

Module 4 & 5: Language Expectations, Functions and Features

Learning Targets:

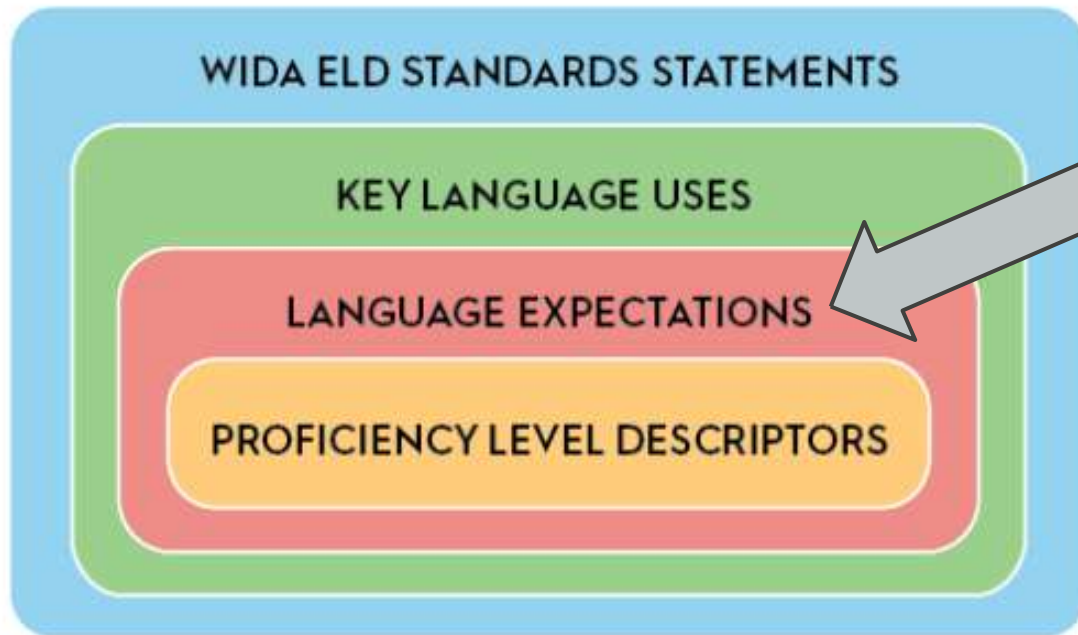
- Understand the benefits of a unit language goal.
- Practice identifying Language Expectations, Functions, and Features at a unit level.
- Use Language Features to describe how students need to use language for content learning.

BIG Ideas:

Functional Approach to Language Development
Integration of Content & Language



Language Expectations



The four nested components of the WIDA ELD Standards Framework

GRADES
4-5

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Inform.Interpretive Interpret informational texts in language arts by	ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that
<ul style="list-style-type: none">Identifying and summarizing main ideas and key detailsAnalyzing details and examples for key attributes, qualities, and characteristicsEvaluating the impact of key word choices in a text	<ul style="list-style-type: none">Introduce and define topic and/or entity for audienceEstablish objective or neutral stanceAdd precision and details to define, describe, compare, and classify topic and/or entityDevelop coherence and cohesion throughout text

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive titles and generalized nouns to introduce topic and/or entity (*Sea Turtles, The Human Body, Rainforest Mammals*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)
- Relating verbs (*have, be, belong to, means, represents, is called*) to define or describe topic and/or entity (*Marsupials are mammals that carry their babies in a pouch.*)
- Timeless present verbs (*carries, travels, swims*) to indicate generalizable nature of information

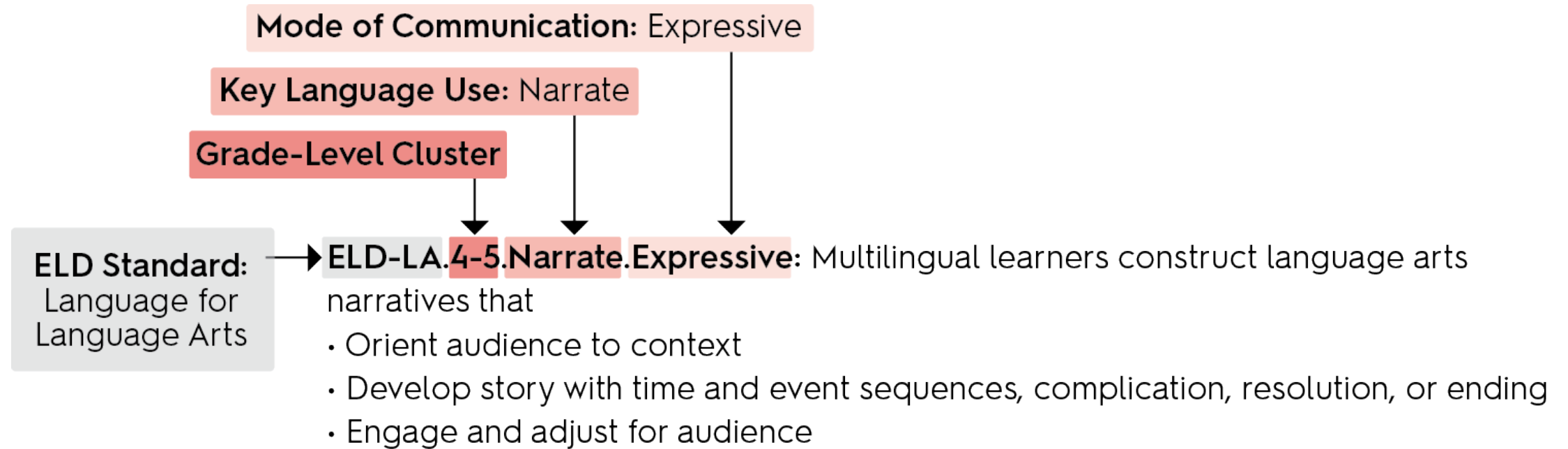
Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (*the red-bellied piranha versus the terrifying piranha*)
- Generalized nouns to identify class of things (*marine life versus dolphins, sea turtles*)
- Reporting devices to integrate sourced information into report saying verbs (*said, reported, claims*), direct and indirect quotes

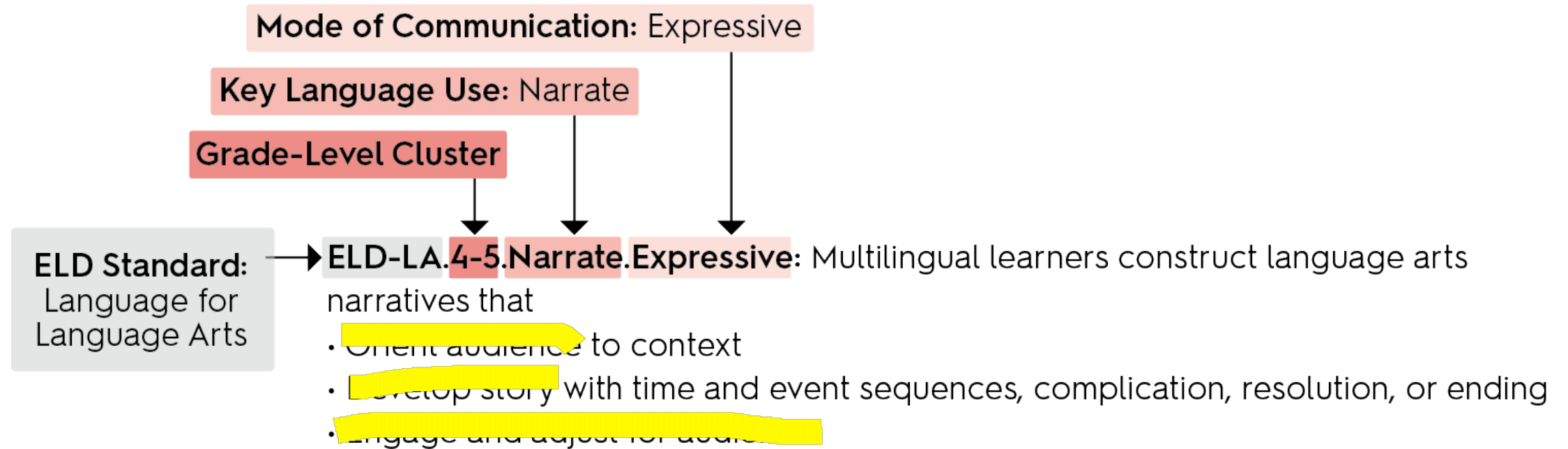
Language Functions (common patterns of language use) appear here and again below

Language Features (examples of language resources) appear here

Language Expectations



Language Functions



Language Features

Orient audience to context through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to establish the context e.g., questions, statements, dialog (*"We must think only of the things that we must do," the old lady said.*)
- Adverbial and prepositional phrases to establish time and location (*During the last century, Last Tuesday, On Saturn's second outer ring, High above the city*)
- Statements and questions to foreshadow or state complication (*Would her dream ever come true? She knew not to give up.*)

Breakout Room Discussion



Choose one Key Language Use in a grade band:

What do you notice about the Language Expectations for this KLU?

What are the Language Functions and some sample Language Features for this KLU?

How might teachers use these to support multilingual learners to meet grade-level expectations?

Unit Overview: *This unit focuses on the idea that sound energy produces vibrations that travel in waves and are transferred through air particles.*

Essential Question: *How do sound waves produce and transfer energy?*

Content Standard: NGSS-4PS3.2
Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Summative Assessment: *Students will demonstrate comprehension of these concepts by writing explanations of how a singer breaks a glass with their voice.*

Let's Practice

4th Grade Science Unit

**KEY LANGUAGE
USE: Explain**

**What is our
language goal for
the unit?**



Unit Overview: *Students read excerpts from two texts (nonfiction and fiction), Rilke's Letters to a Young Poet and Mitchell's Black Swan Green. These two texts are juxtaposed, allowing for a study of key ideas and characters across texts.*

Essential Question: *How is language used to convey central ideas in works of fiction and informational texts?*

Content Standard: CCSS.ELA-LITERACY.RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Summative Assessment: *Students write a formal, multi-paragraph response to the following prompt: Identify similar central ideas in Letters to a Young Poet and Black Swan Green. How do Rilke and Mitchell develop these similar ideas?*

Let's Practice

9th Grade ELA Unit

**KEY
LANGUAGE
USE:
Argue**

**What is our
language goal
for the unit?**



Collaborative Planning

Collaborative Planning Template

Collaborative Planning for Content and Language Integration

Use the Collaborative Planning Template to plan content units with a language focus.

Note: Adapted from *Planning with the WIDA ELD Standards Framework eWorkshop*, Collaborative Planning Notetaker.

Step 1: Locate relevant WIDA ELD Standards by examining the unit's content standards.

Zoom In	Collaboration Questions	Examples from unit
Start with Unit Content Standards	<ul style="list-style-type: none">• What content concepts and topics do we expect our students to learn?• What disciplinary practices do we want our students to develop?	
Find the Relevant ELD Standards	<ul style="list-style-type: none">• Which Standards Statements align with the content standards?	
Tap into Student Assets in the Unit	<ul style="list-style-type: none">• How can we tap into our students' prior knowledge, experiences, and interests as we launch this unit?	

Breakout Room Discussion



Choose a unit example:

- Which **Language Expectation** best reflects the language focus of the unit?
- Which embedded **Language Function** is essential for meeting content and language goals and success criteria for the summative assessment?
- Which of the associated **Language Features** would contribute to students' language use on the summative assessment?

Collaboration Planning

How can the WIDA ELD Standards Framework be used as a tool for planning, instruction, collaboration and reflection to support ALL learners?

