Deconstructing Language

Learning About How English Works
Introductions

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In The Room??
What is the value in taking something apart and putting it back together?

Introduce yourself and share your idea with an “elbow partner”
Deconstructing our Session... Learning Goals

- Understand differences between the 1999 and the 2012 ELD Standards
- Understand how Part I & Part II of the CA ELD Standards work together to provide EL students opportunities to interact in meaningful ways while simultaneously developing an understanding of and proficiency in academic English
- Apply a strategy to address the language demands of a text while making meaning of that text
Putting it Back Together... Success Criteria

I can...

- describe the role language plays in the 2012 CA ELD Standards
- analyze a piece of text looking for components to deconstruct based on the ELD standards “How English Works”
- deconstruct a piece of complex text
1999 ELD Standards

2012 ELD Standards
### Partner Talk

**Table 5.1 Comparison of the 1999 CA ELD Standards and the 2012 CA ELD Standards**

<table>
<thead>
<tr>
<th>1999 CA ELD Standards</th>
<th>2012 CA ELD Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the role of language in the 2012 standards?</strong></td>
<td><strong>New emphasis on understanding:</strong></td>
</tr>
<tr>
<td>English as a set of rules</td>
<td>English as a meaning-making resource with different language choices based on discipline, topic, audience, task, and purpose</td>
</tr>
<tr>
<td></td>
<td>An expanded notion of grammar as encompassing discourse, text structure, syntax, and vocabulary and as inseparable from meaning</td>
</tr>
<tr>
<td>Language acquisition as a linear, individual process</td>
<td>Language acquisition as a nonlinear, spiraling, dynamic, and complex social process in which meaningful interaction with others is essential</td>
</tr>
<tr>
<td>Language development focused on accuracy and grammatical correctness</td>
<td>Language development focused on interaction, collaboration, comprehension, and communication, with strategic scaffolding to guide appropriate linguistic choices</td>
</tr>
<tr>
<td>Simplified texts and activities, often separate from content knowledge, as necessary for learning English</td>
<td>Complex texts and intellectually challenging activities focused on building content knowledge as essential to learning academic English</td>
</tr>
</tbody>
</table>
California ELD Standards Focus on Meaning

Part 1: Interacting in Meaningful Ways

- Collaborative
  - Listening & Speaking
- Interpretive
  - Reading & Listening
- Productive
  - Speaking & Writing

Part 2: Learning How English Works

- Structuring Cohesive Texts
- Connecting and Condensing Ideas
- Expanding and Enriching Ideas

Part 3: Using Foundational Literacy Skills

Emerging → Expanding → Bridging

Lavadenz & Armas, 2012
Goal of Part II

The goal of Part II is to guide teachers to help EL students:

- Unpack meaning in texts they encounter across disciplines to better comprehend them
- Make informed choices about using language appropriately

Part 2: Learning How English Works

- Structuring Cohesive Texts
- Connecting and Condensing Ideas
- Expanding and Enriching Ideas

ELD Standards, Ch. 5 p. 160
Say Something - ABC Partners

- Form a group of three and form ABC partners
- Silently read Quote 1 - Partner A makes first comment, B & C partners comment
- Silently read Quote 2 - Partner B makes first comment - A & C partners comment
- Silently read Quote 3 - Partner C makes first comment - A & B partners comment

Purpose of Part 2 ELD Standards
1. Understanding text structure
2. Understanding cohesion

6. Connecting ideas
7. Condensing ideas

3. Using verbs & verb phrases
4. Using nouns & noun phrases
5. Modifying to add details

Structuring Cohesive Texts

Connecting and Condensing Ideas

Expanding and Enriching Ideas
What does the quote below suggest about best practices for teaching grammatical patterns found in Academic English?

“Part II in the CA ELD Standards draws from current research demonstrating that teaching about the grammatical patterns of academic English in intellectually engaging ways that are contextualized in disciplinary knowledge promotes EL students’ reading comprehension and writing development”

ELD Standards, Ch. 5 p. 162
Helping EL Students Develop Academic English

Teachers can help students understand how English works on a variety of levels:

- At the text level
- At the sentence and clause level
- At the phrase level
- At the word level
Everyday English v. Academic English

Differences in linguistic resources

- More Tier 2 & 3 words
- Complex sentences with dependent clauses
- Expanded noun phrases
- Longer, tightly organized stretches of discourse
Polluting the air is wrong, and I think people should really stop polluting.

Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year.
How Do We Do This?

- Show students (across disciplines) how to be more analytical as they read
  - Annotate
  - Paraphrase
  - Summarize
  - Chunk the text
  - Read multiple times
  - Sentence Deconstruction
Sentence Deconstruction

Sentence deconstruction serves several purposes:

1. Analyzing the structure (linguistic features)
2. Deriving meaning (comprehension)
3. Using new linguistic knowledge to revise their own writing
What to Deconstruct?

Syntax

Pronouns

Vocabulary

Grammatical features

Expanded noun phrases

Connecting words/transitional words
The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.

But who are “We the People?” This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “‘We the People’? The women were not included.” Neither were white males who did not own property, American Indians, or African Americans—slave or free. Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation:

For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘We the People.’ When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens . . . The men who gathered in Philadelphia in 1787 could not . . . have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.
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Augustus: The First Emperor

Caesar’s assassination plunged the empire into another civil war. During that conflict, Caesar’s adopted son Octavian hunted down the assassins. In 31 B.C.E., after 14 years of war, Octavian became the master of the Roman world. He later wrote:

I often waged war, civil and foreign, on the earth and sea, in the whole wide world. As victor, I spared all the citizens who sought pardon. As for foreign nations, those of which I was able to safely forgive, I preferred to preserve than to destroy.

Primary source quotes are found throughout grade-level text-books as a means of building content.
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I often waged war, civil and foreign, on the earth and sea, in the whole wide world. As a victor I spared all the citizens who sought pardon. As for foreign nations, those which I was able to safely forgive, I preferred to preserve than to destroy.
13th Amendment to the U.S. Constitution

AMENDMENT XIII

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.
Think about how fast a car goes on the highway, and imagine driving three times as fast. That’s the speed at which a Peregrine Falcon dives through the air. They aren’t big—they grow to be about as tall as your dad’s forearm—but they are fast and powerful, and as birds of prey, come equipped with steely claws called talons and a sharp, hooked beak.

They are built for survival, but for a long time they were on the U.S. Fish and Wildlife Service’s list of endangered species. In the 1960s, many large farms used a pesticide called DDT to control harmful insects on crops, but the chemical wasn’t just deadly to bugs. It kept Peregrine Falcon eggs from developing thick enough shells, and when adult birds sat on the nest, the eggs broke and the babies were lost. In just a few years, entire populations of the bird were gone. By the 1970s, though, people knew something was wrong. Farms stopped using DDT and groups of scientists started special campaigns to rebuild the Peregrine population.

While the falcons traditionally make their homes in cliffs in the wild, high up in places where they can quietly raise their young, they can also nest in cities. Since the 1970s, when Peregrines began their recovery, they have redefined their habitat. A habitat is an animal’s...
Great whirling storms roar out of the oceans in many parts of the world. They are called by several names—hurricane, typhoon, and cyclone—are the three most familiar ones. But no matter what they are called, they are the same sort of storm.
When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens . . . The men who gathered in Philadelphia in 1787 could not . . . have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme Court to which had been appointed a woman and the descendant of an African slave.
CA ELA/ELD Framework Resources

Figures

● Figure 6.27: Sentence Detective Practice

Vignettes/Snapshots

● Vignette 4.4: Analyzing Complex Sentences in Science Texts, Designated ELD Instruction in Grade Three
● Snapshot 6.6 - Analyzing and Discussing the Use of Language in Science Texts in Grade Seven
● Vignette 7.2: Unpacking Sentences and Nominalization in Complex History Texts, Designated ELD Instruction in Grade Eleven
Putting it Back Together

- What is the value in taking sentences apart and putting them back together?
- What is a text you teach and how might you deconstruct a sentence from it?
- Share with an elbow partner
Questions? Contact Me

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SL 6-12.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 6-12 Language standards 1 and 3 for specific expectations.)

W.9-10.1 Write arguments to support claims with clear reasons and relevant evidence
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing