Analysis Example One (I Do)

Objective: Students will **understand** Obama's view of community service and will be able to **explain** his position by including textual evidence in an essay.

Model Student Response:

According to the article, public service "has been the cause" of Barrack Obama's life. Before holding a political office, Obama worked for numerous community organizations, including Developing Communities Project and Project Vote. The article claims that Barack Obama considers community service "the best education he ever had." Participating in service learning can lead to academic success, college admission, and a greater sense of civic responsibility. Community service can be a transformative experience.

Linguistic Complexity –paragraph level language features	
What is the purpose of the text?	Explain the role of public service in Barack Obama's life in terms of **cause and effect.**
How are the ideas organized?	Statement> Detail/Cause> Effect> Summary
How does the organization of the text support the message?	Organization is sequential and shows how one experience led to a specific action or event
What elements create cohesion?	"Before holding a political office" orientates the reader for what's to come **"Participating in service learning"** refers to the theme the student is putting forth
What are the Dominant Function(s) of language?	Compare & Contrast, Cause & Effect, Description/Elaboration, Proposition/Support, Sequencing, Express Preferences

Language Forms & Conventions –sentence level language features	
Which functional words/phrases will students be expected to know and use? (Mortar)?	Claim, state, according to, led to, caused, moreover, clearly
How are subjects referred to (one word? phrase level? The + noun? Pronouns?	Oftentimes subjects are Phrases (participating in public service), compound nouns (public service) or The + Noun (the event, the president)
What verb tenses and verb forms are used?	Past, present simple (likely past continuous and present continuous)
How long are the sentences? Are the sentences simple, compound or complex?	Sentences are varying but tend to be longer, complex sentences with dependent clauses (**According to the article)**
Are there any formulaic structures?	**According to the article** , The article claims

Vocabulary Usage– word/phrase level	
What are the key words and phrases (Bricks)?	Tier 3: Public service, community service, service learning, Tier 2: transform, benefits, responsibility
How often do they appear? Are they repeated? How? How often?	Service appears throughout
Are they defined?	Vocab is not defined within text (EG Community service, the act of helping other in the community, is an important….)
Do they have multiple meanings?	Service, transformative
How content specific is the vocabulary?	Mostly tier 2

Post-analysis:

After identifying Academic Language, use *WIDA Performance Definitions* and *Can Do Key Uses* and *Dutro's Matrix of Grammatical Forms* to **differentiate** your instruction and assessment

WIDA Level __3____	WIDA Level __4____
Can Do Goal	Can Do Goal
• Matching content-related cause to effect in graphically-supported text • Highlighting text evidence that points to how systems function *(e.g., different forms of government)* • Describing relationships between details or examples and supporting ideas • Connecting content-related themes or topics to main ideas	• Sorting grade-level text by highlighting elements of the genre *(e.g., differentiating the "how" from the "why")* • Sequencing events based on cause and effect *(e.g., how machines operate* • Producing informational text around graphs and charts • Comparing content-related ideas from multiple sources in essays, reports, and narratives
Performance Goal	Performance Goal
• Short, expanded, **and some complex sentences** • Organized expression of ideas **with emerging cohesion** • A variety of grammatical structures • Sentence patterns characteristic of particular content areas • Specific **and some technical conten**t-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas • A variety of grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas • Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas

Analysis Example Two (You Do)

Objective: Students will analyze how complex characters develop over the course of Heart of Darkness, interact with other characters, and advance the plot or develop the theme by explaining the events that led to Kurtz's evolution in an essay.

Model Student Response:

In Joseph Conrad's novel, *Heart of Darkness*, we learn about the central character, Kurtz. Kurtz decided to leave Europe and go to the Congo **because** he wanted to offer a better way of life to the natives living there. His noble intentions were thwarted, however, **due to** the darkness of the jungle and his dark internal struggle. **Before** his journey to the Congo, Kurtz **was viewed as** an educated, refined, and caring man. **Yet, as a result of** his extended stay in the jungle, Kurtz **became** lost, violent, and crazy. The isolation, lack of civility, and savagery **led him to** commit unspeakable horrors, **which in turn led to** the darkness of his soul.

Linguistic Complexity –paragraph level language features	
What is the purpose of the text?	
How are the ideas organized?	
How does the organization of the text support the message?	
What elements create cohesion?	
What are the Dominant Function(s) of language?	Compare & Contrast, Cause & Effect, Description/Elaboration, Proposition/Support, Sequencing, Express Preferences

Language Forms & Conventions –sentence level language features	
Which functional words/phrases will students be expected to know and use? (Mortar)?	
How are subjects referred to (one word? phrase level? The + noun? Pronouns?	
What verb tenses and verb forms are used?	
How long are the sentences? Are the sentences simple, compound or complex?	
Are there any formulaic structures?	

Vocabulary Usage– word/phrase level	
What are the key words and phrases (Bricks)?	
How often do they appear? Are they repeated? How? How often?	
Are they defined?	
Do they have multiple meanings?	
How content specific is the vocabulary?	

Post-analysis:

After identifying Academic Language, use *WIDA Performance Definitions* and *Can Do Key Uses* and *Dutro's Matrix of Grammatical Forms* to **differentiate** your instruction and assessment

WIDA Level __3____	WIDA Level __4____
Can Do Goal	Can Do Goal
Performance Goal	Performance Goal