



# PRIMARY UNIT LEVEL PLANNING SUPPORT

CLDE Department

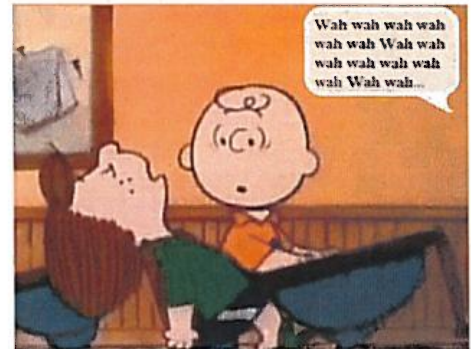
## Table of Contents

<b>Introduction</b> .....	<b>2</b>
Optimal Language Learning Conditions .....	2
<b>LANGUAGE ANALYSIS TOOLS TO SUPPORT PLANNING</b> .....	<b>4-9</b>
CM Task Analysis for Production .....	4
WIDA Task Analysis .....	5
WIDA: Purposeful Planning for ELLs –Identifying Academic Language to Support CCSS .....	6-7
Analysis Example One (I do) .....	8-9
Analysis Example Two (You do) .....	10-11
<b>WIDA TOOLS TO SUPPORT DIFFERENTIATION</b> .....	<b>13-18</b>
WIDA Can Do Key Uses (examples of what students can do with scaffolding) .....	13-14
WIDA Performance Definitions (language expectations at each level) .....	15-16
WIDA Taking Action (Example of support at word/sentence/discourse level) .....	17-18
<b>LANGUAGE FUNCTION TOOLS</b> .....	<b>20-33</b>
Academic Language Functions (Example language functions) .....	20
CM Function Tools .....	21-34
<b>UNIT PLANNING TOOL</b> .....	<b>36-38</b>

## Optimal Language Learning Conditions

Research on Second Language Acquisition is clear that learning academic content in a second language is most fruitful when the following conditions are met:

- Material is meaning-rich
  - Relevant/Interesting/Compelling/Personal
  - Thematically connected
  - Cognitively appropriate
  
- Learning occurs within Zone of Proximal Development (ZPD)
  - Comprehensible input (I+1)
  - Differentiated for *linguistic complexity not for cognitive level (DOK)*
  
- High-yield language patterns are made explicit
  - Word level (bricks), Sentence and Discourse level (mortar)
  - Language functions: *what are we doing with the bricks and mortar?* EG Compare & Contrast, Cause & Effect, Description/Elaboration, Proposition/Support, Sequencing, Express Preferences
  - "Hooks" to hang meaning on



### How do we achieve this?

1. We are clear on the knowledge/skills/understandings we want students to have by end of unit
2. We create a model student response (exemplar) for our unit summative to help clarify our own understanding of cognitive and linguistic demands of our end product
3. We perform *some degree* of language analysis to *identify high-yield language patterns and functions* so that we can:
  - a. Make these patterns/functions explicit
  - b. Differentiate appropriately
  - c. Chunk and align our learning engagements

### Continuum of Depth (tool complexity): Choose tools and take the next step!

Less complex	More complex/thorough
CM Task Analysis or WIDA Task Analysis	WIDA Purposeful Planning for ELLs (with Guiding Questions)
WIDA Can Do Key Uses (examples of what students can do with scaffolding)	WIDA Performance Definitions (language expectations at each level)
Systematic ELD Function Tools	CM Function Tools

#### Sources

- Freeman, Y. S., Freeman, D. E., & Mercuri, S. (2002).
- Echevarria, J., Vogt, M., & Short, D. (2008).
- Feldman, K., & Kinsella, K. (2005).
- Cummins, J. (2003).
- Levy E., Dutro S., Macia E., (2018).



# LANGUAGE ANALYSIS TOOLS TO SUPPORT PLANNING

CLDE Department



# Task Analysis for Production

**Student Learning Goal – For what content and language will students be held accountable?**

Students will understand \_\_\_\_\_ *(content goal)* and will be able to \_\_\_\_\_

\_\_\_\_\_ *(language goal)* in/by \_\_\_\_\_ *(product)*

**Sample Student Response – What do you expect students to say and/or write?**

**Function – Which language function(s) will students be expected to produce?**

- |   |  |
|---|--|
| <input type="checkbox"/> Cause and Effect     | <input type="checkbox"/> Proposition and Support |
| <input type="checkbox"/> Compare and Contrast | <input type="checkbox"/> Sequence                |
| <input type="checkbox"/> Explain and Describe |  |

**Bricks – What content-specific language will students be expected to know and use?**

**Mortar – What functional words and phrases will students be expected to know and use?**

# WIDA Task Analysis

Grade:

Subject:

Unit:

Model Response:

--

L&R	S&W	Standards/Tasks	Content Demands (DOK: knowledge, skills and understanding)	Language Demands (Language Functions + Discourse/Sentence/Word level)	Possible Supports

## WIDA: Purposeful Planning for ELLs –Identifying Academic Language to Support CCSS

- Identify **Summative Assessment**
- Write or create **Model Student Response (MSR)**
- Analyze MSR using the following questions

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	
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 _____	WIDA Level _____
Can Do Goal	Can Do Goal
Performance Goal	Performance Goal



<b>Word/Phrase Dimension: Specificity</b>	<b>Sentence Dimension: Conventions and Control</b>	<b>Discourse Dimension (Message):Complexity</b>
<ul style="list-style-type: none"> <li>• General, specific, and technical language</li> <li>• Multiple meanings of words and phrases</li> <li>• Nuances and shades of meaning</li> <li>• Collocations and idioms</li> </ul> <hr/> <p><b>Shades of Meaning</b> –using adjectives to indicate degree appropriately (e.g., mad vs. furious)</p> <p><b>Abstract</b> – no physical referent, (e.g., success, democracy, ethical, skepticism)</p> <p><b>Figurative</b> – aka expressive meaning through idioms, other examples of figurative language</p> <p><b>Multiple Meaning Words</b> – (e.g. the word <i>solution</i> has different meanings depending on the context of use)</p> <p><b>Word Forms</b> (e.g. sleep/sleepy)</p> <p><b>Cognates</b> – words that are similar between languages (e.g., computer/computadora)</p> <p><b>Collocations</b> – words that occur together in a certain prescribed order (e.g. safe and sound, a strong resemblance)</p>	<ul style="list-style-type: none"> <li>• Types and variety of grammatical constructions</li> <li>• Mechanics of sentence types</li> <li>• Fluency of expression</li> <li>• Match language forms to purposes/perspectives</li> <li>• Formulaic and idiomatic expressions</li> </ul> <hr/> <p><b>Grammatical Structures</b> – The way words and phrases are constructed into longer phrases or sentences</p> <p><b>Conventions</b> – may include subject-verb agreement, verb tense, verb phrases, plurals, auxiliaries, articles</p> <p><b>Variety</b> – not starting the sentence the same, using different types of transitions that change the order of the words in sentences</p> <p><b>Expanded</b> – contains added details or descriptive language, e.g., with prepositional phrases, adjectives</p> <p><b>Repetitive</b> – uses the same structure often (e.g. I like, I love)</p> <p><b>Formulaic</b> – acquired chunks of language (e.g., How are you?)</p> <p><b>Short/Simple Sentence(s)</b> –subject + verb + possibly an object/adjective, little to no added detail</p> <p><b>Compound Sentence(s)</b> –Put two sentences together (e.g., and, but, so, because, yet, or)</p> <p><b>Complex Sentence(s)</b> – Combine a complete sentence with a clause or another sentence using subordinating conjunctions (e. g., when, after, since, although) or using relative pronouns (e.g., which, who, that)</p>	<ul style="list-style-type: none"> <li>• Amount of speech/written text</li> <li>• Structure of speech/written text</li> <li>• Density of speech/written text</li> <li>• Coherence and cohesion of ideas</li> <li>• Variety of sentence types to form organized text</li> </ul> <hr/> <p><b>Cohesion</b> – stays on topic, ideas are connected and flow together</p> <p><b>Organization</b> – intro/conclusion, appropriate text structure</p> <p><b>Emerging Expression</b> – evidence of attempt at becoming more detailed</p> <p><b>Expression of Ideas</b> –style, voice</p>

Adapted from Board of Regents of the University of Wisconsin and the WIDA Consortium – 2018



## 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 Barack 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	
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	
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 services, 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 3

**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 <u>  3  </u>	WIDA Level <u>  4  </u>
Can Do Goal	Can Do Goal
<ul style="list-style-type: none"> <li>• Matching content-related cause to effect in graphically-supported text</li> <li>• Highlighting text evidence that points to how systems function (e.g., <i>different forms of government</i>)</li> <li>• Describing relationships between details or examples and supporting ideas</li> <li>• Connecting content-related themes or topics to main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting grade-level text by highlighting elements of the genre (e.g., <i>differentiating the “how” from the “why”</i>)</li> <li>• Sequencing events based on cause and effect (e.g., <i>how machines operate</i>)</li> <li>• Producing informational text around graphs and charts</li> <li>• Comparing content-related ideas from multiple sources in essays, reports, and narratives</li> </ul>
Performance Goal	Performance Goal
<ul style="list-style-type: none"> <li>• Short, expanded, and some complex sentences</li> <li>• Organized expression of ideas with emerging cohesion</li> <li>• A variety of grammatical structures</li> <li>• Sentence patterns characteristic of particular content areas</li> <li>• Specific and some technical content-area language</li> <li>• Words and expressions with expressive meaning through use of collocations and idioms across content areas</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple, complex sentences</li> <li>• Organized, cohesive, and coherent expression of ideas</li> <li>• A variety of grammatical structures matched to purpose</li> <li>• A broad range of sentence patterns characteristic of particular content areas</li> <li>• Technical and abstract content-area language, including content-specific collocations</li> <li>• Words and expressions with precise meaning across content areas</li> </ul>

*Adapted from Board of Regents of the University of Wisconsin and the WIDA Consortium – 2018*