

Appendix A

Annotated Text - Math

Language Functions and Features	Texts	Language Functions and Features
<p><u>Identify concept or entity</u></p> <p>Mathematical terms and phrases to describe concept, process, or purpose</p> <p>30 stamps</p> <p>Relating verbs to define or describe concept</p> <p>has</p> <p>does...have?</p>	<p>Matthew has 30 stamps in his collection. Matthew's father has 10 times as many stamps as Matthew.</p> <p>How many stamps does Matthew's father have? Use numbers or words to explain how you got your answer.</p>	<p><u>Analyze plan for problem solving solution</u></p> <p>Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions</p> <p>10 times as many stamps</p> <p>Quantity determiners:</p> <p>How many</p> <p>(enacting a relationship)</p> <p>Imperative statement:</p> <p>Use numbers or words...</p>
<p>Mathematical terms and phrases to describe concept, process, or purpose</p> <p>\$800</p> <p>Relating verbs to define or describe concept</p> <p>has</p> <p>does... have?</p> <p>Doing verb starts word problem</p> <p>saved</p>	<p>Jane saved \$800. Her sister has 10 times as much money. How much money does Jane's sister have?</p> <p>Use numbers or words to explain how you got your answer.</p>	<p>Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions</p> <p>10 times as much money</p> <p>Quantity determiners:</p> <p>How much</p> <p>Imperative statement:</p> <p>Use numbers or words to explain...</p>

Appendix B

Annotated Text - Social Studies

Language Functions and Features	Text	Language Functions and Features
<p><u>Introduce phenomena or events</u></p> <p>Language to speak to the reader directly: Imperative Statement: -Think about life in your community. -Use of your</p> <p>Prepositional phrases and adverbials of time to contextualize phenomena or events: Today, 200 years ago, back then months [noun that shows time]</p> <p>Relating verbs to describe phenomena or events (<u>Existential</u>):</p> <ul style="list-style-type: none"> ○ is ○ Back then there were no iPads or laptop computers. ○ There were no electric lights, airports, six-lane highways, or huge skyscrapers. <p>The verb form of be is used here to show the way people lived 200 years ago.</p> <p>Sentence structure: There were no + Noun (“relating” process be + Noun)</p> <p>Single nouns to represent abstract concepts community</p>	<p>Think about life in your community. The way people live today is very different from the way people lived 200 years ago. Back then there were no iPads or laptop computers. There were no electric lights, airports, six-lane highways, or huge skyscrapers. Refrigerators had not been invented to keep food cold, and a trip from Virginia to the Pacific Coast took months. Many people never traveled farther than a day’s walk from the place they were born. (p.22)</p>	<p><u>Describe components, order, causes, or cycles</u></p> <p>Adverbials of time function as connectors to establish relationships among ideas Today, 200 years ago, back then</p> <p>Expanded noun groups that include adjectives to answer questions about how many, and what something is like laptop computers, Pacific Coast, electric lights, six-lane highways</p> <p>Past tense verbs to describe events: Were, had not been invented, took traveled Providing facts from 200 years ago</p> <p><u>Other important language features of this text:</u> Declarative Statement: The way people live today is very different from the way people lived 200 years ago.</p> <p>Comparison Structures: different from farther than Used to state the differences between 200 years ago and today</p>