Thank you for attending our presentation!

Here are some sample slides from the IRC Conference presentation. If you would like further information on any topic presented, please feel free to reach out to us. We would love to hear from you!

Rachel Burrell               rachel.burrell@cusd200.org
Anna Curato                  anna.curato@cusd200.org
Emily Hekma                  emily.hekma@cusd200.org
Best Practices for English Learners

1. Content and Language Targets
2. Productive Partnering
3. Language Response Frames
4. Build Background Knowledge
5. Teach Key Vocabulary

Learning Targets: Content and Language

CONTENT:
- I can identify the word, sentence, and discourse language features of a text type.
- I can create an instructional plan for word, sentence, and discourse language features of a writing prompt or assignment in its academic context.

LANGUAGE:
- I can explain the importance of language functions & language dimensions within the context of writing using a complex sentence.
Register = Level of Formality of Language

<table>
<thead>
<tr>
<th>Academic Register</th>
<th>Social Register</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal</td>
<td>Informal</td>
</tr>
<tr>
<td>Subject-specific</td>
<td>Daily communication</td>
</tr>
<tr>
<td>More abstract</td>
<td>Context-embedded</td>
</tr>
<tr>
<td>Fewer contextual cues</td>
<td>More contextual cues</td>
</tr>
<tr>
<td>Professional</td>
<td>Casual</td>
</tr>
</tbody>
</table>

**Register** = Level of Formality of Language

Why Do Writers Write?

In my professional opinion, many writers write for the purpose of expressing their views on important topics.

Possible -ing Verbs

- expressing
- imparting
- disseminating
- corresponding
- communicating
- connecting
- broadcasting
- publicizing
- informing
- interacting
- telling
- sharing

Language Functions vs. Language Forms

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Language Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing needs and likes</td>
<td>Indirect/direct object, subject/verb agreement, pronouns</td>
</tr>
<tr>
<td>Describing people, places, and things</td>
<td>Nouns, pronouns, adjectives</td>
</tr>
<tr>
<td>Describing spatial and temporal relations</td>
<td>Prepositional phrases</td>
</tr>
<tr>
<td>Describing actions</td>
<td>Present progressive tense, adverbs</td>
</tr>
<tr>
<td>Retelling-relating past events</td>
<td>Past tense verbs, perfect aspect (present and past)</td>
</tr>
<tr>
<td>Making predictions</td>
<td>Verbs: future tense, conditional mode</td>
</tr>
<tr>
<td>Asking Informational Questions</td>
<td>Verbs and verb phrases in questions</td>
</tr>
</tbody>
</table>
### WIDA’s Key Uses

<table>
<thead>
<tr>
<th>Content Topic</th>
<th>Language Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geometric shapes</td>
<td>Descriptive</td>
</tr>
<tr>
<td>Life cycles</td>
<td>Sequential</td>
</tr>
<tr>
<td>Branches of government</td>
<td>Comparative</td>
</tr>
<tr>
<td>Climate change</td>
<td>Argument (Opinion)</td>
</tr>
</tbody>
</table>

**Topics:**
Math, Science, Social Studies, etc.

### Writing Types & Language Functions

Within the Common Core Writing Standards

- Opinion
- Informative
- Narrative

**Informative Writing**

Multiple Types

- Description
- Sequence
- Compare & Contrast
- Problem & Solution
- Cause & Effect

**Nonfiction Text Structure**

- Is this describing something?
- Is this the telling in the order of events?
- Are things the same and different?
- Is the exploring why something happened?
WIDA’s Dimensions of Language

What About the Dimensions of Language?

Discourse Level
Sentence Level
Word Level

Discourse Dimension
Linguistic Complexity

Sentence
Oral Language Daily Warm-Up

Topic Sentence
Detail 1
Detail 2
Detail 3
Detail 4
Concluding Sentence

2nd Grade
3rd - 5th Grades

Although..., As..., After..., When..., While..., Though..., Before..., Since...,