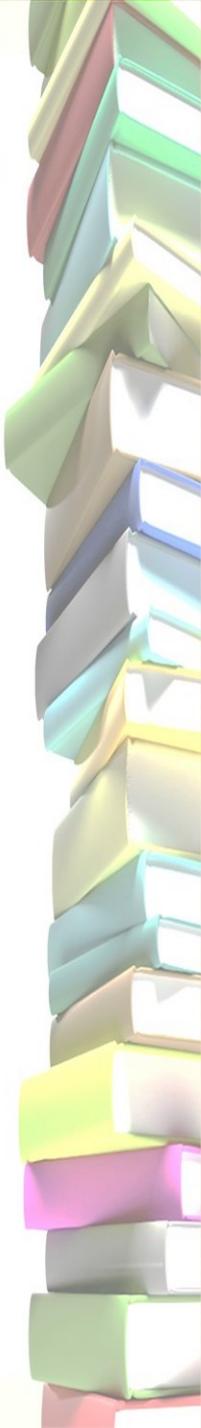
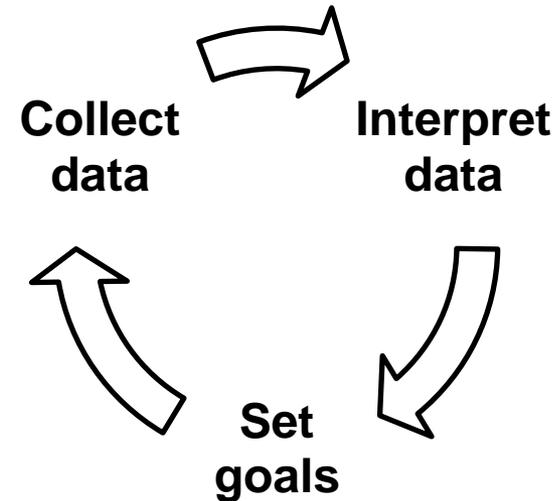
# Look at the lessons you have developed so far...

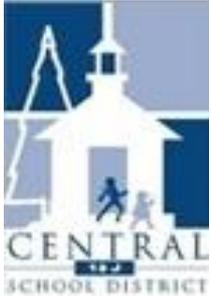
- Identify ways you can assess your ELLs in these areas:
  - Oral Language (**Listening** and **Speaking**)
  - **Reading/Writing**



# Effective Practices

- Use daily teaching events
- Match assessments to instructional practices
- Use a variety of tools
- Use assessment to plan instruction
- Make assessments recursive





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## Looking Forward

### Tomorrow

1. Be ready to present some of your work.

