Language Pathways: Keys to Developing Language Awareness



Maggie Churchill NJTESOL/NJBE May Conference, 2019 Cynthia Lundgren WIDA Research & Development

Workshop Objectives

- 1. To recognize patterns of different academic genres (Key Language Uses)
- 2. To deconstruct language features of Key Language Uses (Language Pathways)



Numbers: This is your purpose! Take turns sharing and listening.

- Number 1: Talk about your favorite cake story.
- **Number 2**: Your best friend wants to make this cake. Tell her the recipe.
- Number 3: You are out of baking powder. Tell your daughter why it matters to add it to the cake batter.
- Number 4: Your son has requested a bakery cake but you feel this hedgehog cake is a healthier alternative. What are your reasons?
- **Number 5**: Your grandchild wants to help you make this cake. Tell them what to do.

Adorable hedgehog cake



What's the big idea behind Key Language Uses?

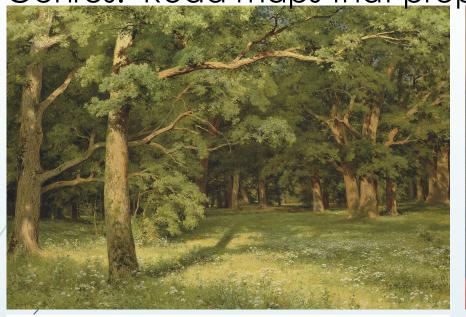
What are they?

Why do genres matter?

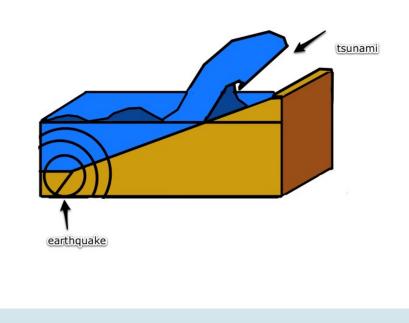
What's the connection to Common Core and other types of state standards?

How do they support multilingual learners?

Genres: Road maps that prepare students for texts.









Frogs live all over the world, except Antarctica. Frogs usually like rivers, lakes, and ponds but some frogs live in trees and there are others that

live in the desert.



■ Is this text fiction or non-fiction?

What is the purpose?

What do you know about this genre that will help you anticipate other information in this text? What might you expect to read?

More about where frogs live and how those in the trees and deserts are different from those in rivers, lakes, and ponds.

What frogs eat.

How frogs become frogs (from tadpoles). The difference between a frog and a toad.

Language Features

Frogs live all over the world, except Antarctica. Frogs usually like rivers, lakes, and ponds but some frogs live in trees and there are others that live in the desert.

- Tone of authority = factual, declarative statements.
- Action verbs to describe behaviors, often in timeless present tense to state facts
- Generalized nouns (not about a specific frog)
- Detailed descriptions that answer questions about type, quantity, shape, size, location, manner
- Cohesive devices: pronouns, synonyms, renaming subject

Fatal Fangs

Spiders are among the smaller venom makers. Among the larger ones is a snake called the eyelash viper. It crawls through trees and bushes. It has long, sharp teeth, or fangs. Each fang is as sharp as a needle – a deadly one.

This golden snake makes venome that it shoots from its fangs into its prey. The poison stops the animal's heart. Then the snake swallows its prey whole. Slowly, the snake digests its meal.





Pronoun reference and Cohesion

Authors name a noun and then refer to the noun with a pronoun. This helps the story to make sense--Cohesion!

Cohesion



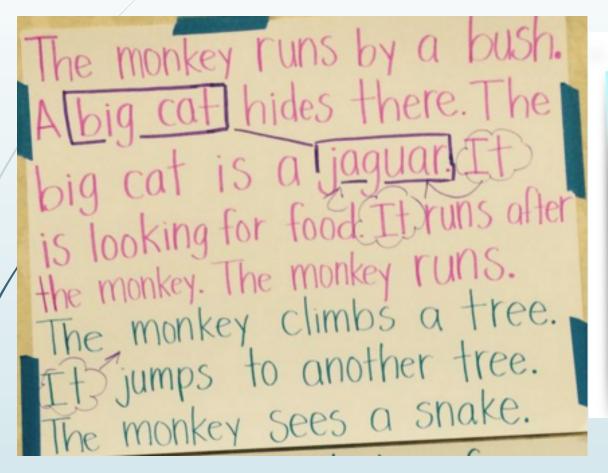
Confusion

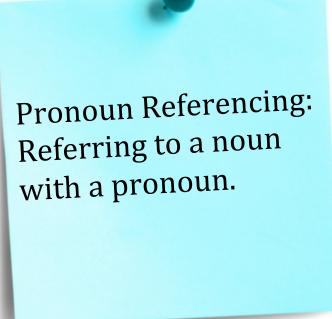
She started a new	Sadie started a new
school. They were	school. Two
friendly. They	classmates were
became her friends.	friendly. They
	became her friends.



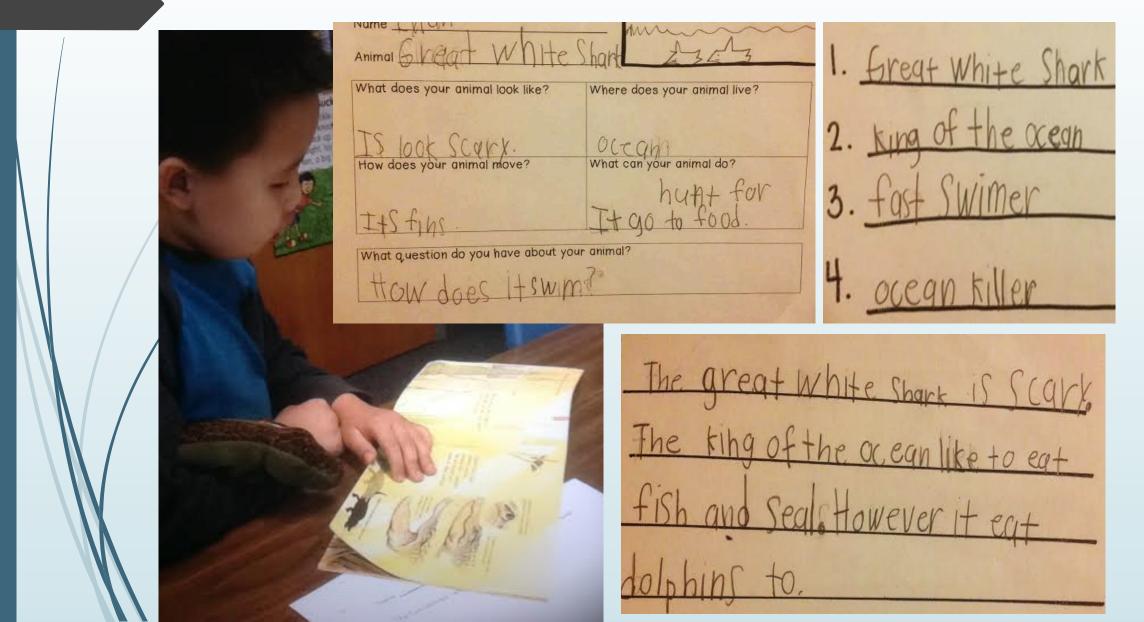
Lexical Cohesion:

Using multiple words to refer to the same thing





Lexical Cohesion with 2nd Graders



Types of Information Recounts

To observe, describe in order to inform, identify, contrast, compare, and classify physical or abstract entities. The focus is on the *class of things*, informing about the entity rather than events, or why/how things happen.

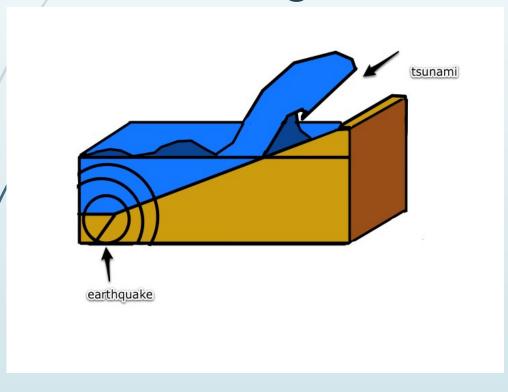
	Descriptive Reports	Comparative Reports	Classifying Reports	Part to Whole Reports
Types	Non-fiction, <i>all-about</i> reports that describe a larger <i>class of things</i>	Non-fiction reports that identify similarities and differences between two or more larger <i>classes of things</i>	Non-fiction reports that organize information by classifying and describing subclasses, components, or aspects of a larger <i>class of things</i> .	Non-fiction reports that organize and describe a topic according to its parts and how those parts function.

xamples

Living things like plants and animals; general topics such as countries, food, space, oceans; non-living things like technology, cars, tools; abstract topics like democracy, immigration, pollution. Classifying reports define the topic in terms of a taxonomy, describing and defining classes and subclasses (*Whales – Toothed Whales, Baleen Whales*). Part to whole reports break down the topic and describe parts and functions of components (*computer*, *flower, cell, layers of the Earth*)

Copyright © 2017 Board of Regents of the University of Wisconsin System on behalf of WIDA.

Tsunamis are a series of massive waves that are caused by a sudden and tremendous undersea movement such as a landslide, earthquake, or volcanic eruption. A tsunamis typically happens in three stages.



- What is the purpose of this text?
- What do you know about the structure of this type of text that will help you anticipate and comprehend this genre?

More information about each of the three stages. Perhaps another diagram that shows the wave upon the land.

Technical terminology

Details about cause/effect; order of events

Language Features

Tsunamis are a series of massive waves that are caused by a sudden and tremendous undersea movement such as a landslide, earthquake, or volcanic eruption. A tsunamis typically happens in three stages.

- Identification of the phenomenon
- Tone of authority on the phenomenon = factual, declarative statements
- Detailed descriptions on the how, why or analysis using precise/ technical language, expanding noun and verb phrases to clarify type, quantity, size, shape, order, placement, etc.
- Connectors that show relationships between cause/effect, parts of a system, order, etc.
- Nominalization, complex sentences

Types of Explanations

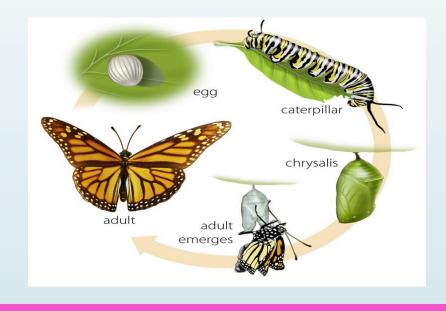
		Sequential	Causal	Cyclical	System	Factorial*	Consequential*
		Explains	Explains	Explains a	Explains	Explains why	Explains the
		how	how	phenomenon	how a	something is so	consequences of a
		something is	something	where the last	system	based on factors	particular input; the
		or works in	happens by	step of the	operates or	leading up to an	focus is the causal
Χ.		a linear	showing	cycle	functions.	outcome.	relationships that
	ot Explanations:	sequence.	how each	becomes the		Makes clear	lead to the result.
	 		step causes	first step.		relationships of	
	rdx		the next		Example:	cause and effect.	Example: What are
	S	Examples :	step.		The		the effects of global
/ `	.	How plants		Example:	ecosystem	Examples:	warming? What are
)es	grow; How	Examples:	The water	of the	What led to	the consequences of
	Types	a bill	How does a	cycle; the life	rainforest;	WWII; What	pesticides?
'	` '	becomes a	volcano	cycle of	branches of	factors	
		law?	erupt; How	animals.	government.	contribute to	
			is energy			changes in the	
			generated?			climate?	

Which statement is a phenomenon? Why?

Butterflies have beautiful orange and black wings.



Butterflies change a lot in their lives. There are 5 stages.



A phenomenon is how or why something is the way that it is or the way it works.

Cuddlepuss woke one morning without his purr. "Where is my purr?" wondered Cuddlepuss, who was normally purrrfectly happy and content.



- Is this text fiction or non-fiction?
- What is the purpose of this text?
- What do you know about the structure of this genre that will help you anticipate and comprehend this genre?
- What are some examples of language features that go with this genre?

	Purpose of Narrative Recounts:	To provide entertainment (stories and storytelling); To provide details or an interpretation of a past event (personal recount); To engage and extend the imagination					
	Organizati onal Patterns for	 Narratives follow a story grammar with an orientation, a series of events leading to a complication and/or solution, and a conclusion/lesson. Personal experiences include an orientation, a series of events or chronology, and personal commentary 					
	Narrative Recounts:	3. Literary recounts often create an atmosphere, or mood; foreshadow actions within the organizational structure					
\mathbf{M}	Types of	Stories and Storytelling	Personal Experiences	Literary Recount			
M	Narrative	Provide entertainment to the	Provide details regarding a	Retell factual or imaginary			
\\	Recounts:	reader/listener, pass on cultural	personal experience that is	events that may be fiction or			
		traditions and values or give insights into the human condition. Animals characters usually have human	usually non-fiction, but may include embellished details that add to entertainment and interest quality	5			
_///		characteristics.	Examples: vacation, field	Examples: poetry, prose,			
		Examples: fiction: mysteries, romance, adventure, horror, fantasy, science fiction, fables,	trip, family excursion, sports event, any personal experience	or multimodel texts			

	Agent	Verb or verb group	More Information
	Who/what is doing the action?	Action/Doing verb or verb group	
/			
	Who/what is thinking/ feeling?	Thinking/feeling verb or verb group	What is thought or felt?
/			
	What is being described? (entity)	Describing/relating verb or verb group	Description/information that connects back (to entity)

	Agent	Verb or verb group	More Information
Who/what is doing the action? Action/Doing verb or verb action?		Action/Doing verb or verb group	
	Who/what is thinking/ feeling?	Thinking/feeling verb or verb group	What is thought or felt?
	What is being described? (entity)	Describing/relating verb or verb group	Description/ information that connects back (to entity)

	Agent	Verb or verb group	More Information
/	Who/what is doing the action?	Action/Doing verb or verb group	
/	Cuddlepuss	woke	one morning.

Agent	Verb or verb group	More Information
Who/what is doing the action?	Action/Doing verb or verb group	
Cuddlepuss	Woke	one morning.
Who/what is thinking/feeling?	Thinking/feeling verb or verb group	What is thought or felt?
	wondered	

	Agent	Verb or verb group	More Information
	Who/what is doing the action?	Action/Doing verb or verb group	
	Cuddlepuss	woke	one morning
	Who/what is thinking/ feeling?	Thinking/feeling verb or verb group	What is thought or felt?
	Cuddlepuss	wondered	"where is my purr?"
/	What is being described? (entity)	Describing/relating verb or verb group	Description/information that connects back (to entity)
	Cuddlepuss	was	normally purrfectly happy and content

Name

What is the Do-er? What is the Action? The Action

Circle the Do-en in the sentence. Man & bug 5 Jump

in the grass.

Example: The big cat grabs the zebra.

- 1. This animal hunts bugs in the grass lands.
- 2. The big cat gets set to jump.
- Many bugs jump in the grass.
- The ostrich runs fast.

Circle the Action in the sentence.

Example: The big cat grabs the zebra.

- Many bugs jump in the grass.
- 2. The crocodile swims in the water.
- 3. The ostrich grabs the bug in its jaws.
- 4. The ostrich runs away from the lion.

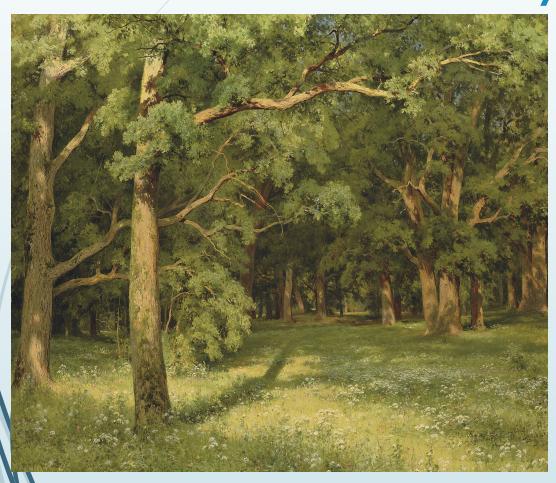
the po-ex?
this animal hunts
buys in the gras Lands-

What is the Do-er?

What is the Action?

The crocodile	hunts in the water.
AbditAHMAN LON	gets a drink of water.
The big cat	ROTOLADIMOIS
The animal.	eats grass
The Big Cox	jumps.
The Big Cot	get a snap shot.
The Big Cot	JOMPS on online
The Big cont	Box The People Dog Shot
	geople.

Old growth forests are a priceless resource to our planet, and should be protected. There are a number of reasons why they are so important.



- Is this text fiction or nonfiction?
- What is the purpose of this text?
- What do you know about the structure of this genre that will help you anticipate and comprehend this genre?

Language Features

- Old growth forests are a priceless resource to our planet, and should be protected. There are a number of reasons why they are so important.
- Claim statement
- Objective stance, position of authority vs. personal opinion
- Precise description
- Relational verb denotes connection
- **■** Evaluative description
- Appeal to collective, inclusive
- Degree of obligation

Linguistic Components for Developing Arguments:

- Language choices take audience and purpose of text into account.
- Writer/Speaker uses first person (personal response/point of view) or third person (neutral stance) to make claims and provide reasons/evidence.
- Word choices (evaluative, emotive or objective language; inclusive or exclusive language choices to create group identities, beliefs and perspectives; models of obligation and degree; suggestions of objectivity or subjectivity with passive or active voice).
- Connect and strengthen opinions and claims with linking conjunctions (as a result, based on the analysis, therefore, because), logical sequence signal words (first, in addition, finally), and causal relationships (if/then clauses), complex sentences (relative clauses: The issue, which has divided the people..), adverbials to integrate multiple perspectives (On the other hand..., Some argue...), comparative language (Green energy has greater potential in the future than fossil fuels.)
- Develop cohesive and coherent text using referential chains (*pronouns*, *synonyms*, *definitions*, *antonyms that rename subject*), nominalization and abstractions (*the decision*, *these issues*).

Copyright © 2017 Board of Regents of the University of Wisconsin System on behalf of WIDA.

What did you learn?







Thank you for your participation!

To learn more, come to the presentation Reading and Writing for Multilingual Learners this afternoon, Wed morning, or Friday afternoon

Contact information:

Maggie Churchill NJTESOL/NJBE

mchurchill@njtesol-njbe.org

Cynthia Lundgren

cynthia.lundgren@wisc.edu

WIDA @ Wisconsin Center for Educational Research