

Situational context:

Participants:

Language Function: What is the purpose of the text/speech as a whole?  
 (Inform, narrate, explain, discuss, inquire, argue, and others)

<p><b>Discourse Dimension– Linguistic Complexity</b></p> <p>Genre/text type:</p> <p>Structure/Organization:</p> <p>Coherence (how well do the ideas relate to each other?)</p> <p>Cohesion (How is the text held together through language use?)</p> <p>Amount of text/speech (is there sufficient text to convey the message? too much?)</p> <p>Density - lexical and grammatical</p> <p>Variety of sentence types</p>	
<p><b>Sentence Dimension—Language Forms and Conventions</b></p> <p>Sentence types</p> <p>Verbs – tenses and agreement</p> <p>Other notes on syntax (parts of speech and how they are used together - usage)</p> <p>Formulaic and idiomatic expression</p> <p>Conventions (punctuation, capitalization and spelling)</p> <p>Match language forms to purpose</p>	

<p><b>Word/phrase Dimension– Vocabulary</b></p> <p>I General words</p> <p>II Specific (used in multiple content areas)</p> <p>III Technical words</p> <p>Multiple meanings</p> <p>Nuances and shades of meaning</p> <p>Collocations</p>	
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<p><b>Summarize and Determine Performance Definition</b></p> <p><b>Speaking or Writing:</b> What level of language is the student able to <b>produce</b>?</p> <p><b>OR</b></p> <p><b>Listening and Reading:</b> what level of proficiency would a student need to <b>process</b> this text?</p>	
<p><b>Recommendations for Students:</b> language needed to learn, supports needed to comprehend or produce text.</p>	

**Language Targets:** Write a language target that focuses on the *specific language* you are expecting, modeling, and supporting.

**Example:** I can write a narrative comparing my home country to the U.S. using \_\_\_\_\_.  
(specific language)

Choose one of the features you determined is important in the text or speech.

Some examples: a main idea and 3 details, three paragraphs with an introduction and conclusion, compound sentences, present tense verbs, comparative adjectives, key terms: similar, same, different, difference, etc.

## Analysis of Student Writing using WIDA Features of Academic Language

**Participant:** 4th grade English Learner

**Situational Context and topic:** Student is responding independently to this prompt:  
*Compare your home, village or city to the place you live at now. Describe things that are the same and different.*

**Language Function (Purpose):** To inform by comparing; to describe

My old home is hotter than in here. The same thing a here and my old home is the foods. In my old home more people wack (walk) or drain (ride) a baik (bike). Here is more clean. My old home is bigger than here. In here theres less people. My old home is not nice like here. Because there a lot of crimails its is ver Bad. Here is very nice I like the snow and cold.

**Source:** [https://www.learnalberta.ca/content/eslapb/writingsamples/grade4\\_level2.html](https://www.learnalberta.ca/content/eslapb/writingsamples/grade4_level2.html)

## Texts to analyze

### 7<sup>th</sup> grade Student writing sample:

Global warming is a serious threat to the citizens of today's world. There are various harmful effects of Global warming. In order to reduce the Global warming several methods are being introduced.

First, we have to use public traffic, or walking, or riding bicycle. For example someone has a car, but he was going somewhere nearby his house. I think he should have to walk, or ride a bike. But when someone has to go to far places, he should use public traffic like bus, subway, and taxi.

Second, we have to reduce, reuse, and recycle. Recycling is a good way to reduce the warming of mother earth. It helps keep the environment clean & ecofriendly. We have to reduce plastic bags, reuse water bottles and recycle plastic, metal, bottle, etc.

Finally, the impact of consumerism is ought to be reduced as the negative points are it is dangerous to our planet.

Now you know about my reasons to stop Global Warming. As good citizens we should try our best to conserve mother earth for all.

Source: [https://www.learnalberta.ca/content/eslapb/writingsamples/grade7\\_level3.html](https://www.learnalberta.ca/content/eslapb/writingsamples/grade7_level3.html)

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5<sup>th</sup> grade Social studies text (first 2 paragraphs of article from ReadWorks)

### Talking Leaves

Can you imagine a world without a writing system for your language? It may be hard to picture it now, but in the year 1809, a man named Sequoyah lived in such a world. Sequoyah was a member of a Native American tribe, the Cherokee. The Cherokee people speak their own language, but for hundreds of years they did not have a system of writing. This meant that Cherokee business owners could not keep written records. Cherokee soldiers fighting far from home could not write letters to their families. Without a writing system, the Cherokee had no newspapers or books.

Sequoyah was probably born around the year 1770, though no one knows for sure. He lived with his mother in a small village in the mountains of Tennessee. He did not go to school. Instead, he helped his mother work in the garden and tend cattle.

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