PRIMARY UNIT LEVEL PLANNING SUPPORT

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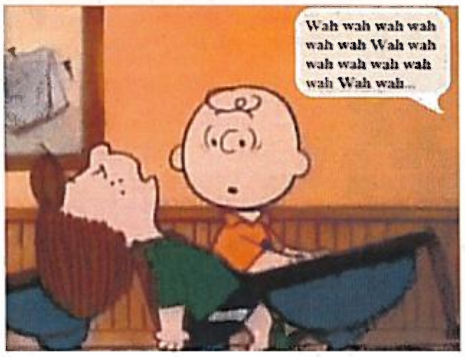
Optimal Language Learning Conditions

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).
- Feldman, K., & Kinsella, K. (2005).
- Echevarria, J., Vogt, M., & Short, D. (2008).
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- Levy E., Dutro S., Macia E., (2018).

LANGUAGE ANALYSIS TOOLS TO SUPPORT PLANNING

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Task Analysis for Production

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

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

_____ **in/by** _____.
(language goal) (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?*

___ **Cause and Effect**
___ **Compare and Contrast**
___ **Explain and Describe**
___ **Proposition and Support**
___ **Sequence**

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

Word/Phrase Dimension: Specificity	Sentence Dimension: Conventions and Control	Discourse Dimension (Message):Complexity
• General, specific, and technical language • Multiple meanings of words and phrases • Nuances and shades of meaning • Collocations and idioms --- Shades of Meaning –using adjectives to indicate degree appropriately (e.g., mad vs. furious) Abstract – no physical referent, (e.g., success, democracy, ethical, skepticism) Figurative – aka expressive meaning through idioms, other examples of figurative language Multiple Meaning Words – (e.g. the word *solution* has different meanings depending on the context of use) Word Forms (e.g. sleep/sleepy) Cognates – words that are similar between languages (e.g., computer/computadora) Collocations – words that occur together in a certain prescribed order (e.g. safe and sound, a strong resemblance)	• Types and variety of grammatical constructions • Mechanics of sentence types • Fluency of expression • Match language forms to purposes/perspectives • Formulaic and idiomatic expressions --- Grammatical Structures – The way words and phrases are constructed into longer phrases or sentences Conventions – may include subject-verb agreement, verb tense, verb phrases, plurals, auxiliaries, articles Variety – not starting the sentence the same, using different types of transitions that change the order of the words in sentences Expanded – contains added details or descriptive language, e.g., with prepositional phrases, adjectives Repetitive – uses the same structure often (e.g. I like, I love) Formulaic – acquired chucks of language (e.g., How are you?) Short/Simple Sentence(s) –subject + verb + possibly an object/adjective, little to no added detail Compound Sentence(s) –Put two sentences together (e.g., and, but, so, because, yet, or) Complex Sentence(s) – 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)	• Amount of speech/written text • Structure of speech/written text • Density of speech/written text • Coherence and cohesion of ideas • Variety of sentence types to form organized text --- Cohesion – stays on topic, ideas are connected and flow together Organization – intro/conclusion, appropriate text structure Emerging Expression – evidence of attempt at becoming more detailed Expression of Ideas –style, voice

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 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	
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 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 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 __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 content-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	
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	
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

WIDA TOOLS

TO SUPPORT PLANNING

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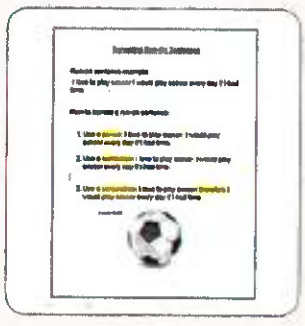
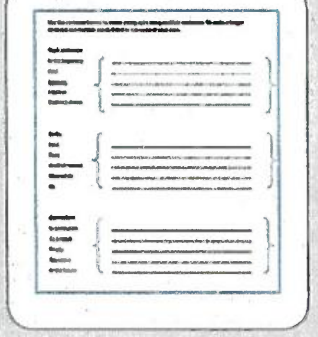
Topic 2: Use of Language for Academic Purposes

Academic Language Actions Chart

Word/ Phrase Level	**General, specific, and technical language** *Research suggests: Provide multiple opportunities for ELLs to learn and practice vocabulary in meaningful ways throughout a lesson or unit.*	**Multiple meanings of words and phrases** *Research suggests: It is important for ELLs to learn words and phrases in context to understand how their usage varies across different settings.*	**Nuances and shades of meaning** *Research suggests: Create a language-rich environment that offers support and models for ELLs to practice using precise academic language.*
	TAKE ACTION Create and model how to use a poster depicting vocabulary tied to the theme of your instructional unit.  Stamen Pistel Seed Petal Sepal Ovary	**TAKE ACTION** Create a picture dictionary.  	**TAKE ACTION** Teach synonyms by acting out emotions using shades of meaning card. 
Sentence Level	**Types and variety of grammatical structures** *Research suggests: Introduce students to a range of sentence types and their purposes.*	**Conventions, mechanics, and fluency** *Research suggests: Identify and explain the basic features of grammar to provide an understanding of how meaningful communication should sound.*	**Match of language forms to purpose/perspective** *Research suggests: Determine when and where to draw explicit attention to the accurate use of language forms for specific contexts.*
	TAKE ACTION Cut up words in a sentence and put sentence back together. 	**TAKE ACTION** Convert run-on sentences into multiple complete thoughts. 	**TAKE ACTION** Change the perspective of a sentence (instead of he/she, change it to "they," shift the timing from today to yesterday). We learned addition using numbers with three place values. Tomorrow we will learn...

Discourse Level	Amount of speech/written text	Coherence and cohesion of ideas	Variety of sentence types to form organized text
	Research suggests: Students are responsive to clear expectations and prompts to add more language.	*Research suggests: Give students opportunities to explore how different texts are organized and how ideas can be connected using language.*	*Research suggests: Help students identify and practice developing many different types of sentences that contribute to the overall organization of texts.*
	TAKE ACTION Think-aloud in front of class on detailed, comprehensive responses. Conference with students on their writing to help them meet task expectations on quantity of language.	**TAKE ACTION** Provide pictures of a story or photos of a real-life event students experienced. Ask them to put pictures in order, then retell the sequence, connecting each part of the story.	**TAKE ACTION** Have students create a paragraph from a set of sentence frames to support them in using a variety of simple, compound, and complex sentences that fit well in your subject area.
	We had a choice of buying a tablet or a smart phone. We looked for a good deal. We selected the tablet because it was the best value at the discounted rate. It had a greater percentage off. The price of the tablet, including the 20% discount and sales tax, was $495. The final price of the smart phone was $340 after taking 10% off. Increasing Linguistic Complexity There are many phones. We selected the smart phone. Some phones are cheaper, but the smart phone can do more. The price was $400 plus tax. It was on sale for 15% off.		

LANGUAGUE FUNCTION TOOLS

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Language Functions: Are we doing/making/building with our Academic Language Features?

ACADEMIC LANGUAGE FUNCTIONS

FUNCTION	EXAMPLE SIGNAL WORDS	EXAMPLE GRAMMATICAL STRUCTURES
• Identify Cause and Effect Relationships	Affect, as a consequence, as a result, because, causes, consequently, effect, impact, in the aftermath, in order to, leads to, reaction, response, , shift, since, so, therefore, thus	.....led to ....., ...factors contributed to the outcome....., ...was a result of/caused by....., ...impacted ....., ...makes..., one reason for...., if...then,
• Compare and Contrast	Alternatively, although, but, contrary to, conversely, despite, different, equally, even though, however, likewise, on the other hand, opposed to, nevertheless, rather, same, similarly, unlike, while, whereas	Difference/similarity between ...and .... is, Both .... and...., have ....in common, differ in the following ways...., are contradictory ideas...., Neither .... nor .....
• Sequence • Order • Arrange	After, at that time, at the same time, at which point, before, concurrently, cycle, during, first, following that, initially, last, meanwhile, next, previously, prior to, process, progression, simultaneously, some time later, subsequently, then, to begin/start, ultimately, when	In the time between .... and ....., the preceding step, ...at the same time as....., In anticipation....., looking back and reflecting.....,
• Evaluate • Critique	Assess, criteria, judge, worth, (un) favorable, value	After analysis or inspection....., Considering ....., Following careful scrutiny, My interpretation is.....
• Justify • Persuade • Defend your point of view	Appeal, support, evidence, for this reason, due to, convince, influence, furthermore, claim, belief, feel, think, urge, persuade, sway, should, must, clearly, ought to, for example/instance, definitely, certainly, perspective, perception	Based on the evidence as seen in ....., Opponents would argue, The advantages outweigh the disadvantages, The benefits are obvious, The statistics are misleading, the facts suggest that...., I propose that, I would argue that, From my point of view, Another option might be, ...proves...., current research demonstrates,
• Classify • Sort • Categorize	Behaviors, belongs, characteristics, fits, features, qualities, traits	I arranged ....according to ....., ... correlates to .....based on.....
• Summarize	All in all, in conclusion, in summary	To conclude, in short, To summarize
• Make inferences (infer) • Draw conclusions (conclude)	Estimate, guess, imply/ implies, predict/prediction, speculate, suppose, suspect	In light of ....., Based on ....I predict/infer that...., I would imagine that ....., Giving my best guess
• Describe • Identify	Adjectives, adverbs, , figurative language, is/was	Who is/was the...., that is/was....., prepositional phrases

Modified from Sweetwater District Academic Support Teams, October 2010 (from K. Kinsella). Available online: http://www.tntech.edu/files/teachered/edTPA_Academic-Language-Functions-toolkit.pdf

Language Function Tools for Primary Grades

The *Constructing Meaning Language Function Tools* are designed to help you identify high-leverage, task- and proficiency-level language for literacy and other content instruction. They are organized around five of the most common functions on which content standards depend.

The tools support you in building students' understanding of sentences and complete ideas as you develop their knowledge of English. To find the pages that will be most helpful, think of the key function of the task. Ask yourself: *What am I expecting students to do? How will they demonstrate their understanding?*

Describe and Explain	Are students being asked to describe the setting of a story, the attributes of a shape, their observations during a nature walk, or what living things need to survive?
Compare and Contrast	Maybe the task is to compare and contrast two versions of a fairy tale, the roles of different community helpers, the sizes of common objects, or how the sky looks during the day or at night.
Sequence and Time	Are students retelling the beginning, middle, and end of a story or the actions of a character? Maybe they need to explain their daily schedule or the life cycle of a butterfly, or tell the steps for solving a math problem.
Cause and Effect	Students may be expected to tell how trees change with the seasons, how someone else's actions made them feel, or what happens if a plant doesn't get enough light or water.
Opinion	Maybe students are explaining a problem, suggesting a solution, or giving reasons for their predictions and opinions.

Most tasks involve more than one function, so first look for the primary function, then the supporting functions. Once you have identified the task, use the tools to help **craft and/or fine-tune your target response**. Start with the oral response, then plan how you will move from oral to print. The examples have illustrative language patterns; they are not exhaustive. And they are malleable – **always adapt for your learning goal.**

Use the tools to help **differentiate target responses based on your students' English proficiency levels**. You will find ideas for how to simplify the language while maintaining the rigor of the learning goal and teaching core content.

Each tool charts simple, solid, and target language samples. The left-hand column includes signal words and phrases for helpful language patterns to teach. The right-hand column has standards-aligned examples across content areas.

	Language for helpful patterns	Examples across content areas
	"Mortar" is bold. The rest of the words are "brick."	
Simple Beginning/Emerging	Words, phrases, or very simple sentences Sample basic, high-leverage words and phrases	*One or two words* *Maybe a phrase* ***It is a** simple sentence.*
Solid Intermediate/ Expanding	Simple sentences with some detail Sample foundational, high-leverage words and phrases	*The sentences **are going to have** more detail.* ***There will be** more verb tenses.*
Target Bridging and Grade Level	Expanded sentences with conjunctions and details Sample grade-appropriate words and phrases	*Students **write** longer sentences with more details.* *Most examples **have the same** topic **and** help you see how the language gets harder.*

Describe and Explain

Primary grade students are called upon to describe and explain facts and details about what they are learning in teacher-led discussions and in their reading.

In language arts, they are expected to engage in class discussions describing a character or the setting of a story. In mathematics, they may sort numbers or explain the attributes of geometric shapes. Science time calls on students to categorize things as living or nonliving, or classify animals. In social studies, teachers may lead discussions building background knowledge about locations, such as students' neighborhoods.

As students increase their literacy prowess, they expand their descriptions and explanations by giving details and reasons. These foundational reading comprehension and oral communication tasks lay the groundwork for writing.

	Language for helpful patterns	Examples across content areas	
	"Mortar" is bold. The rest of the words are "brick."		
Simple	**Words, phrases, or simple sentences** with concept "brick" vocabulary *(Subject) is/have (a) ____.* *(Subject) (verb) (object).* Simple adjective/noun Basic singular and plural verbs, such as: ***is/are, have/has, can*** Referents, such as: ***I, she, he, they, it***	**Early Phase** *Big spider; friend* *Problem* *House; neighborhood* *Frogs; eggs* *Square. Four.*	**Later Phase** *Charlotte **is a** spider.* ***She is a** friend.* ***They have a** problem. Solve **it.*** ***There is a** playground.* *Frogs **can** lay eggs.* *They hide eggs.* *Four sides. **Same** length.*
Solid	**Sentences with detail** Combine ideas using ***and*** Use ***because*** to explain Add detail using simple prepositional phrases Possessives – orally add /s/ – may or may not write *'s* Referents, such as: ***my, we, them***	*Charlotte **is a** big spider. **She is** Wilbur's friend.* *Stories **have a** problem. **The** characters solve **the** problem.* ***In** my neighborhood, **we have** apartments **and a** big playground.* *Frogs lay eggs **in the** water. Frogs hide the eggs **because** fish eat **them.*** *A square **has** four sides. **They are** the same length.*	
Target	**Expanded sentences** Elaborate with: ***and, because, with*** *(noun phrase)* Multiple adjectives Descriptive words to quantify: ***most, some, lots of*** Verb phrases, such as: ***try to, used to*** Referents, such as: ***their, that***	*Charlotte **is a** large, gray spider **and she is** smart. **She** helps Wilbur **because she is** his friend.* ***Most** stories **have a** problem **and an** action. **The** characters **try to** solve **the** problem.* ***My** neighborhood **has lots of** apartments **and a** playground **with** a swing.* *Frogs lay **their** eggs **in the** water. **They try to** hide **them so** the fish won't eat **them.*** *A square **has** four sides **that are** all the same length.*	

Describe location of objects

	Sample words and phrases of location	Samples explaining location	
Simple	*in, on* *here, there*	**Early Phase** *Acorns. Squirrels. Tree.* *The sun.* *Tamales. Ring. Masa.* *Tens. Hundreds.*	**Later Phase** *Acorns **on** ground. Squirrels **in** tree.* ***In** the sky.* *Ring **on** finger. **In** the masa.* *Tens are **here**. Hundreds are **here**.*
Solid	***next to*** ***inside, outside*** ***above, below***	*The squirrels live **inside** holes **in** the tree. The acorns are **below**. They are **on** the ground.* *The sun is **above** the Earth. It's **in** the sky.* *The ring was **on** her finger. It's **in** the masa. It's **inside** a tamale.* *The hundreds blocks are **here**. They are **next to** the tens.*	
Target	***beside, close to/near*** ***in front/back of***	*Squirrels nest **inside** holes **in** trees. They find acorns **on** the ground **below** the tree. They store acorns **near** the tree.* *The sun is **in** the sky. It's high **above** the Earth.* *María lost her ring **in** the masa and now it's **inside** a tamale.* *The hundreds blocks are **next to (beside)** the tens.*	

Describe actions

	Sample verbs and verb phrases	Sample descriptions of actions	
Simple	Present and past verbs, such as: ***is/was, have/had, see/saw, run/ran, make/made*** Ask questions using a word or phrase	**Early Phase** *Squirrels. **Hide. Eat.*** *I **ran**.* *Add. Two numbers.*	**Later Phase** *Squirrels **hide** acorns. They **eat** acorns.* *I **ran** in P.E. Tomorrow? Tennis shoes.* *Add two numbers. How many chairs?*
Solid	Present progressive verbs, such as: ***is/are walking (reading, growing)*** Positive/negative verbs, such as: ***wanted, walked, went, carries, do/did not live (go), will grow, are going to ____*** Link ideas using ***because*** Ask questions using ***do*** and ***does***	*Squirrels **hide** acorns. They **find** the acorns later and **eat** them.* *I **ran fast** in P.E. **Are** we **going to run** tomorrow? I **will need** my tennis shoes.* *We **need** chairs for kids and parents. How many **do** we need? We **are adding** the two numbers together.*	
Target	***(verb) + to (verb)***, such as: ***I need to draw; I need a pencil to draw*** Conditional statements and questions using ***if/when*** and auxiliary verbs ***should, could, might***	*Squirrels **dig to hide** their acorns from other squirrels. Later, they **find** the acorns they **hid** and **eat** them.* *I ran really fast in P.E. **If** we run tomorrow, I **should** wear my tennis shoes.* *We need enough chairs for kids and parents. We **are adding** the two numbers **to see how many** chairs we **need**.*	

Compare and Contrast

A powerful way to extend an explanation or description is to compare the similarities and differences between two or more things, events, or ideas. Primary grade students might do this when they discuss read-alouds, explain different math solutions, or report science observations. Here are some helpful signal words and structures with examples using common patterns.

	Language for helpful patterns	Examples across content areas	
	"Mortar" is bold. The rest of the words are "brick."		
Simple	List similarities or differences in response to prompts *(adjective) + **-er*** ***not*** Simple positive and negative verbs, such as: ***is/isn't (is not)*** ***can/can't (cannot)*** Topic-related verbs in past and present, such as: ***ride/rode, use/used, want/wanted***	**Early Phase** *Fern. Keep Wilbur.* *Tadpoles. Gills. Water. Frogs. Lungs. Land.* *Go places. Walk. Horses. Cars. Planes.* *Seven. Larger. (How many more?)*	**Later Phase** *Fern **keeps** Wilbur. She **saves** him.* *Tadpoles **have** gills. They **live** in water. Frogs **have** lungs. They **can live** on land. Tadpoles **can't**.* *People **go** places. People **walk**. **Rode** horses. **Use** cars or planes.* *Seven **is** larger. One, two, three, four.*
Solid	Express similarities using: ***same, both, and, too*** Express differences using: ***different, but, ____est*** For mathematics: ***more than*** Positive and negative verbs, such as: ***has/have, doesn't have***	*Fern saves Wilbur. She asks her father to keep him. Charlotte saves Wilbur, **too**. She writes in her web. Fern and Charlotte **both** help Wilbur.* *Tadpoles **are** baby frogs. They **have** gills and **live in** the water. They **can't** live on land. Grown-up frogs **are different**. They **grow** lungs and **can** live on land.* *People go places. They **used to** ride horses or walk to go far. People **still** walk. Now they can go in cars or buses or planes.* *Seven **is** larger. Seven **is more than** three. (How many more?) Four **more**.*	
Target	Phrases to express differences, such as: ***have/are different*** ***even though*** ***while*** ***some/others*** ***not as ____ as*** For mathematics: ***more/____er than*** Phrases to express similarities, such as: ***are similar*** ***both are/have*** ***have the same*** ***another*** ***also***	*Fern and Charlotte **are similar**. They **both** save Wilbur's life. Fern begs her father to let her keep him, **and** Charlotte writes in her web to save him.* *Tadpoles and frogs **are different**. Tadpoles **have** gills and **can only live** in water. When they become frogs, they **grow** lungs and **can live** on land.* *People need to travel. They **used to** walk or ride horses to go far. People **still** walk, **but now** they **can also** go places in cars, buses, or planes.* *Seven **is larger than** three. (How many more?) It is four **more than** three.*	

Compare actions

	Sample ways to compare actions	Sample sentences with comparatives	
Simple	Compare actions through sequential descriptive sentences Basic verbs to compare actions: *can (can't) + (verb), are/have (not), is/does (not)*	**Early Phase** *Grandma. **Makes** tortillas.* *Mama. **Buys** tortillas.* *Owl. **Fly**.* *Ostrich. **Walk**.* ***Push** swing. **Pull** wagon.*	**Later Phase** *My grandma **makes** tortillas.* *My mama **buys** tortillas.* *Owls **and** ostriches **are** birds.* *Owls **can fly**. Ostriches **can't fly**.* *I **push** the swing. I **pull** the wagon.*
Solid	*(Subject 1) (verb phrase), **but** (subject 2) (verb phrase).* ***Both** ____ **and** ____ **are*** Elaborate sentences with *to + (verb)*	*My grandma makes tortillas, **but** my mama buys tortillas.* ***Both** owls **and** ostriches **are** birds. Most birds **fly**. **But** ostriches **can't fly**. They **walk** on the ground.* *I **push** the swing **to make it go**. I **pull** the wagon **to make it go**.*	
Target	*(Subject 1) (verb phrase **with detail**), **but** (subject 2) (verb phrase **with detail**).* ***Even though*** ***instead of***	*My grandma **makes** tortillas **by hand**, **but** my mama **buys (gets)** them **at the store**.* ***Even though** ostriches are birds, they **can't fly**. They **walk** on the ground **instead of flying** in the sky.* *I **push** the swing **to make it go**, **but** I **pull** the wagon **to make it go**.*	

Compare characteristics and patterns

	Sample language to compare	Sample comparisons of characteristics and patterns	
Simple	Simple verbs: *is/are not, has/have* ***same, not the same*** ***different***	**Early Phase** *Map. Oceans blue.* *Land brown (green).* *Rock. Not living. Plant.* *Living. **Not the same**.* *Birds. Feathers.* *Mammals. Fur.*	**Later Phase** *Oceans **are** blue. Land **is** brown and green.* *A plant **is** living. A rock **is not** living. They **are not the same**.* *A bird **has** feathers. A mammal **has** fur. They **are different**.*
Solid	Singular and plural in same sentence Explain characteristics with: *because* ***does/doesn't*** ***They both*** ***(Subject 1) and (subject 2) both***	*The oceans **are** blue on the map, **but** the land **is** green or brown.* *A plant **is** living **because it** grows. A rock **is** nonliving **because it doesn't** grow.* *Birds **and** mammals **are different**. Birds **have** feathers, **but** mammals **have** fur. **They both have** warm blood.*	
Target	Words and phrases such as: ***both/all have*** ***are different from each other*** ***however*** ***usually***	*You can tell the oceans on a map **because** they are blue. The land **is usually** green or brown.* *A plant **is** living **because it** grows. **However**, a rock **is** nonliving **because it doesn't** grow.* *Birds **and** mammals **are different from each other**. Birds **have** feathers, **but** mammals **have** fur. **They both have** warm blood.*	

Sequence and Time

Primary grade students use the language of sequence and time to talk about both their real-life and school experiences. When they discuss stories, they might be expected to explain the events at the beginning, middle, and end, or explain how a character changed. In mathematics they might explain the steps to an addition problem or show how to solve a two-part word problem. In science, students may describe the life cycle of a butterfly or the stages of an experiment.

	Language for helpful patterns	Examples across content areas	
	"Mortar" for sequence and time phrases is bold.		
Simple	**Sequence events using content-specific ("brick") words in order, then in phrases and simple sentences** Basic present and past tense verbs, such as: ***grow/grew, go/went, blow/blew, see/saw, run/ran*** Pronouns: ***she/her, he/his, they/it***	**Early Phase**	**Later Phase**
		Pig. House. Straw. Wolf. ***Blew.***	*Pig* ***built*** *house. Straw. Wolf* ***blew.***
		Zebras ***drink.*** *Lion.* ***Run away.***	*Zebras* ***drinking.*** *A lion* ***comes.*** *The zebras* ***run away.***
		Birds. ***Eat*** *seeds.*	*Birds* ***eat*** *seeds. The seed* ***is growing.***
		Tangerine. Kids. Groups of five. How many?	*Kids* ***need*** *tangerines.* ***They make*** *groups of five. How many?*
Solid	**Sentences** with concept "brick" phrases and basic sequence words: ***first, next, then*** *The (subject)* ***was/were*** *(verb + **-ing** phrase).* Present, past, and future tense verbs, such as: ***build/built, carry/carried, count/counted/will count, stop/stopped***	***First,*** *the pig* ***built*** *a house. He* ***used*** *straw.* ***Then,*** *the wolf* ***blew the house down.*** *The pig* ***ran to*** *his brother's house.* *The zebras* ***were drinking*** *water.* ***Next*** *a lion* ***came.*** *The zebras* ***ran away.*** *The lion* ***chased*** *them.* ***Then, it stopped (gave up).*** *Birds* ***eat*** *seeds and* ***carry*** *them far away. New plants* ***will grow.*** *Everyone* ***needs*** *a tangerine.* ***First,*** *we* ***count*** *the kids.* ***Then*** *we* ***make*** *groups of five.* ***Next,*** *we* ***count*** *the groups. How many groups of five? That's how many baskets we* ***need.***	
Target	**Expanded sentences** that connect events with: ***when, (right) before, after, so*** Phrases to sequence: ***at first*** ***in the beginning*** ***after that*** ***at the end*** ***finally*** ***until*** Range of verbs and verb phrases, including modals, such as: ***could, might***	***At the beginning*** *(of the story), the pig* ***built*** *a straw house.* ***Then*** *the wolf* ***blew and blew until*** *he* ***blew the house down.*** ***So*** *the pig* ***ran to*** *his brother's house.* ***The*** *zebras* ***were drinking*** *water* ***when*** *they* ***saw*** *the lion.* ***At first,*** *the lion* ***chased*** *them, but* ***finally*** *it* ***gave up.*** *Birds* ***help*** *plants* ***to grow*** *in other places.* ***When*** *birds* ***eat*** *seeds, they* ***might carry*** *the seeds far away. Then new plants* ***could grow*** *in lots of places.* *We* ***need enough*** *tangerines for all the kids.* ***First,*** *we* ***need to count*** *the kids.* ***Then*** *we* ***need to put*** *the kids in groups of five.* ***Next,*** *we* ***count*** *the groups* ***so*** *we know how many baskets of tangerines we* ***need.***	

Discuss time, duration, and frequency

	Sample duration/frequency words	Samples that explain duration or frequency of events	
		Early Phase	**Later Phase**
Simple	Words for time, such as: days of the week, *(at) night, day, morning, today, tomorrow, yesterday* Phrases of duration, such as: *30 minutes, two days*	*Art. Wednesday. 30 minutes.* *Life cycle. Egg. Four days.* *Moon. Night. Circle.* *Calendar. 10 minutes.*	*Art is Wednesday. Art is 30 minutes.* *Egg stage was four days.* *See moon at night. Full moon.* *Calendar is 10 minutes.*
Solid	Phrases of duration, such as: *for (#) minutes (hours, weeks, months)* *every day (week, year)* *It takes a minute (month, etc.)* Frequency words, such as: *sometimes, every, always*	*We have art on Wednesdays. We paint (draw, etc.) for half an hour.* *We watched the life cycle of a Monarch butterfly. The egg stage was four days. It was a caterpillar for two weeks. It was a chrysalis for 10 days. Today it is a Monarch butterfly!* *We see the moon at night. A full moon is a circle. Then it wanes and looks smaller. There is no moon, then it waxes and looks bigger. It takes a month.* *We sometimes do calendar. It takes 10 minutes.*	
Target	Phrases of duration, such as: *started around, took about, lasted for (about, around), throughout* Phrases of frequency, such as: *Every ____, mostly, some, usually, until*	*Every Wednesday we have art for about half an hour.* *This month, we observed the life cycle of a Monarch butterfly. The egg stage took about four days. For the next two weeks, it was a caterpillar. The chrysalis stage lasted six days. Today, it finished the cycle and is a Monarch butterfly!* *We mostly see the moon at night. It looks different throughout the month. It waxes until it's a full moon. After the full moon, it wanes and looks smaller.* *We usually do calendar twice a week. It takes about 10 minutes.*	

Summarize a process or events

	Sample language to summarize	Samples that summarize process or events	
		Early Phase	**Later Phase**
Simple	Simple words, phrases, or sentences in sequence	*Seed. Soil. Water. Sun. It will grow.* *Groups. Count tens. Add.*	*Plant the seed. Give it water. It needs sunlight.* *Groups of ten. Count them. Add the ones.*
Solid	Basic sequence words, such as: *first, second, third, next, then, last* Time references, such as: *soon, later, now*	*First, plant the seed in some soil. Second, water it and put it in the sunlight. Then it will sprout. Next some leaves will come out. Give it water every day. Later, you will have a flower.* *Make groups of ten beans. Next, count the groups of ten. Ten, twenty, thirty. Now, count the ones. Add the ones to the tens.*	
Target	Phrases to summarize a process, such as: *To get started* *For the first step* *keep (verb + -ing)* *After that* *(#) hours (minutes, seconds) later* *After a few (#) hours (days, years)*	*To get started, plant the seed in some soil. Be sure to water it and put it where it will get enough sunlight. After a few days, it will sprout out of the ground. Then some leaves will come out. Keep watering the plant every day. Finally, it will flower.* *The first step is to make groups of ten beans. After that, count the groups by ten and count the leftovers by ones. That's your total.*	

Cause and Effect

As primary grade students analyze a situation, make inferences, consider consequences, or explore problems and solutions, they must learn to use the language of cause and effect relationships. For example, they may explain how an event affected a character or tell the consequences of one character's action on another. They may talk about the impact of a flood, the effects of waste on the environment, or the outcome of a science experiment.

	Language for helpful patterns	Examples across content areas	
	"Mortar" for cause and effect relationships is bold		
Simple	**Words, phrases, or simple sentences** with concept "brick" vocabulary that tell the cause followed by the effect Content-specific verbs (present and past), such as: ***want, freeze, melt, push, lost, need, got*** Begin to use future tense with: ***will*** ***is/was*** + *(basic adjective)* Pronouns: ***she/her, he/his, they/it***	**Early Phase**	**Later Phase**
		Henry. No friends. ***Lonely.*** *Dog.* ***Happy.***	*Henry* ***wanted*** *a friend. There* ***are no*** *kids.* ***He was lonely. He got*** *a dog.* ***He is happy.***
		Lost *ring. Maria* ***scared.*** *Mom. Ring.* ***Happy.***	*Maria* ***was scared. She lost*** *the ring.* ***Her*** *mom* ***has*** *the ring. Maria* ***is happy.***
		Water. Cold. Ice. Ice. Warm. ***Melt.***	*The water* ***froze. It's*** *ice. The ice* ***melted. It's*** *water.*
		Wind. Leaves ***fall.***	*The wind* ***blows.*** *The leaves* ***will fall.***
		Push *swing.*	***Push*** *the swing.* ***It goes.***
Solid	**Sentences** that express cause and effect relationships using: ***because, now, when, (verb) and (verb)*** Modify phrases with words such as: ***got (is/are, has/have) + really, very*** Make conditional statements with modals, such as: ***might/could***	*Henry* ***wanted*** *a friend. Kids* ***do not live*** *in his neighborhood. He was lonely. Now he's happy* ***because*** *he has a dog. Her name is Mudge.*	
		Maria ***was worried because*** *she lost the ring. It was in the masa. Her mom* ***might get mad. But then it*** *was on her mother's finger. Maria* ***was happy.***	
		The ice got warm ***and*** *melted. Now it's water.* ***Then*** *the water* ***got really*** *cold. It is ice again. It froze* ***because it got really*** *cold.*	
		The wind blows ***and makes*** *the leaves* ***fall.***	
Target	**Expanded sentences** with details about cause and effect relationships Complex sentences with: ***When*** *(cause), (effect)* ***If*** *(cause), (effect)* Verbs (present and past), such as: ***is/was*** + *(specific adjective)*	*Henry* ***wanted*** *a friend for a long time.* ***There aren't any*** *kids in his neighborhood,* ***so*** *he was lonely.* ***Then*** *he got Mudge. Now he's happy* ***because*** *he has a dog.*	
		Maria ***was worried because*** *she lost her mother's ring in the masa. She thought it was in a tamale.* ***Then*** *she* ***saw*** *it on her mother's finger* ***and was relieved.***	
		When *the ice got warm, it melted.* ***Then*** *it got really cold and froze again.* ***If*** *water gets cold enough, it freezes and becomes ice.*	
		If *the wind blows hard, the leaves* ***will (are going to)*** *fall off the tree.*	
		The swing goes ***because*** *I push it.*	

Opinion

Primary grade students are learning to share their opinions. They may explain a problem, suggest a solution, and give a reason for their point of view. They may make a prediction about what will happen next in a story, interpret the actions of a literary character, give an opinion about an event, or tell their point of view about how best to solve a math problem. As they move through the primary grades, students learn to defend their perspectives with reasons or examples, and make connections to their own lives.

	Language for helpful patterns	Examples across content areas	
	"Mortar" for expressing opinions is bold.		
Simple	Express opinions with **single words, phrases,** or **simple sentences** using: ***I think, I like*** Make predictions using: ***will*** Verbs, such as: ***save, need, communicate*** ***is/are*** + adjective, such as: ***my favorite, best, important, interesting*** Connect ideas using: ***and***	**Early Phase** *Grandma's tortillas. **Best.*** *Whales. **Interesting. Communicate. My favorite.*** ***Save** water. People **need** water. Plants.* *Pig **runs**.*	**Later Phase** ***I like** my grandma's tortillas. **I think they are the best.*** *Whales **are interesting**. They migrate. They **stay** underwater. They **communicate**.* *Water **is important**. People **and** animals **need** water.* *Pig **will run**.*
Solid	Positive and negative verbs, such as: ***is/was (are, can, do) + not; have/do not have*** **Sentences** expressing opinions using: ***In my (our) opinion*** ***I (We) think (predict)*** ***Everyone (We, People, Kids) should*** ***is (are) very important (interesting)*** Give reasons and examples using: ***because, for example, another example, too, another ____ thing***	***I think** my grandma's tortillas **are the best**. They **are my favorite**.* ***In my opinion**, whales are **interesting** animals. They can stay underwater for up to 90 minutes. **Another interesting thing about** whales is that they can migrate 3,000 miles every year. **Also**, they make different sounds to communicate with each other. Whales are **my favorite** animal.* ***I think we should** conserve water. It **is very important. For example**, people need water to live. Plants and animals need water, **too**. Some people waste water. **I think people should** save water.* ***We predict** the pig **will run** away. He **will run** to his brother's house.*	
Target	**Expanded sentences** expressing opinions using: ***is (are) better than*** ***(not) as ____ as*** ***The best (worst, most important/interesting) thing about*** ***I (We, People, etc.) believe*** ***I'd say*** ***also*** ***but*** Connect ideas using: ***even though***	***I think** my grandma's homemade tortillas **are better than** the ones you get (buy) at the store.* ***In my opinion**, whales are **the most interesting** animals in the world. **For example**, they can stay underwater for up to 90 minutes. **Another interesting thing about** whales is that they can migrate 3,000 miles every year. **Also**, they make different sounds to communicate with each other. **I'd say** whales are **my favorite** animal.* ***I believe everyone should** conserve water. It **is very important because** people, animals, and plants all need water to live. Some people waste water, **but I think we should** all save water.* ***I predict** the wolf **will blow** the pig's house down **and he'll escape** to his brother's house.*	

UNIT PLANNING TOOL

CLDE Department

Unit Planning

Standards Addressed:

Learning Objective:

What are the learning goals—for the content, standard, unit or lesson?

End of Unit Texts/Common Formative Assessment:

How will students demonstrate their understandings by the end of the unit?

Sample Proficient Response:

What do you expect student to say or write?

Dominant Function(s) of language (circle/highlight):

Compare & Contrast, Cause & Effect, Description/Elaboration, Proposition/Support, Sequencing, Express Preferences

Brick (vocabulary):	**Mortar** (functional mortar):
Which concepts/words/phrases are critical for students to know and use?	*Which functional words/phrases will students be expected to know and use?* *What is the organizational structure of the text?*

Chunking the learning:

- *To meet the goals, for which specific **skills, understandings and content** will students be held accountable?*
- *What aspects of task and text will need to be explicitly taught?*

ELD	**Chunk:** *skill, understanding, content, language*	*Resource(s)*
Week __Mon		
Tuesday		
Wednesday		
Thursday		
Friday		
Week __Mon		
Tuesday		
Wednesday		
Thursday		
Friday		

WEEK at Glance

Date(s):	Monday	Tuesday	Wednesday	Thursday	Friday
	ELD	ELD	ELD	ELD	ELD
Learning Objective -Reading -Writing -Language					
Functions and Forms					
Success Criteria					
Materials Needed					
Warm Up/ Background Knowledge *Structured Talk*					
Process *Structured Talk*					
Exit Ticket					