



Western Oregon  
UNIVERSITY

Project LUISA

Language Understanding to Improve Student Achievement

## Session 1. Monday, Aug 19, 2013, 8:00 – 4:00

1. Introductions and paperwork
2. ELL Language Production (Linguistic Categories)
3. Language Functions and Forms
4. Discussion of Larson-Freeman chapter

### **Break**

5. Models for ELD in the Content Classroom
6. ELP Standards
7. Example Lesson and Discussion of Standards
8. Steps in Lesson Plan Creation and Practice

### **Lunch**

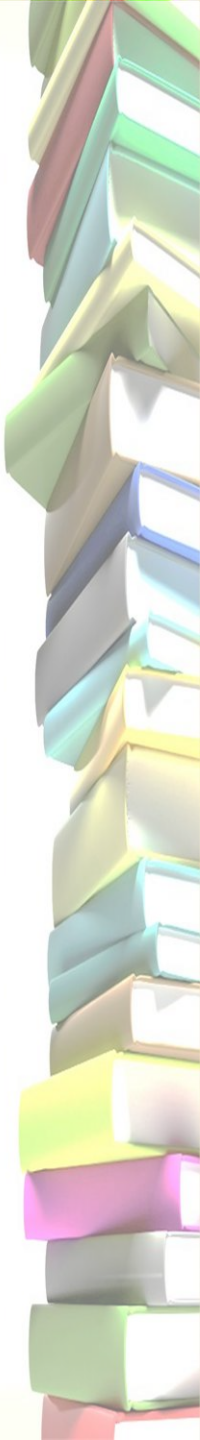
9. ED 607 Syllabus
10. Work Time
11. Looking Forward

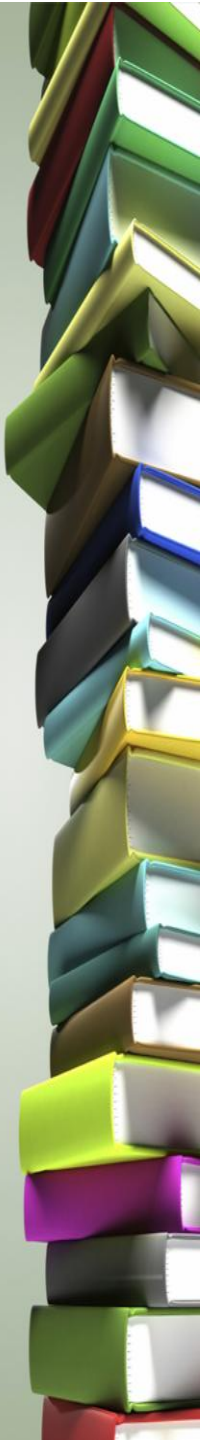


# ELL Language Production

## Elements in the system of language

- Phonology: the study of the **sounds** of a language
- Morphology: the study of **words and parts of words**
- Syntax: the study of the **structure of sentences** and the rules that govern their formation
- Semantics: the study of **meanings** of individual words and of larger units such as phrases and sentences
- Pragmatics: the study of language **use in context**





# Language Functions

refer

to things and  
information

create

songs, poems,  
stories, jokes

narrate

persuade

inform

describe

express  
emotions  
and  
opinions

paraphrase

introduce

predict

hypothesize

metalingual  
to discuss and  
describe language

interpret

evaluate

summarize

generalize

direct

advise

warn

threaten

ask for information

ask for clarification

ask for agreement

request

offer

summon

greet

conclude

refuse

complain

compliment

interact

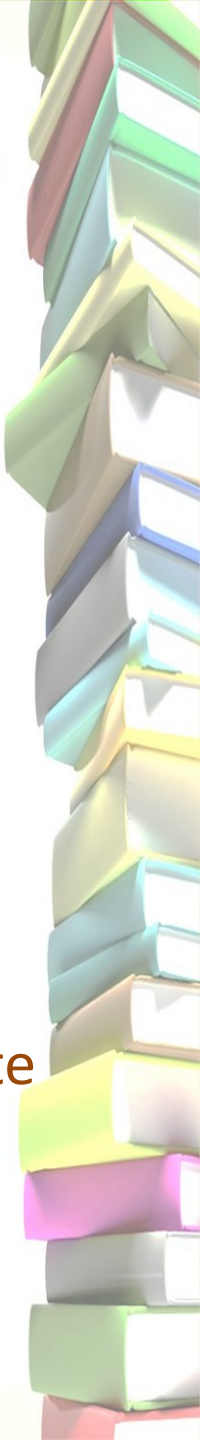
socially

thank

forgive

apologize

congratulate



# Which Functions do we need to teach?

refer

to things and  
information

create

songs, poems,  
stories, jokes

narrate

persuade

inform

describe

express  
emotions  
and  
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# Language Functions (in school) ODE requirements

## Asking

informational questions  
clarifying questions

## Giving Information

Expressing needs and likes  
Expressing and supporting opinions

Retelling/relating past events

Literary analysis

Persuading

Describing people, places, things  
Describing spatial and temporal relations  
Describing actions

Sequencing

Defining

Explaining

Generalizing

Summarizing

Comparing

Contrasting

Cause and effect

Interpreting

Evaluating

Drawing conclusions

Making predictions

Hypothesizing and speculating

# Language Functions and Forms (in school)

What function stands out in this passage? Given Function

Describing people, places, things

On sultry summer days at my grandma's farm in Michigan, the air gets damp and heavy. Storm clouds drift low over the fields. Birds fly close to the ground. The clouds glow for an instant with a sharp crackling light, and then a roaring, low, tumbling sound of thunder makes the windows shudder in their panes.

from "Thunder Cake," *Literacy by Design*, Grade 3



# Language Functions and Forms (in school)

Certain **Forms** are likely to occur with a given Function

Describing people, places, things

concrete nouns

On sultry summer days at my grandma's farm in Michigan, the air gets damp and heavy. Storm clouds drift low over the fields. Birds fly close to the ground. The clouds glow for an instant with a sharp crackling light, and then a roaring, low, tumbling sound of thunder makes the windows shudder in their panes.

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# Language Functions and Forms (in school)

Certain **Forms** are likely to occur with a given Function

Describing people, places, things

pre-noun modifiers

On sultry summer days at my grandma's farm in Michigan, the air gets damp and heavy. Storm clouds drift low over the fields. Birds fly close to the ground. The clouds glow for an instant with a sharp crackling light, and then a roaring, low, tumbling sound of thunder makes the windows shudder in their panes.

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# Language Functions and Forms (in school)

Certain **Forms** are likely to occur with a given Function

Describing people, places, things

linking verb + adjective

On **sultry summer days** at my **grandma's farm** in Michigan, the **air** gets damp and heavy. **Storm clouds** drift low over the fields. **Birds** fly close to the ground. The **clouds** glow for an instant with a **sharp crackling light**, and then a **roaring, low, tumbling sound** of thunder makes the **windows** shudder in their panes.

from "Thunder Cake," *Literacy by Design*, Grade 3



# Language Functions and Forms (in school)

Certain **Forms** are likely to occur with a given Function

Describing people, places, things

action verb +  
prepositional phrase

On sultry summer days at my grandma's farm in Michigan, the air gets damp and heavy. Storm **clouds** drift low over the fields. **Birds** fly close to the ground. The **clouds** glow for an instant with a sharp crackling light, and then a roaring, low, tumbling sound of thunder makes the **windows** shudder in their panes.

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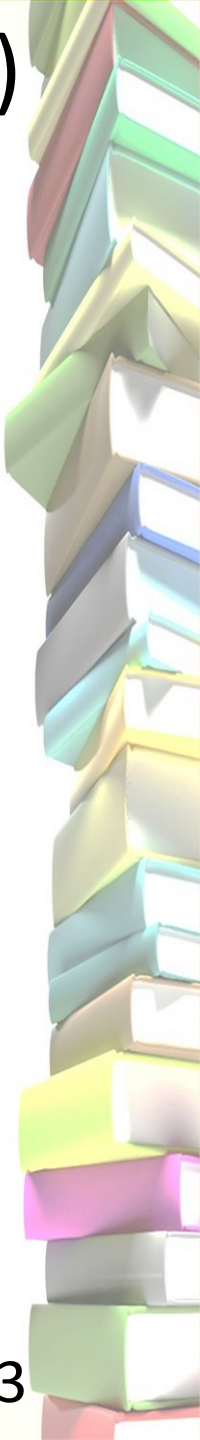
# Language Functions and Forms (in school)

What function stands out in this passage?

Sequencing

Recycling paper involves collecting used paper, sorting it according to color and quality, and cleaning it to remove staples or other non-paper items. Then, the clean, sorted paper is wet down and beaten to loosen the fibers. The recycled fibers can be made into cardboard or newsprint or mixed with wood pulp to make higher-quality paper.

from “How is Paper Made?” *Literacy by Design*, Grade 3



# Language Functions and Forms (in school)

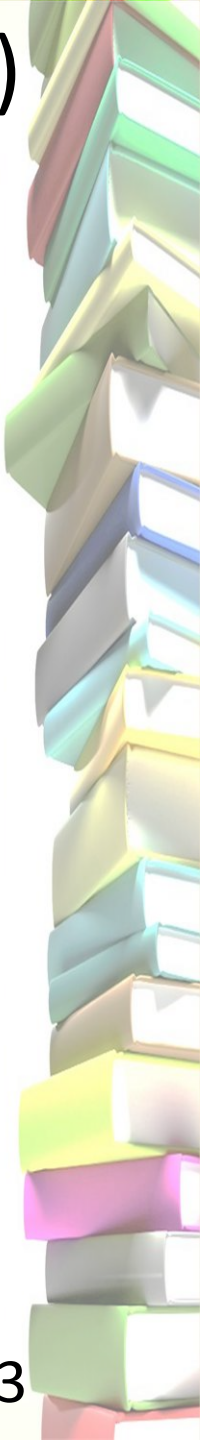
Certain **Forms** are likely to occur with a given Function

Sequencing

adverbs of  
time/sequence

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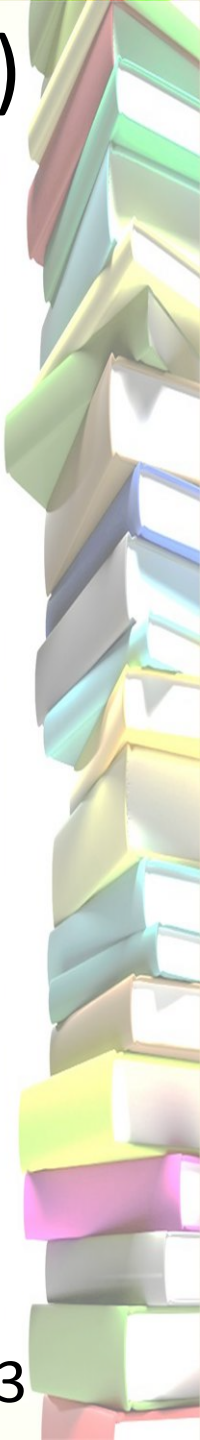
Certain **Forms** are likely to occur with a given Function

Sequencing

cohesion: known + new sentence patterns,

Recycling paper [involves] collecting used paper, sorting it according to color and quality, and cleaning it to remove staples or other non-paper items.

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**cohesion:** known + new sentence patterns,  
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from “How is Paper Made?” *Literacy by Design*, Grade 3

# Language Functions and Forms (in school)

Certain **Forms** are likely to occur with a given Function

Sequencing

**ing-verbs (used as verbs) turn into pre-noun modifiers**

**Recycling** paper [involves] collecting used paper, **sorting** it according to color and quality, and **cleaning** it to remove staples or other non-paper items. Then, the **clean, sorted** paper [is wet down and beaten] to loosen the fibers. The recycled fibers [can be made] into cardboard or newsprint or mixed with wood pulp to make higher-quality paper.

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# Language Functions and Forms (in school)

Forms may occur with a given Function

Retelling/relating past events

President Abraham Lincoln was taking a vote in a cabinet meeting on whether to sign the Emancipation Proclamation. All his cabinet secretaries vote nay, whereupon Lincoln raises his right hand and declares: 'The eyes have it'.



# Language Functions and Forms (in school)

Forms may occur with a given Function

Retelling/relating past events

past progressive

President Abraham Lincoln was taking a vote in a cabinet meeting on whether to sign the Emancipation Proclamation. All his cabinet secretaries vote nay, whereupon Lincoln raises his right hand and declares: 'The eyes have it'.



# Language Functions and Forms (in school)

Unexpected Forms may occur with a given Function

Retelling/relating past events

simple present  
(the 'historical present')

President Abraham Lincoln **was taking** a vote in a cabinet meeting on whether to sign the Emancipation Proclamation.

All his cabinet secretaries vote nay, whereupon Lincoln raises his right hand and declares: 'The eyes have it'.



# Language Functions and Forms (in school)

Unexpected Forms may occur with a given Function

Retelling/relating past events

simple present  
(the 'historical present')

President Abraham Lincoln **was taking** a vote in a cabinet meeting on whether to sign the Emancipation Proclamation.

All his cabinet secretaries vote nay, whereupon Lincoln raises his right hand and declares: 'The eyes have it'.

compare:

All his cabinet secretaries **voted** nay, whereupon Lincoln **raised** his right hand and **declared**: 'The eyes have it'.



# Language Functions and Forms (in school)

But Carolinda just banged on pots and pans for good measure. The people of Pupickton hid under their beds and lived in fear. "Any minute now," they whispered, "you'll wake the giant!"

"I can't help it!" she shouted. "I love NOISE!"

Hearing Carolinda, birds began to chirp. Cows began to moo. Dogs barked and howled. Cats yowled.

Sure enough, one morning, the ground began to tremble. The people heard a low rumble....

The rumble became a grumble...

...and the grumble became a tumble of words so low and loud and old and rusty that everyone knew it could be only one thing. And they were terrified.

WHO WOKE MEEE UP?

"Carolinda," the people whispered. "Now you've done it. You woke the giant. You must go and tell him to go back to sleep."

"Oh, dear!" said Carolinda. "Must I?"

"Yes," they whispered. "You must!"

Trembling, Carolinda went up the hill called Giant's Chest and into a tangled forest called Giant's Beard, up to The Mouth, a huge, dark cave full of moans and sighs.

Singing made her feel a *little* less frightened. But just a little.

Waterfalls ran down both sides of a peak called The Nose from ponds called The Eyes.

"Excuse me, Mr. Giant, sir. I am Carolinda Clatter. It was I who woke you."

"Is it you," rumbled the voice, "who sings the beautiful songs and makes the beautiful music?"

"It's just noise," said Carolinda. "But it's what I love to do."

"It's MUSIC!" said the giant. "I haven't heard music for thousands and thousands of years! It makes me HAPPY! It makes me want to get up and dance with the moon! I'm in love with her, you know, but she won't have me..."

"Mr. Giant, sir..." said Carolinda.

It is likely that a text displays several functions in close proximity.

Describing people, places, things

Describing spatial and temporal relations

Retelling/relating past events

Describing actions

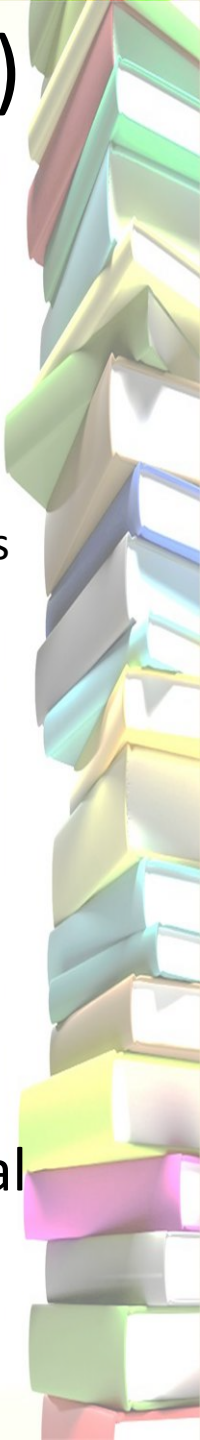
Defining

Explaining

Drawing conclusions

Making predictions

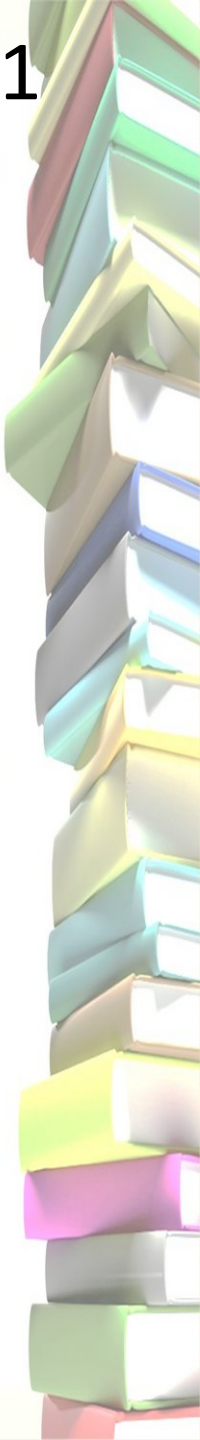
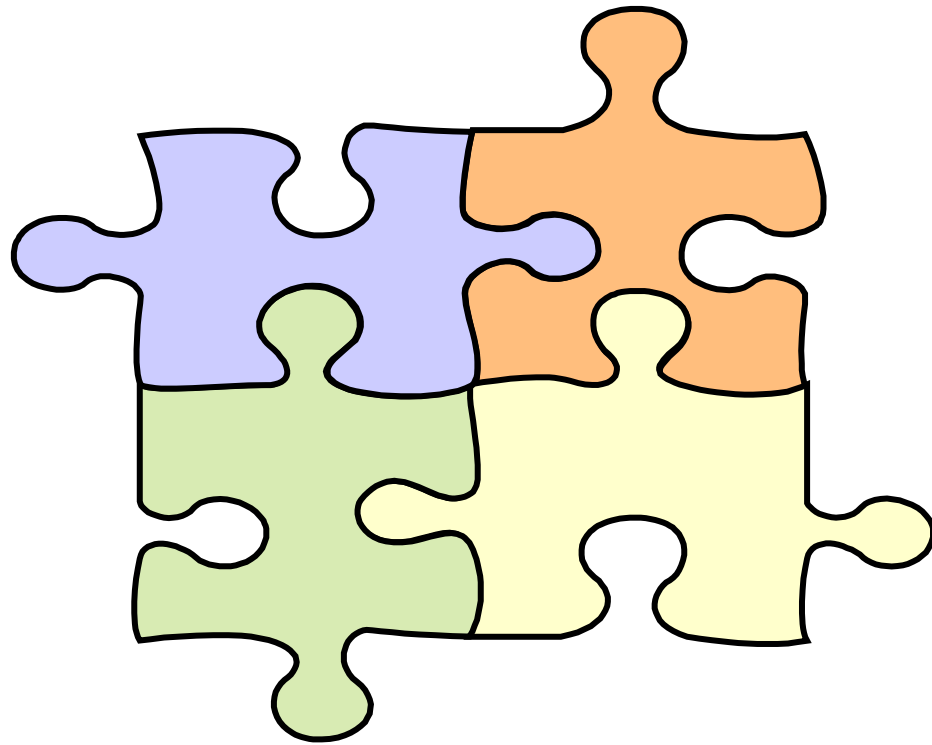
And uses a wide variety of typical forms to convey meaning.







# Jigsaw Activity with Larsen-Freeman, 2001



# Section 1: A Three-Dimensional Grammar Framework and the Learning Process

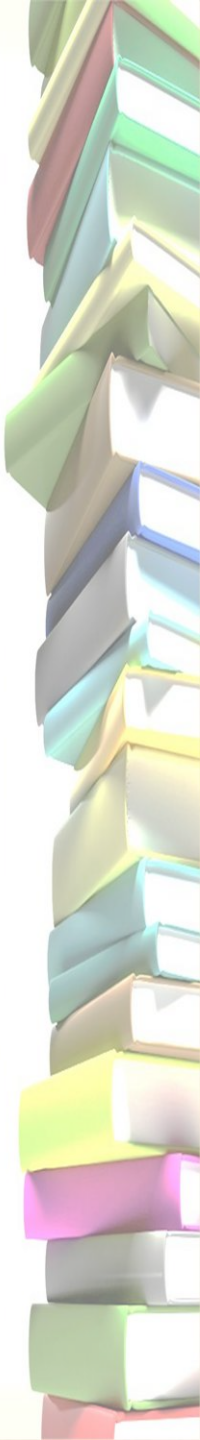
1. Larsen-Freeman asserts that

“research has shown that teachers who focus students’ attention on linguistic form during communicative interactions are more effective than those who never focus on form or who only do so in decontextualized grammar lessons” (p. 251).

**Explain this idea and how it can be applied to classroom practice.**

2. Summarize the author’s four insights regarding the learning process.

**How can such considerations inform your classroom practice?**



# Section 2: Form and Meaning

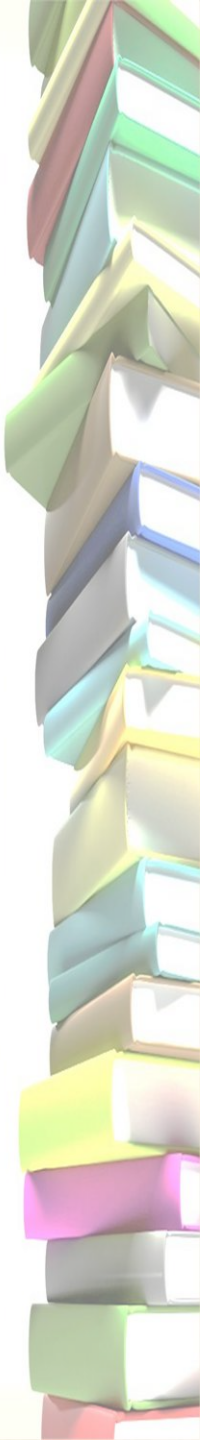
1. Regarding **form**, Larsen-Freeman writes

“Is it important to emphasize *meaningful* practice of form for several reasons” (p. 258).

**Please explain those reasons and also share some of the activities she describes for teaching form.**

2. In discussing **meaning**, the author specifically discusses using pictures and realia as well as action games.

**Please share these activities, as well as your own ideas, with the rest of the group.**



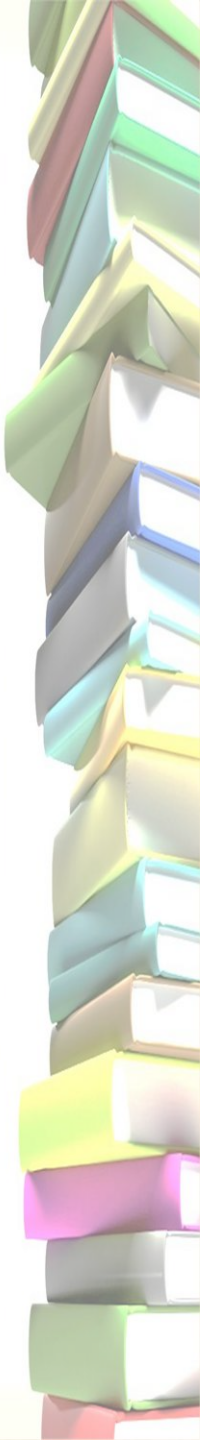
# Section 3: Use and Providing Feedback

**1. Model an appropriate classroom activity that focuses on use, making sure to include some of the strategies Larsen-Freeman discusses for feedback.**

2. Larsen-Freeman writes

“While rules provide some security for learners, reasons give them a deeper understanding of the logic of English and help them make it their own” (p. 265).

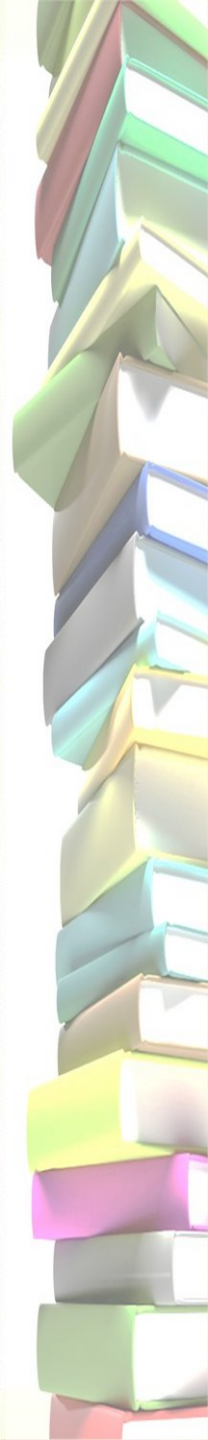
**Explain this idea and how it can inform your own approach in teaching your ELLs.**



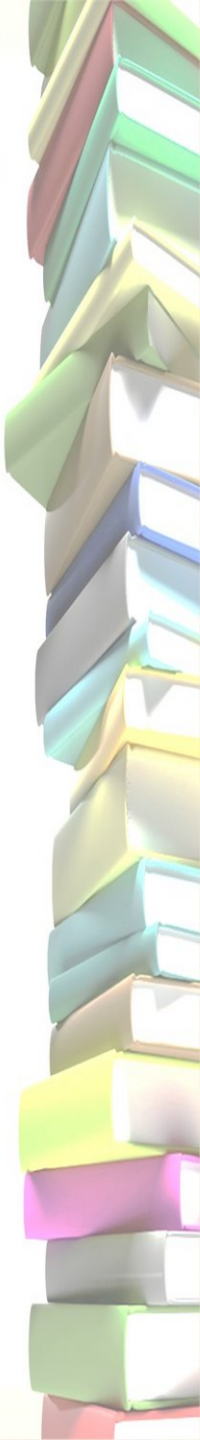
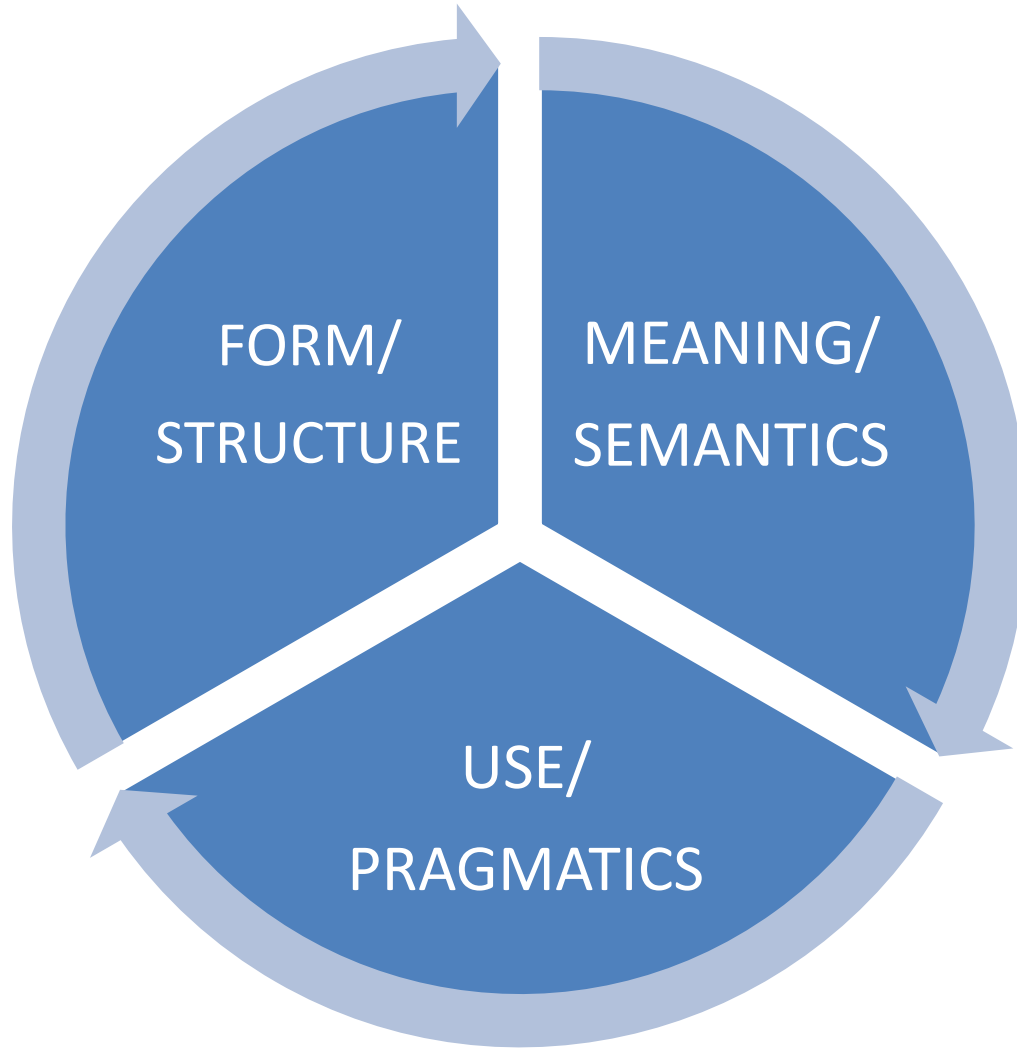
# Final Points on Teaching Grammar

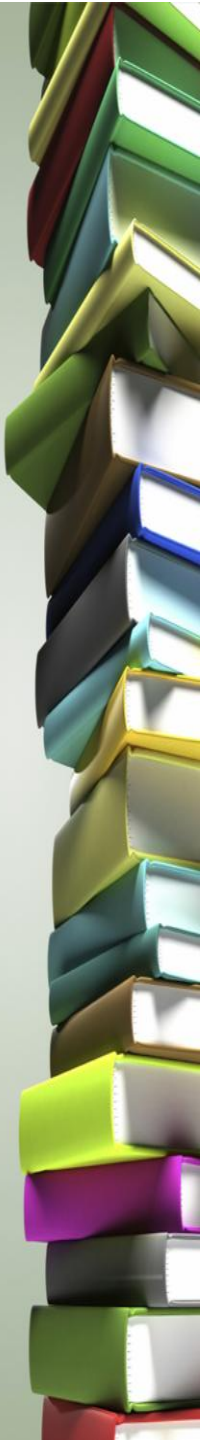
(Larsen-Freeman, 2001)

- Communicative approaches emphasize language use over rules of language use.
- We do not want our students to learn grammatical facts. What we hope to do is to help them use grammatical structures accurately, meaningfully, and appropriately.
- “**Grammaring**” is a skill that needs to be developed.
- It is useful for teachers to have a grammar checklist rather than relying on a grammatical sequence.
- The three dimensions do not always need to be present in one lesson. The teacher prioritizes them depending on students’ needs.



# Three-Dimensional Grammar Framework



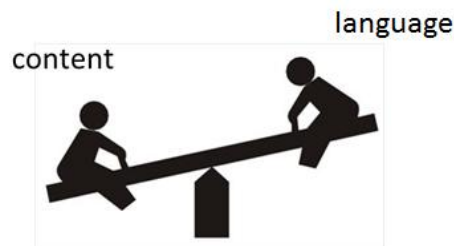




# Models for ELD in the Content Classroom

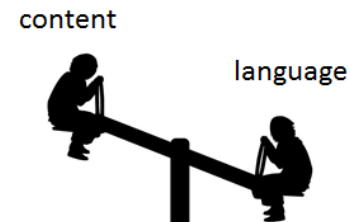
## ELD

- 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



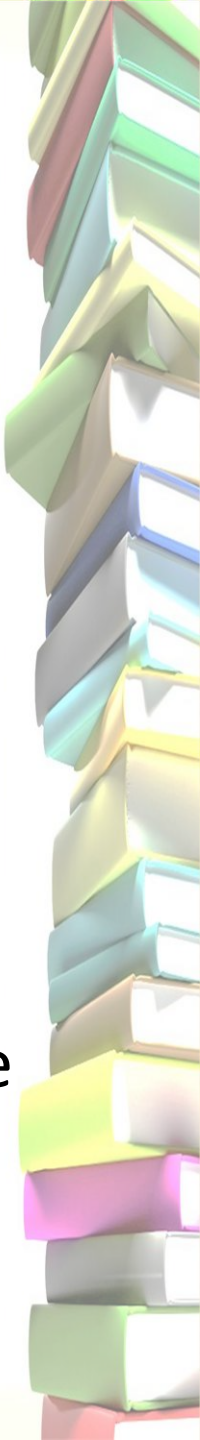
## Content

- 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



# Models for ELD in the Content Classroom

- 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 content curriculum
  - Non-ELL students will be grouped in appropriate ways and work on relevant tasks during this period



# Possible class formats...

Literacy  
block

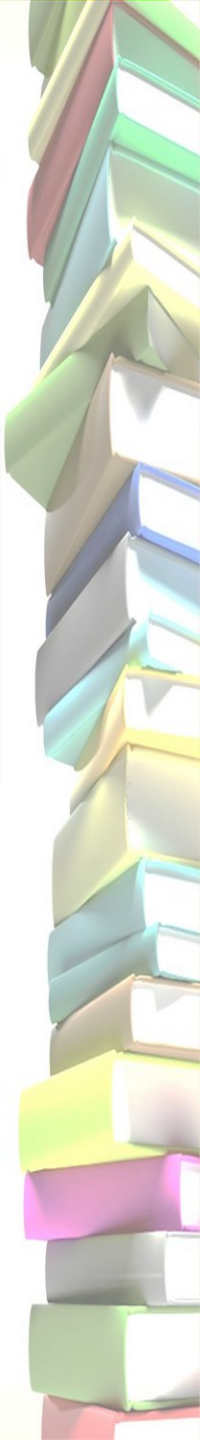
All students  
participate in rotations



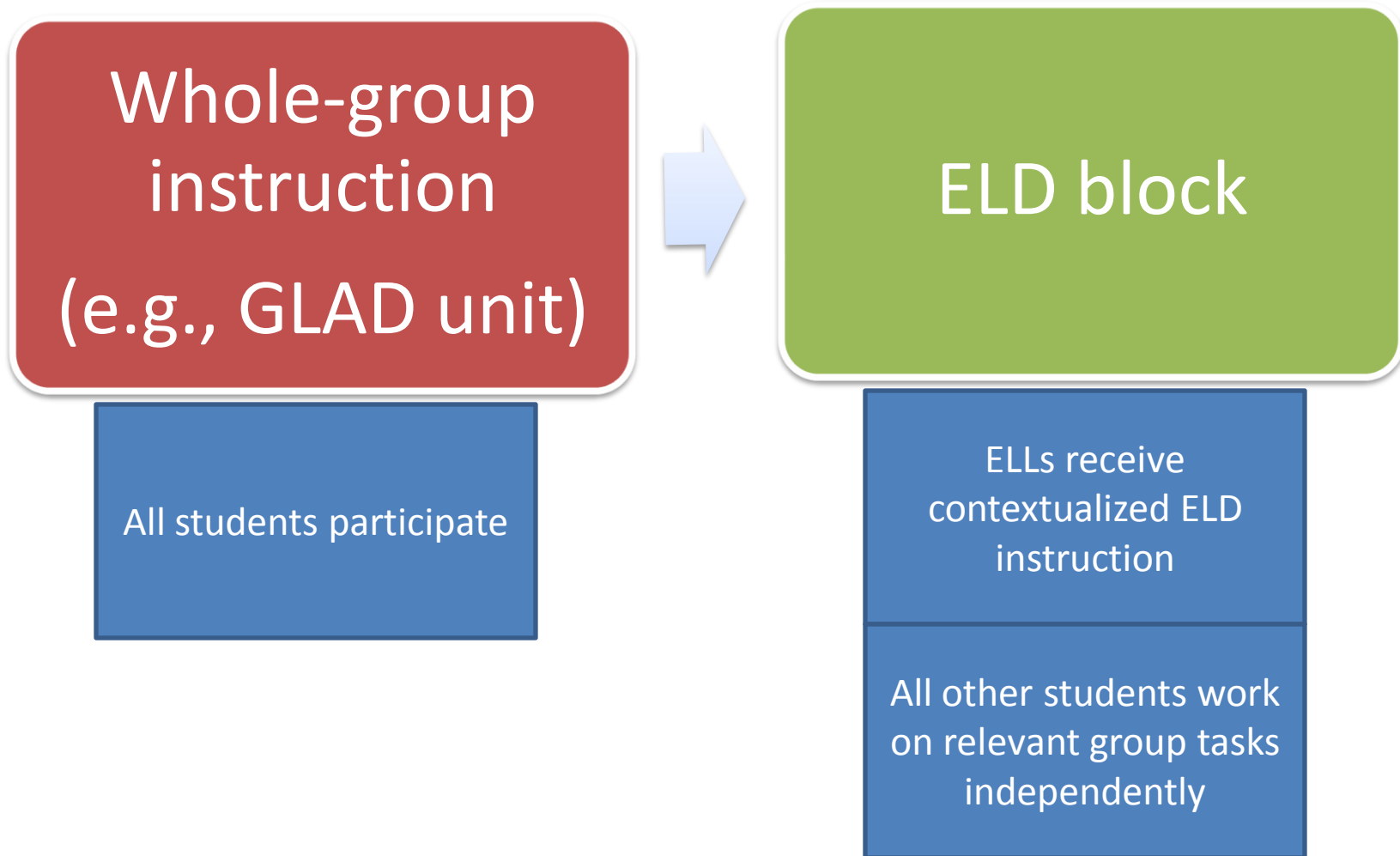
ELD block

ELLs receive ELD  
contextualized  
instruction

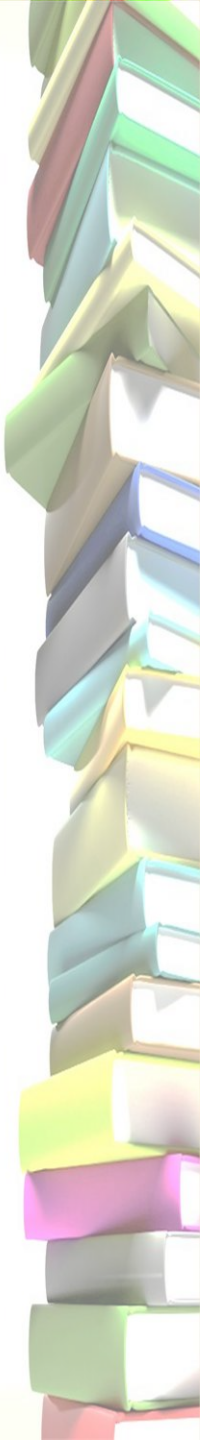
All other students  
continue literacy  
rotations independently

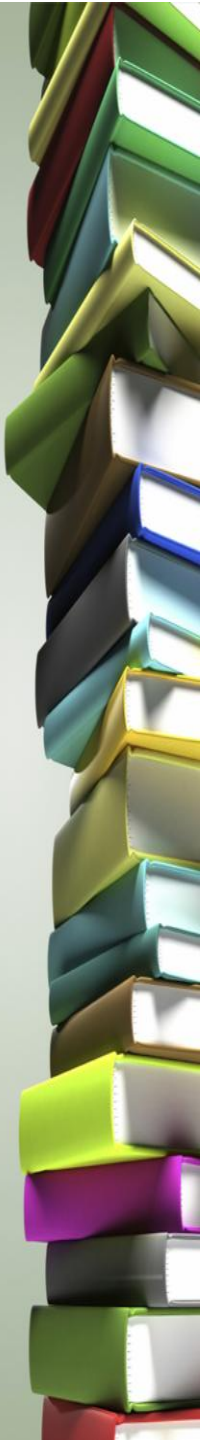


# Possible class formats...



# ELP Standards





# Example of Contextualized ELD

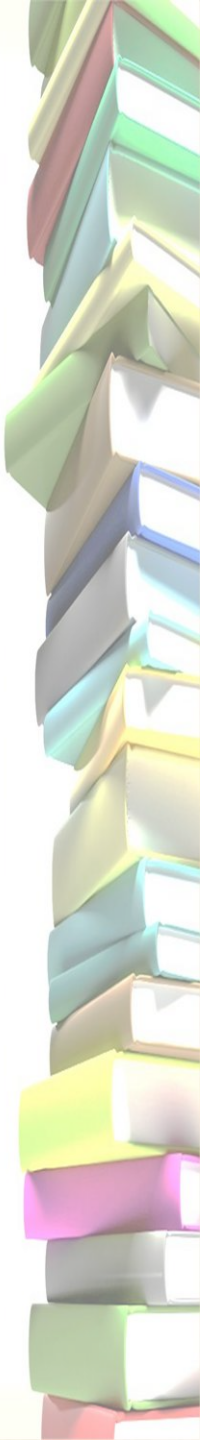
Fourth grade unit: Lewis and Clark

Original lesson:

Teacher models a short Readers' Theater about Lewis and Clark

Class discussion of hardships of their journey

Students break into groups to write an introduction to their own readers' theater. Each group has a different text. Some groups have an ELL.



# Example of Contextualized ELD

Fourth grade unit: Lewis and Clark  
Lesson with Contextualized ELD:

Function:  
Describing Actions

Teacher models a short Readers' Theater about Lewis and Clark

The intro to the reader's theater contains the sentence:

“Strong and dedicated Lewis and Clark are rafting wildly down the Columbia River.”

The teacher highlights the present progressive verbs throughout the reading by acting out their actions.

Class discussion of the specific actions shown and the hardships of the journey.





# Example of Contextualized ELD

Fourth grade unit: Lewis and Clark  
Lesson with Contextualized ELD:

Function:  
Describing Actions

Teacher breaks students into groups, some with an ELL, and gives each their reader's theater passage to read.

Teacher pulls out ELLs into a group for ELD time while the other students work on another aspect of the readers' theater or unit.

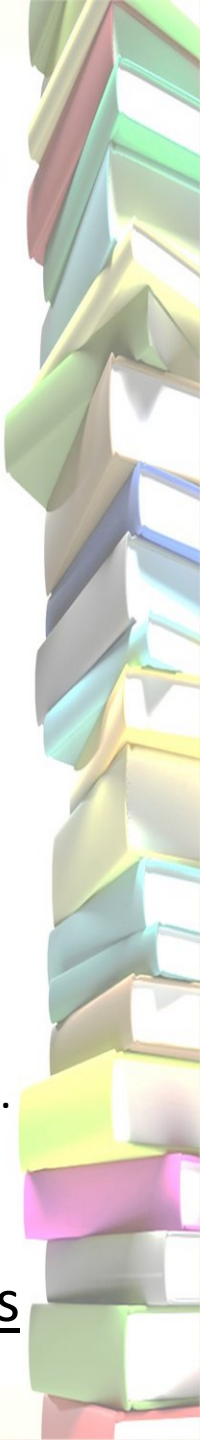
Teacher gives ELL group the sentence:

**Strong** and **dedicated** Lewis and Clark are **rafting wildly down the Columbia River**.

(**adj**) and (**adj**) Lewis and Clark are (**ing-verb**) (**adverb**) (**prepositional phrase**).

And the chart:

adjectives    ing-verbs    -ly adverbs    prepositional phrases



# Example of Contextualized ELD

Fourth grade unit: Lewis and Clark  
Lesson with Contextualized ELD:

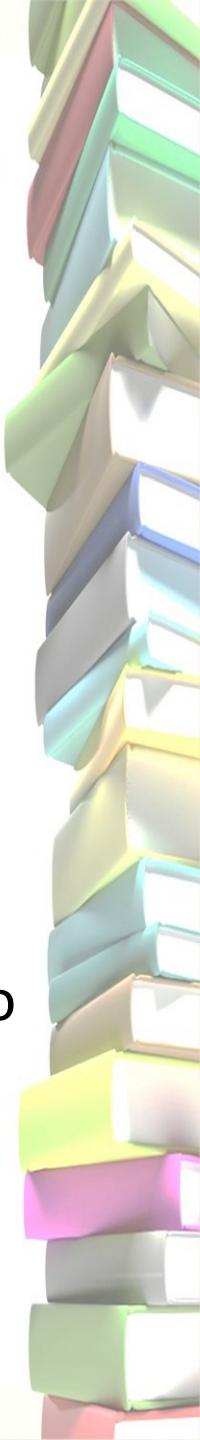
Function:  
Describing Actions

Teacher helps students contribute words and phrases to their chart to describe Lewis and Clark's journey in their section.

Each ELL uses the sentence frame to write 3 sentences that could be used to introduce their readers' theater.

ELLs return to their original groups with their introduction sentences. Each group chooses one of the sentences to introduce their readers' theater.

Groups practice and present their readers' theater.



# Example of Contextualized ELD

Fourth grade unit: Lewis and Clark  
Lesson with Contextualized ELD:

Function:  
Describing Actions

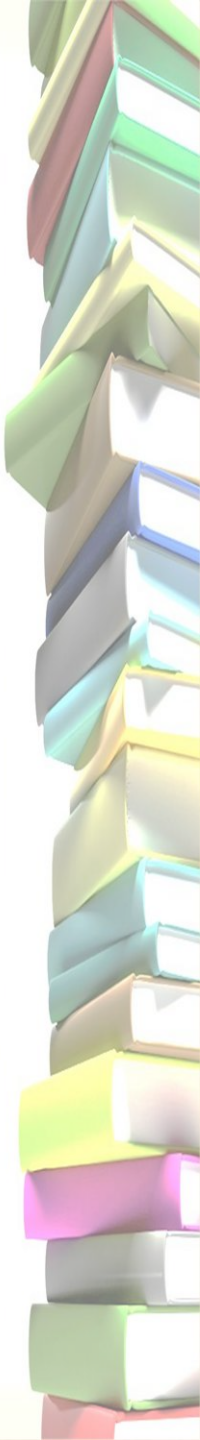
Challenges:

Keeping students focused and on-task

Students will try to make silly sentences.

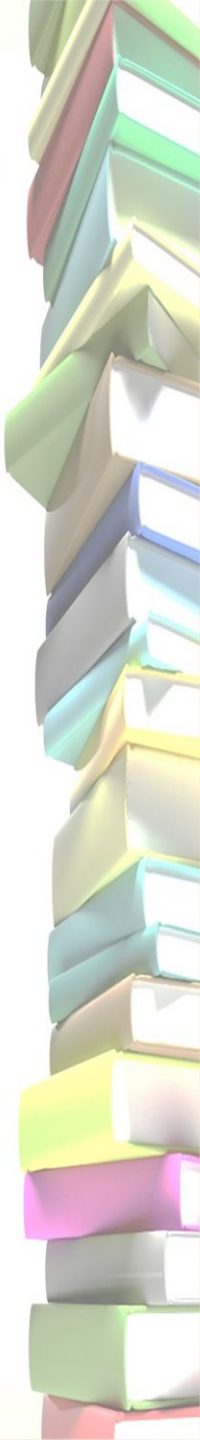
(**adjective**) and (**adjective**) Lewis and Clark are (**ing-verb**)  
(**adverb**) (**prepositional phrase**).

**Tired** and **stinky** Lewis and Clark are **sticking**  
**deeply** their fingers **up their noses**.



# Example of Contextualized ELD

1. In your ELP standards, find the Describing Actions function.
2. In your Azar book, find and review “present progressive”.
3. Consider the sentence frame from the lesson:  
(**adjective**) and (**adjective**) Lewis and Clark are (**ing-verb**)  
(**adverb**) (**prepositional phrase**).
4. Was this an appropriate ELD lesson for the early intermediate and 3 intermediate ELLs in this class?
5. What other positive ELL strategies were used in the lesson?



# Steps in Lesson Plan Creation

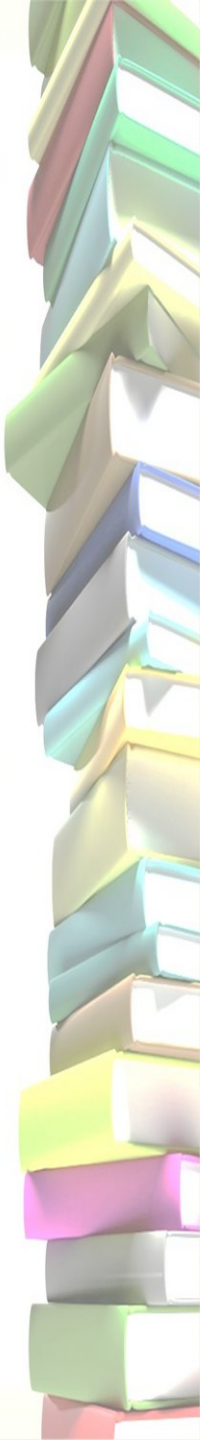
1. Considering the theme of the unit, the materials, and the needs of your students, choose a function to emphasize.
2. Considering the level of your students—look at the standards, to find examples of forms to teach.
3. Add the function and form to your personal curriculum map.
4. Examine your materials to see if the forms are present in them or if you will need to teach them directly.
5. Fill out Function/Form Analysis Chart
6. What tasks will the students do? (30 min)  
(Listening, Reading, Speaking, Writing)

Teacher modeling

Group or scaffolded practice

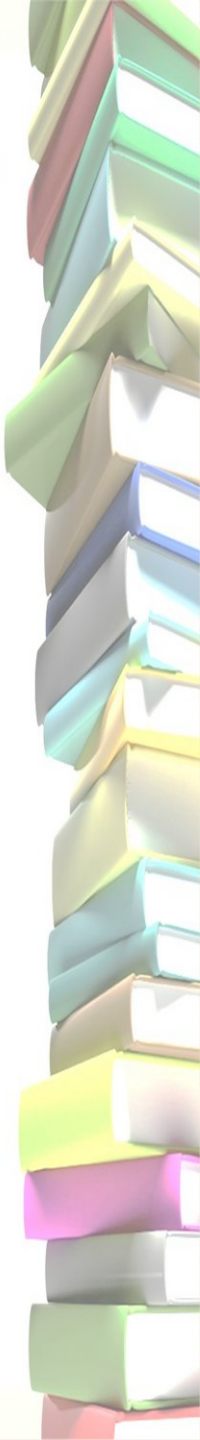
Individual practice

7. How will I assess students' learning?



# Steps in Lesson Plan Creation

1. Unit theme: Volcanoes. Function: Sequencing
2. Early Intermediate: adverbs of time/sequence  
Advanced: subordinating conjunctions
3. Add the functions and forms to my curriculum map.
4. Text p3-12: 1 adv of seq: “at first” (p5)  
3 sub conj: “if” (p3), “once” (p6), “when” (p12)
5. See Function/Form Analysis Chart
6. EI: Provide list of adverbs of sequence and sent frames  
Ad: Provide list of sub conj and sent frames  
Students put pictures in order then tell their story to partner (who has different pictures)  
Student writes 1 paragraph story about a volcano erupting based on the photos and book
7. Observation of interaction, 1 paragraph story



# Steps in Lesson Plan Creation

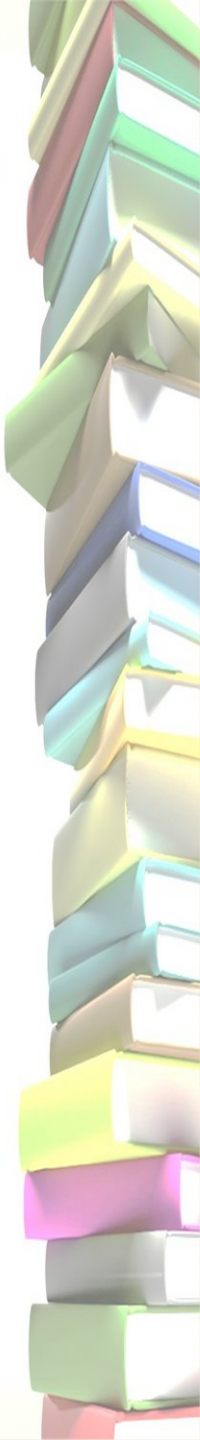
1. Considering the theme of the unit, the materials, and the needs of your students, choose a function to emphasize.
2. Considering the level of your students—look at the standards, to find examples of forms to teach.
3. Add the function and form to your personal curriculum map.
4. Examine your materials to see if the forms are present in them or if you will need to teach them directly.
5. Fill out Function/Form Analysis Chart
6. What tasks will the students do? (30 min)  
(Listening, Reading, Speaking, Writing)

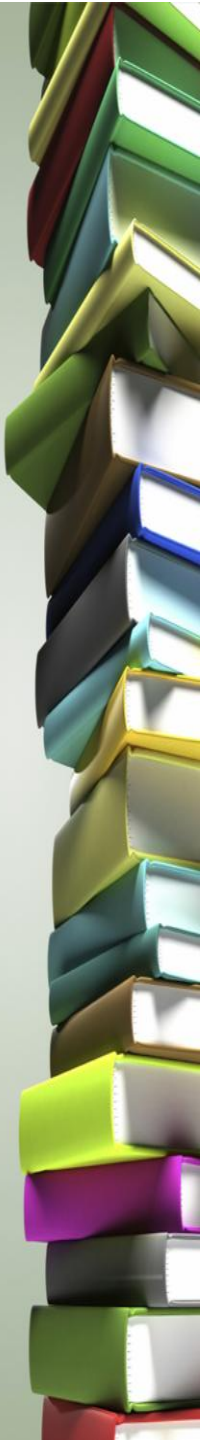
Teacher modeling

Group or scaffolded practice

Individual practice

7. How will I assess students' learning?



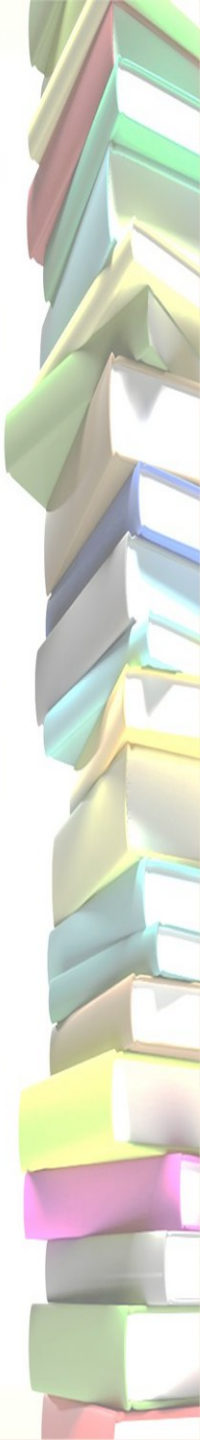




# Afternoon

ED 607 Syllabus

Goals for Work Time





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. Please read the Fillmore and Fillmore article downloadable from our website:  
<http://projectluisa.weebly.com/>

