

ACADEMIC LANGUAGE FUNCTION TOOLKIT

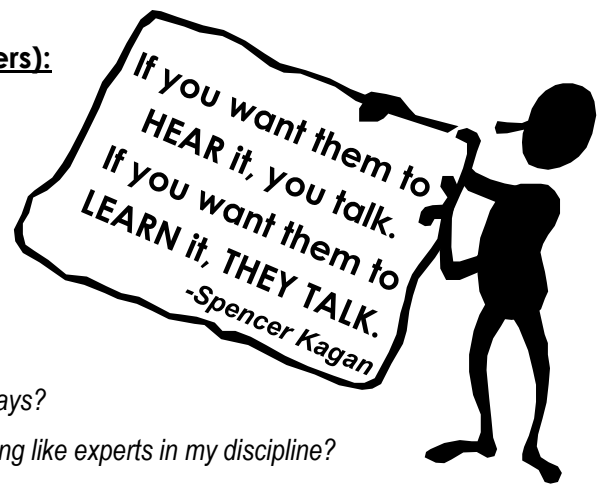
→ A RESOURCE FOR DEVELOPING ACADEMIC
LANGUAGE FOR ALL STUDENTS IN ALL CONTENT AREAS



District-Wide Academic Support Teams

Guiding Questions from Building Academic Language (Zwiers):

- ✓ *What is academic language, how can I **build** it as I teach **content**?*
- ✓ *How can I **adapt** my curriculum and assessment to build on the **cultural** and **linguistic strengths** of my students?*
- ✓ *How can I get students to think together to **co-construct** meaning; rather than just study to memorize?*
- ✓ *How can I **build language skills** for complex reading and writing?*
- ✓ *How can I **assess** thinking skills and language proficiency in useful ways?*
- ✓ *How can I most efficiently **apprentice students** into thinking and talking like experts in my discipline?*



→ Excerpts from “English Language Development: Implementation at Grades Six Through Twelve” (Dutro and Kinsella)

Secondary education is a complex endeavor. Fast-paced schedules, specialized courses, rigorous content, high-staked assessment, and variety of instructional methods place a high demand on students. For students, who must navigate these complexities while acquiring [academic] English, the demands intensify significantly (Dutro and Levy 2008).

Academic Language Development in Core Content

Although there are many definitions of academic English, there are agreed-upon commonalities. According to various sources cited by Saunders and Goldenberg, “**Academic language refers to the specialized vocabulary, grammar, discourse/ textual, and functional skills associated with academic instruction and mastery of academic materials and tasks**”. Academic language is significantly different from the informal speech student use outside the classroom. The language of schooling includes everyday words (*e.g. reason, understand*), general academic vocabulary that cuts across subject areas (*e.g. respond, category*), and specialized terms (*e.g. polygon, onomatopoeia*) (Feldman and Kinsella 2008). Written and spoken classroom discourse is also characterized by academic text structures and grammatical complexity (Bailey 2007; Scarcella 2003; Schlepegrell 2004; Wong Fillmore and Snow 2000).

Academic English requires sufficient background knowledge to apply general knowledge of words differently across subject areas. For example, *division* and *product* have strikingly different meanings in mathematics than they do in social studies or everyday use. Similarly, a student might encounter the term *factor* in a mathematics class (process) and later that same day in a discussion of economics (issue). Academic English also entails specialized knowledge of concepts in particular subject areas.

Building Functional Language

Mastery of language and syntactic features allows students’ full participation in academics by enabling them to put ideas together in a wide range of ways. Mastery includes learning the breadth of language patterns to communicate relationships between ideas: to explain, describe, compare, and contrast, summarize, generalize, express, cause-and-effect relationships, sequences, and so on. **The intentional teaching of language structures—the “mortar”—enables Students to internalize the patterns needed to express concepts, ideas, and thinking.**

Teaching English from the perspective of language functions helps to identify the language demands of a **specific academic task (describing, sequencing events, comparing attributes) and content concepts (methods of communication, narrative events)**. The benefits of learning to use the language functions such as *comparing*, for example, extend beyond a given task because once Students know how to compare, they can apply that skill to a range of contexts across content areas. Students practice and extend their language skills for comparing by applying it in different ways. **Increasing competence in any language function obligates the speaker or writer to use increasingly complex sentence structures.**

Using this approach, learning interesting content- and how to talk and write about that interesting content- is not delayed until more advanced levels of proficiency are reached. Academic language is developed from the beginning stages of second language learning. Competence in a range of functions equips students to participate in content instruction and supports academic language proficiency. **Language becomes a vehicle, rather than a barrier, to learning.**

Academic Language

Academic Language can be defined as 1) the language used in the classroom and workplace, 2) the language of text, 3) the language of assessments, 4) the language of academic success and 5) the language of power.

<i>Informal Language</i>	<i>Academic Language</i>
repetition of words	variety of words, more sophisticated vocabulary
sentences start with “and” or “but”	sentences start with transition words, such as “however”, “moreover”, and “in addition”
use of slang such as “dude”, “whatever”, and “like”	replaces slang with accurate descriptors
appropriate for use in casual, social settings	appropriate for use in all academic and work place settings
can vary greatly by ethnicity, region, gender, age	common language register for all

Academic Language consists of *academic vocabulary* and is used in *academic discourse*.



Academic Vocabulary

The vocabulary critical to understanding the concepts of the content taught in schools. Academic vocabulary includes content related vocabulary and high frequency academic words such as Bloom’s verbs.

“BRICKS”

Academic Discourse

Academic discourse provides students with the language tools (vocabulary and syntax) necessary to competently discuss the topic using complete sentences. Structured dialogue in the form of “sentence stems” provides a scaffold for students to appropriate academic language in meaningful contexts.

“MORTAR”

SUHSD/Special Services/CJ/RR

Inquiry/ Seeking Information

Student uses language to: Observe and explore the environment, acquire information, inquire

Examples: Uses who, what, when, where, and how to gather information

Strategies: Quick-write, Think Pair Share, Novel Ideas, 5 W's and How, Question Creation , Chart (Q-Chart)

Cue Words: in other words, that is to say, according to, specifically, who, what, when, where, why, how

Language Frames & Graphic Organizers:

Language of Inquiry/Seeking Information

I wonder why . . .

How does . . . work?

I'd like to ask you about . . .

Am I correct in assuming that . . .?

Could you expand a little bit on what you said about . . .?

Could you be more specific about . . .?

Something else I'd like to know is . . .

If I have understood you correctly, your point is that . . .

I didn't understand what you said about . . .

I'm sorry, could you repeat what you said about . . .?

Sorry, but I'm not quite clear on . . .



Expressing an Opinion*

I think/believe that . . .

In my opinion, . . .

Based on my experience, I think . . .

Soliciting a Response*

What do you think?

We haven't heard from you yet.

Do you agree?

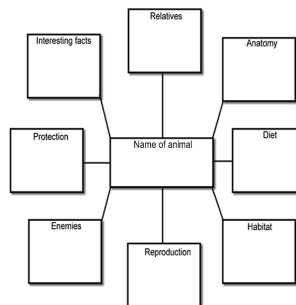
What answer did you get?

Paraphrasing*

So you are saying that . . .

In other words, you think . . .

What I hear you saying is . . .



K	W	L
What do you think you KNOW about slavery?	What do you WANT to know about slavery?	What did you LEARN about slavery?

Extended Anticipatory Guide (2)

Text:	Your Opinion		Justification of Your Opinion What is the strongest reason you agree or disagree? Explain in as much detail as possible and provide an example or analogy.	Finding in Text		Evidence That Refutes Your Opinion If the text does not support your opinion, explain why not, in your words.
	Agree	Disagree		Support	No Support	
Statement						
1.						
2.						
3.						

Summarizing and Informing

Student uses language to: Identify, report or describe information

Examples: Recount information presented by teacher or text; retell a story or personal experience

Strategies: Novel Ideas Only, Writing Frames

Cue Words: in short, in summary, to sum up, finally, all in all, in conclusion

Language Frames & Graphic Organizers:



Language of Summarizing

On the whole...

Basically he/she is saying that....

In this text, the author argues that....

To support the main claim, the author provides evidence that suggests that....

Language of Informing

The advantages of ____ outweigh the disadvantages of ____ insofar as...

The statistics are misleading because they do/not show...

These [facts/reasons/data] strongly suggest that... Yet some argue strongly that....

Reporting a Partner's [or anyone's] Idea*

_____ indicated that....

_____ pointed out to me that....

_____ emphasized that...

_____ concluded that....

Main Idea/ Supporting ideas/Conclusion

Topic Sentence

Support Detail #1

Support Detail #2

Support Detail #3

Concluding Sentence

Synecies

Definition				
Similar	Feels Like	Opposite	Similar	Synthesis
.....
.....
.....



Comparing and Contrasting

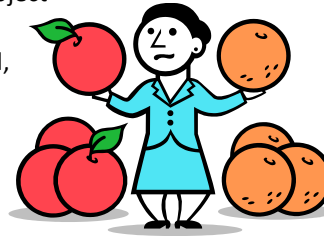
Student uses language to: Describe similarities and differences in objects or ideas

Examples: Make/explain a graphic organizer to show similarities and contrasts; Write in bullet or paragraph format to specify similarities / differences; Categorizing to organize terms or ideas; Verbal clarification of similarities or differences through questioning or pairing activities.

Strategies: Categories on a wall, Content Curiosities (Survey), Jigsaw Project

Cue Words: likewise, however, nevertheless, despite, on the other hand, on the contrary, contrary to..., conversely, rather, still

Language Frames & Graphic Organizers:



Language of Comparing & Contrasting

One similarity/difference between [subject 1] and [subject 2] is

[Subject 1] and [subject 2] are similar because they both...

[Subject 1] and [subject 2] are rather different because while

[subject 1] has _____, [subject 2] has _____.

Whereas [subject 1] is ... , [subject 2] is ...

[Subject 1] is Similarly / In contrast, [subject 2] is

Language of Agreeing*

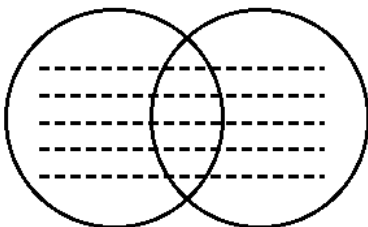
My idea/answer/explanation is similar to/related to...

I agree with (a person) that...

My idea builds upon (a person's) idea...

I don't agree with you because...

Venn Diagram

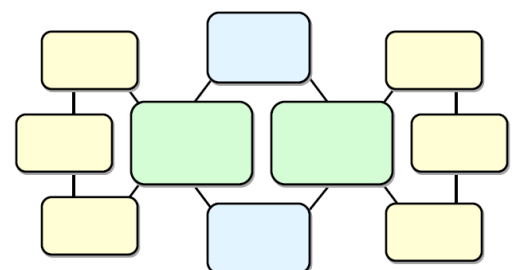


Compare/Contrast Matrix

	Name 1	Name 2
Attribute 1		
Attribute 1		
Attribute 1		

Double Bubble Chart

Directions: Use this mind map to compare (find similarities) and contrast (find differences).





Sequencing / Ordering

Student uses language to: sequence objects, ideas, or events.

Examples: Describe / make a timeline, Continuum, Cycle, Narrative sequence

Strategies: Mix and match, Categories on a wall, Collaborative Poster

Cue Words: at which point, at this time, simultaneously, subsequently

Language Frames & Graphic Organizers:

Language of Sequencing

First, ... and second, ...

Meanwhile, the ___ appeared to be ...

While [subject 1] was ..., [subject 2] was simultaneously/concurrently...

Finally ___ proceeded to...

Consequently the ___ began to ...

Previously, ___ had decided to ...

Following this event, ...

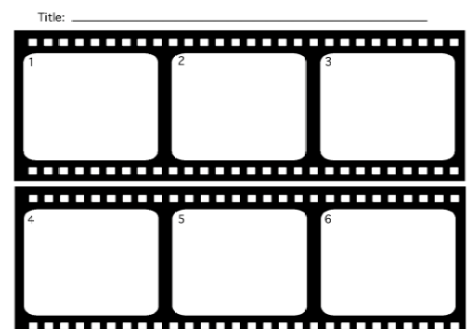
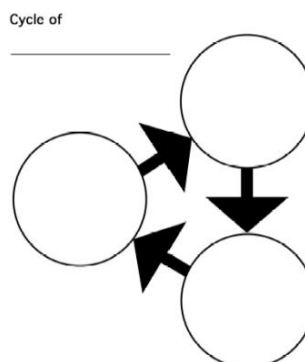
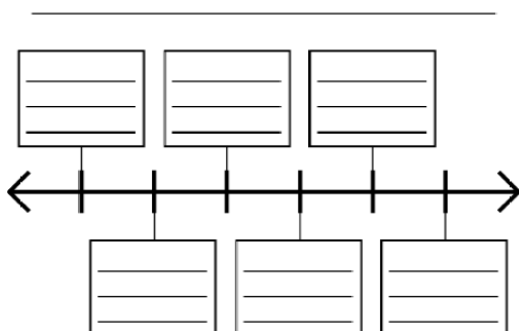
Initially Some time later.....

After ... the next step is/was to...

What occurred/happened prior to... was that...

In the first stage/phase,

The transition between stages ___ and ___ can be described as....



Classifying

Student uses language to: Group objects or ideas according to their characteristics. It is critical to identify the rules that govern class or category membership.

Examples: describe organizing principle(s), explain why A is an example and B is not,

Strategies: Collaborative poster, categories on a wall, word sorts, sort and label

Cue Words: sort, categorize, select, belongs to, fits into, features, traits, qualities

Language Frames & Graphic Organizers:



Language of Classifying

_____ consists of [quantity] categories.

The [quantity] categories of _____ are _____, _____, and _____.

We can classify _____ according to...

_____ and _____ are types of ... because....

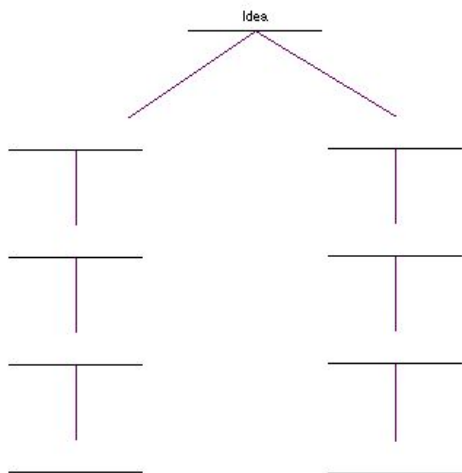
The most salient characteristic(s) of this group is/are...

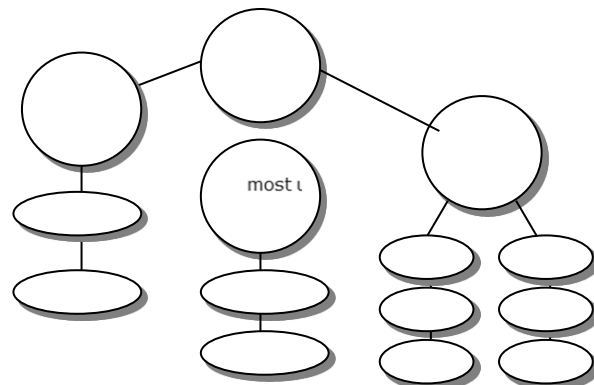
An appropriate name for this group is ... owing to the fact that they all...

_____ correlates to _____ insofar as....

These _____ are arranged according to....

Tree Map: Inductive & Deductive Classification





Analyzing

Student uses language to: Separate whole into parts, identify relationships and patterns

Examples: Describe parts, features, or main idea of information

Strategies: Analysis Pizza, Collaborative poster, word sorts, sort and label, dissecting, various lab activities

Cue Words: examine, scrutinize, break down, dissect, investigate, determine, elements

Language Frames & Graphic Organizers:



Language of Analysis

We can interpret _____ as

Given the evidence, we can deduce that...

_____ can be differentiated from _____ based on...

After a thorough analysis of the evidence, we conclude that....

This _____ is significant because...

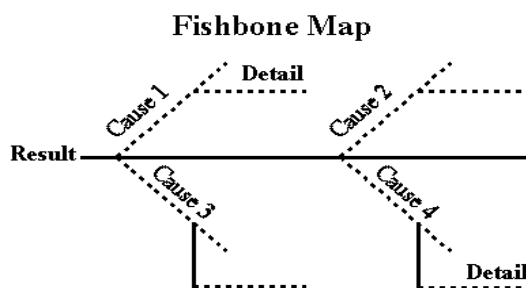
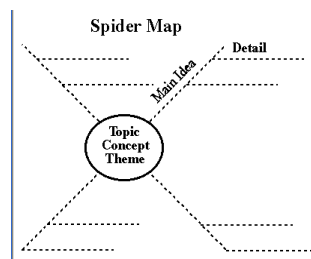
After careful examination of... it appears that...

_____ is related to _____ insofar as....

_____ and _____ are connected by..... This is important because...

We can draw parallels between _____ and the world/other texts/self because....

	Cat	Dog	Goldfish	Parrot
Noisy?	+	+	-	+
Has to be walked?	-	+	-	-
Sheds hair?	+	+	-	-



Name _____ Date _____

GRAPHIC ORGANIZER

Concept Definition Map

What is it? _____

Category _____

What is it like? _____

Property _____

Property _____

Property _____

Property _____

Main Concept _____

What are some examples? _____

Illustration _____

Illustration _____

Illustration _____

New Definition _____

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Inferring, Predicting, & Hypothesizing

Student uses language to: make inferences, predict implications, hypothesize.



Examples: Describe reasoning process (inductive or deductive); Generate hypotheses to suggest causes or outcomes; Describe observations using multiple senses

Strategies: Guess and check, Scientific method, Seeking patterns, Using visuals and structure of a text to predict topic, Pre-reading strategies

Cue Words: guess, conclude that..., estimate, speculate, draw a conclusion, believe, due to, since, in light of

Language Frames & Graphic Organizers:

Language of Prediction and Hypothesis

I predict / imagine that...

Given ..., I hypothesize that ...

If I use ...then I predict...will happen.

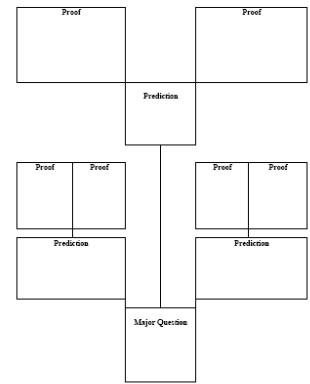
Based on past results, I predict...

I deduced ... after analyzing _____ further.

I discerned that_____ because....

I foresee_____ because....

I prognosticate..... because I know.....



Language of Inference

Based on ... I infer that ...

I infer that... based on...

My conjecture on _____ is....

I anticipate that...

Hypothesis Matrix

Question	Conditional Statement	If, Then Statement

Making Inferences

Story Clues + What I Know = Inference		

PREDICTION CHART

GUESSES	REASONS	EVIDENCE

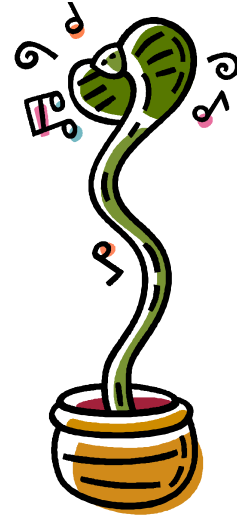
Justifying and Persuading

Student uses language to: Give reasons for an action, decision, point of view; convince others

Examples: Tell why A is important and give evidence in support of a position.

Strategies: Socratic Seminar, Think-Pair Share, Anticipatory Chart with Round Robin, Rally-Robin Debate, Four Corners with justification, Error Analysis

Cue Words: defend, show, rationalize, think, feel, because of, for this reason, due to, right, argue, convince, influence, sway, urge, claim, beliefs, support, evidence, appeal, should, must, ought to, have to, furthermore, moreover, clearly



Language Frames & Graphic Organizers:

Language of Justification

I believe this because...

My primary reason for thinking so is...

Perhaps the most convincing reason for this is...

Language of Persuasion

Based on the evidence presented so far, I believe that...

Although some people claim that..., opponents argue that...

It is vital to consider...

The advantages of _____ outweigh the disadvantages of _____ insofar as...

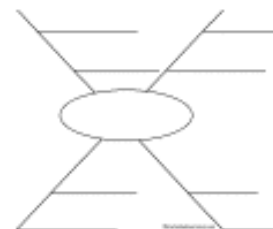
The statistics are misleading because they do/not show...

These [facts/reasons/data] strongly suggest that... Yet some argue strongly that....

T-Chart: Opinion – Reason



Spider Web/Map listing topic/idea and reasons on “branches”



Solving Problems/Problem Solving

Student uses language to: Define and represent a problem; determine a solution,

Examples: Describe the problem solving process or procedures; re-state the problem in their own words

Strategies: Collaborative Poster, Sage-Scribe, Mix and Match, Manipulatives, Creating a Mnemonic, Mathematically Speaking (___ally Speaking), Fold-ables, Pass the Envelope, Gallery Walk, Reciprocal Teaching, Create- Exchange- Access, Quiz-Quiz Trade

Cue Words: solve, figure out, think about, find, conflict, difficult question, situation



Language Frames & Graphic Organizers:

Problem/Solution Outline

Language of Describing Problems

A way of thinking about solving this problem is...

In order to solve this problem we must first/ initially....

This problem is similar to....

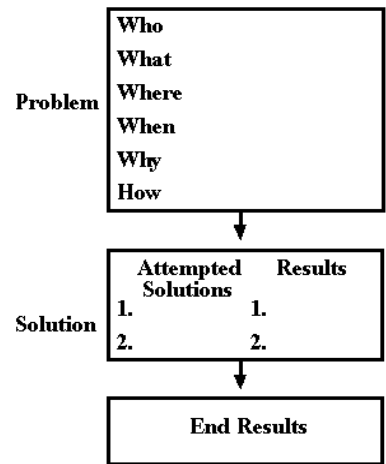
We need to identify...

One way to visualize this problem is...

Let's break this into parts. First, ...

Another way of looking at this problem is...

The most important thing to remember in this problem is...



Language of Explaining Solutions

A diagram or symbol that might represent this solution is...

We know our solution is correct because....

The solution to this problem is...

I know I have solved the problem because...

The solution to this problem will require....

A critical element of the solution to this problem is...

Problem Solving Organizer

Title:		
Vocabulary: New/Novo(Blue)	Math/Matemáticas(Red)	What to do/ ¿Qué debes hacer? (Green)
Paragraph #1: Rewrite the problem in your own words / Escribe el problema de nuevo en tus propias palabras		
Work: Show how you solved the problem. / Muestra como resolviste el problema.		
Paragraph #2: Write a detailed list of how you solved the problem / Escribe una lista detallada de como resolviste el problema.		
Paragraph #3: Solution: Answer the problem using complete sentences. / Solución: Contesta el problema en oraciones completas.		
Paragraph #4: Reflection: What do you think of this problem? What did you learn from this problem that you did not know before? / Reflexión: ¿Qué opinas de este problema? ¿Qué aprendiste de este problema que no sabías anteriormente?		

Write More Problem-Solution Organizer

Name: _____ Title of Writing: _____

Problem

Solution

Reflection

Start Solution

End Solution

Synthesizing

Student uses language to: Combine or integrate ideas to form a whole group

Examples: Summarize information; incorporate new information

Strategies: Allow students to create their own problem, Collaborative Poster, Compare- Contrast Matrix, Creating a Mnemonic, THINK- Pair Share, Writing Summaries, Reports, Mathematically Speaking, Fold-ables, Analysis Pizza, Jigsaw, Pass the Envelope, Create- Exchange- Access, Window Pane

Cue Words: combine, merge, form, put together, synthesis, combination

Language Frames & Graphic Organizers:



Acknowledging Ideas*

My idea is similar to/related to _____'s idea.

I agree/disagree with _____ that . . .

My idea builds upon _____'s idea.

As _____ already mentioned...

Language of Synthesizing

The main point(s) is/ are...

The point that _____ makes is related to _____ in that....

The significance of _____ is.....

From my perspective, _____ means.....

The concept of _____ can be expressed as....

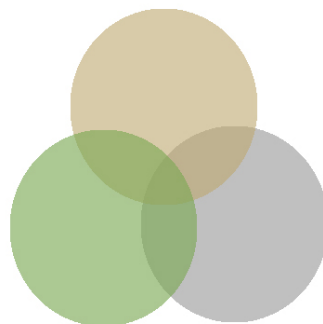
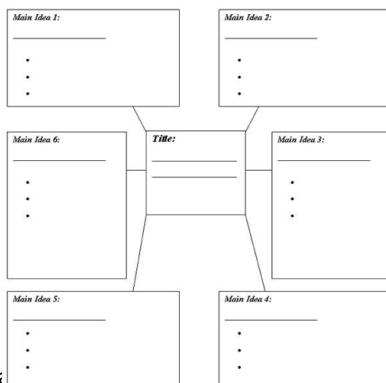
Our conclusion is a synthesis of _____ and _____.

I feel that _____ and _____'s viewpoints are related in that....

My visual represents a synthesis of _____ and _____ because....

While creating _____, I built upon

Main Idea Graphic Organizer (adapted from Berkowitz, 1990)

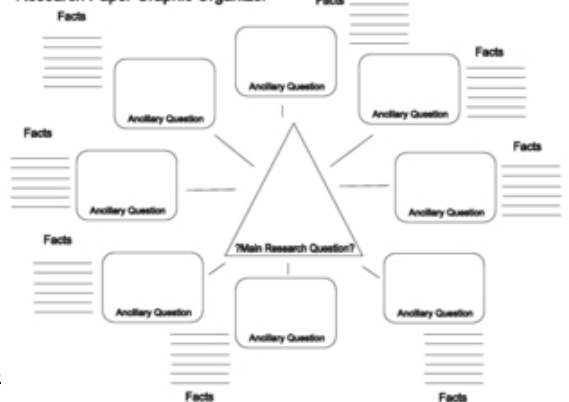


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Research Paper Graphic Organizer



Evaluation

Student uses language to: assess and verify with of an object, idea or decision.

Examples: Identify criteria, Explain priorities, Indicate reasons for judgment, Confirm truth

Strategies: Thumbs up/down, Colored cards (green – agree; red – disagree), Fist of 5 (level of agreement), Quickwrite

Cue Words: Judge, critique, assess, assessment, value, worth, based on, judgment, criteria, favorable, unfavorable, reason, evaluate, evaluation, features

Language Frames & Graphic Organizers:

Language of Evaluating

Based on ... I determined that...

_____’s judgment of ... was ... because ...

The critique of _____ was favorable/unfavorable because ...

We/They judge _____ to be _____ because ...

We/I evaluated _____ on the following criteria ...

I assess that...

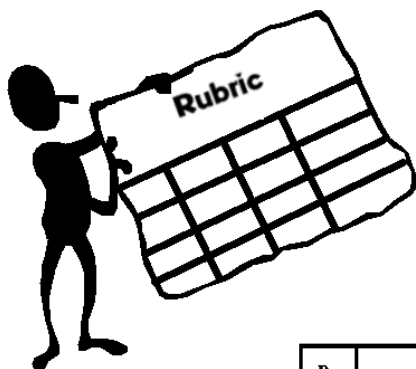
After inspecting.... I have determined...

After carefully scrutinizing_____ I believe that...

My interpretation of_____ is...

When ranking its importance, I feel that... because...

Graphic Organizer
Evaluation



Ranking

1
2
3

PMI

P+	
M-	
I?	

Kinsella)

Subject:		
Criterion:	Successful / Unsuccessful Reason:	Evidence:
Criterion:	Successful / Unsuccessful Reason:	Evidence:
Criterion:	Successful / Unsuccessful Reason:	Evidence:
Criterion:	Successful / Unsuccessful Reason:	Evidence:
Criterion:	Successful / Unsuccessful Reason:	Evidence:

Cause and Effect

Student uses language to: Describe why and how relationships and patterns exist between events, ideas, processes, problems; Identify consequences that led to the outcome

Examples: Make a graphic organizer to define the events leading up to the outcome or the possible outcomes based on a particular cause

Strategies: 1) Categories on a Wall/Sort and Label-Categories are provided and students develop list or students develop own categories based on given list; 2) Mix-n-Match cards-Students work in groups to match causes with effects; 3) Foldables; 4) Gallery Walk/Pass the Envelope-A cause or effect is given and students either rotate around the room or pass the problem from group to group to identify possible causes or effects; 5) Trading Cards-One cause or one effect is given on a card to each student. They develop an opposite idea for what they have and walk around the room to share. After sharing they trade cards to share with another.

Cue Words: therefore, consequently, thus, as a result of, since, because, in order to, if...then



Language Frames & Graphic Organizers:

Language of Explaining Causes

Even though many people thought the cause was ..., I believe it was...

The most likely reason for... was...

I hypothesize that... made them...

That wasn't caused by ...because

Several factors contributed to the outcome. Namely, ...

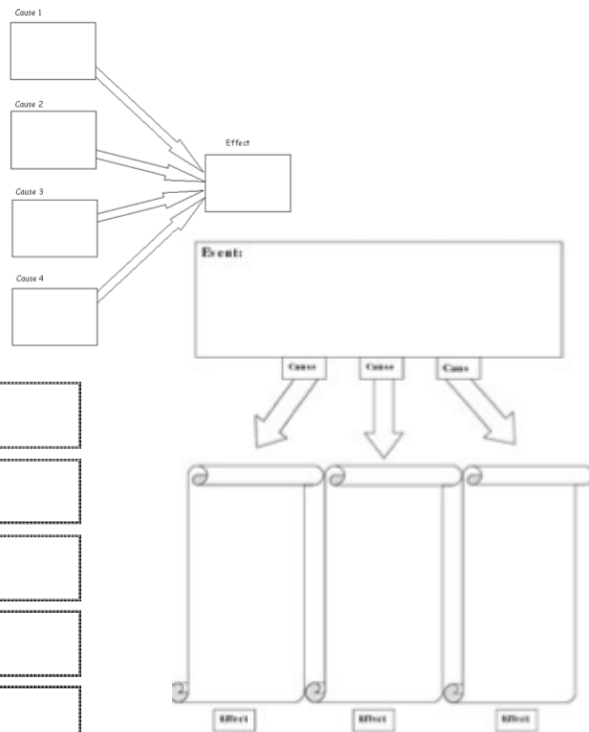
Language of Describing an Effect

_____ was a result of...

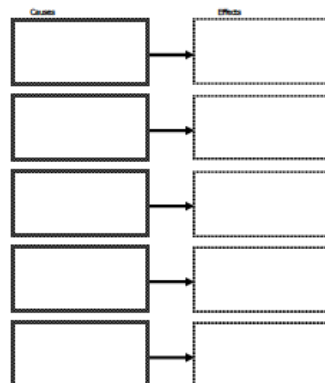
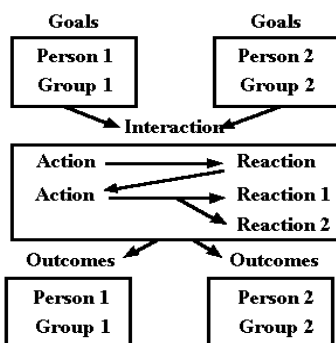
The...led to..., which led to...

The change resulted in...

It combines with...to produce...



Human Interaction Outline



Academic Language Development Observation Feedback Tool

Daily Learning Target included the following components:

- Bloom's Taxonomy (verb)
- Content (subject-specific)
- Activity
- Product / outcome/ assessment

Academic Language Function (circle)

<u>Inquiry</u> <i>(Observe and explore the environment, acquire information, inquire)</i>	<u>Summarizing Informing</u> <i>(Identify, report or describe information)</i>	<u>Comparing Contrasting</u> <i>(Describe similarities and differences in objects or ideas)</i>
Ordering Sequencing	Classify	Analyzing
Inferring Predicting Hypothesizing	Justifying Persuading	Problem Solving
Synthesizing	Evaluating	Cause and Effect

Academic Vocabulary and Discourse observed:

<u>Academic Vocabulary</u>	<u>Academic Discourse</u>
<ul style="list-style-type: none"> <input type="checkbox"/> Explicit, direct instruction (*bricks and mortar) <input type="checkbox"/> Visuals, realia (images, word walls, student work) <input type="checkbox"/> Clarification (of unfamiliar words) 	<ul style="list-style-type: none"> <input type="checkbox"/> Modeling (usage of word form) <input type="checkbox"/> Sentence frame use by students <input type="checkbox"/> Dialogue based on graphic organizers <input type="checkbox"/> Use of appropriate register <input type="checkbox"/> Paired discussion <input type="checkbox"/> Oral presentations <input type="checkbox"/> Structured discussion <input type="checkbox"/> Open-ended discussion <input type="checkbox"/> Linked to the DLT

Student response to, "What are you learning?" tied to the Daily Learning Target.

- 1 - Student response unrelated to DLT
- 2 - Student response somewhat related to DLT
- 3 - Student response directly related to DLT

Comments:

Student Discussion Guide

Ground Rules for Class Discussion

1. Be prepared to share your idea when instructed to do so, first with your partner and next with the class.
2. No blurting (ever) or hand raising (until I ask for volunteers).
3. Use the assigned sentence starter to share your idea.
4. Use your public discussion voice to share your idea: two times slower and three times louder than conversation.
5. Listen attentively while classmates are sharing and jot down new ideas.
6. If your idea is similar to someone else's, acknowledge your classmate's contribution before sharing your idea.

Language Class Discussion Sentence Starters

Expressing an Opinion

I think/believe that . . .

In my opinion . . .

Based on my experience, I think . . .

Predicting

I predict/imagine that . . .

Based on . . ., I infer that . . .

I hypothesize that . . .

Asking for Clarification

What do you mean?

Will you explain that again?

I have a question about that.

Paraphrasing

So you are saying that . . .

In other words, you think . . .

What I hear you saying is . . .

SUHSD/Special Services (msg)

Student Discussion Guide

Language Class Discussion Sentence Starters

Soliciting a Response

What do you think?

We haven't heard from you yet.

Do you agree?

What answer did you get?

Acknowledging Ideas

My idea is similar to/related to

I agree with (a person) that . . .

My idea builds upon ____'s idea.

Reporting a Partner's Idea

____ indicated that . . .

____ pointed out to me that . . .

____ emphasized that . . .

____ concluded that . . .

Reporting a Group's Idea

We decided/agreed that . . .

We concluded that . . .

Our group sees it differently.

We had a different approach.

Disagreeing

I don't agree with you because . . .

I got a different answer than you.

I see it another way.

Offering a Suggestion

Maybe we could . . .

What if we . . .

Here's something we might try.

Affirming

That's an interesting idea.

I hadn't thought of that.

I see what you mean.

Holding the Floor

As I was saying, . . .

If I could finish my thought . . .

What I was trying to say was . . .

(adapted from Kate Kinsella 8/07)

Teacher Academic Language Guide

Steps to Introduce New Vocabulary

1. Pronounce the Word
2. Example of the Word
3. Part of Speech
4. Representation
5. Use routine written format (4-Square, etc.)

Steps in Structuring an Academic Class Discussion

1. Pose a concrete discussion task on the board and clarify the expectations for task completion.
2. If the question/task is open-ended, allow students time to jot down a few possible ideas before assigning a starter.
3. Assign a sentence starter including target lesson vocabulary.
4. Model a response using the starter and point out the grammatical expectations for sentence completion.
5. Give students adequate time to write a complete response.
6. Cue students to share responses with an assigned partner. To increase active listening, ask them to paraphrase their partner's idea before adding it to their list.
7. Monitor students' writing and "nominate" one or two volunteers to jump-start the discussion.
8. Assign a listening and note-taking task for the discussion.
9. Randomly call on students before inviting volunteers.
10. Validate contributions, then establish clear connections to the lesson content/task.

SUHSD/Special Services (msg)

Teacher Academic Language Guide

Structured Practice with Vocabulary

WORD WALL Activities

Linguistically (or other) Speaking!

Classroom Partnering Recommendations

Classroom Seating Arrangement

- Rows – one partner to the left and one partner behind
- Chevron – one partner to the side and one behind

Assigning Appropriate Partners

Consider the following variables when determining appropriate partners:

- English communicative competence, including speaking and listening
- English reading and writing proficiency (consider data from CELDT, CSTs, etc.)
- Subject matter knowledge'
- Performance on assigned tasks to date in the class
- Personality traits: reserved, insecure, extroverted, class clown, domineering, etc.

TIPS:

- Don't put high students with low students in terms of academic competence
- Rank your students numerically from highest (1, 2, 3) to lowest (28, 29, 30).
 1. is paired with 16.
 3. is paired with 18.
 15. is paired with 30.
- Designate two "floaters" who are in the middle, flexible, reliable, friendly and socially competent to assign when there is an absence.

(adapted from Kate Kinsella, 8/07)

Academic Language Development Implementation Rubric



This rubric is designed with teachers in mind for self-reflection in their practice and planning. Administrators can use the rubric to provide a point of discussion and feedback associated with classroom visitations. The indicators under each heading serve to create a common language and shared understanding about how academic language development is used to determine student progress toward content mastery by articulating understandings of new knowledge through comprehensible input (listening and reading), scaffolded output (writing and speaking), and structured interactions. It is recommended that users of the rubric highlight or circle indicators that best describe what is being observed in the classroom. The indicators are set out on a continuum, recognizing that implementation will deepen over time as teachers learn more about the purposes of embedding explicit academic language development into content teaching and its potential to enhance student learning.

	<u>Emerging Implementation</u> At the emerging level, the teacher is aware of the linguistic needs of their students and is exploring ways to improve language development practices.	<u>Approaching Implementation</u> At the approaching level, systems are in place to further academic language development, but implementation is generally teacher-centered.	<u>Developed Implementation</u> At the developed level, established instructional routines are in place to further academic language development; the teacher elicits student engagement and ownership of their own language development.
<p>INPUT: Listening and Reading</p> <p><i>Practice Overview: When designing lessons for students, input- that is, what the students will read and hear- should be considered in terms of the cognitive and linguistic demands of upcoming content instruction. Linguistic demands of learning tasks come from the standard: what students will be required to DO with the knowledge. Language functions (purposes for speaking) are the cognitive tasks that drive us to connect thought and language. Text selection is also key. Texts should be thought of in the broadest sense as all medium of input from which students derive and process information. Therefore, “texts” include books, articles, videos, charts, models/visuals, guest speakers, interviews, etc. They are structured clearly and coherently and include vocabulary elaborated through context, visuals which support main ideas, subtitles/subheadings and guiding questions.</i></p>	Teacher models academic language by speaking in the formal register with compound complex sentences and word choices.	Teacher models academic language by speaking in the formal register, and provides opportunities for students to practice as well.	Teacher models academic language by speaking in the formal register, and explicitly teaches students how to move from the informal to the formal for different settings .
	In oral speech, teacher purposefully clarifies key vocabulary (bricks) by embedding some context clues .	In oral speech, teacher purposefully amplifies key vocabulary and concepts (both bricks and mortar) by embedding context clues and/or clarification .	In oral speech, teacher frequently and purposefully amplifies all key concepts (both bricks and mortar) by embedding context clues and/or clarification .
	<p><i>For example: “When we- meaning ourselves: teachers- teach students we should amplify-that is add more information, use synonyms, embed definitions, exaggerate tone, use facial expressions, and gestures- within the statements themselves.</i></p>		
	Language development is an instructional routine focused on content vocabulary (bricks).	Language development is an instructional routine focused on content vocabulary (bricks) and <i>may</i> include functional language (mortar).	Language development is an established instructional routine focused on both content vocabulary (bricks) and functional language (mortar).
Lesson design includes an awareness of the language function (purpose) being used in a given learning task.	Lesson design includes explicit teaching of the language function being used in a given learning task so that students can identify language patterns.	Students are able to identify the language function of a given task and effectively manipulate language patterns to successfully complete the task or assessment.	

Academic Language Development Implementation Rubric



	<u>Emerging Implementation</u> At the emerging level, the teacher is aware of the linguistic needs of their students and is exploring ways to improve language development practices.	<u>Approaching Implementation</u> At the approaching level, systems are in place to further academic language development, but implementation is generally teacher-centered.	<u>Developed Implementation</u> At the developed level, established instructional routines are in place to further academic language development; the teacher elicits student engagement and ownership of their own language development.
<i>(Input continued)</i>	Text selection is based on the rigorous, cognitive demands of the content.	Text selection is based on the rigorous, cognitive demands of the content and may consider the linguistic demands of the learning task.	Text selection is based on the rigorous, cognitive demands of the content and the linguistic demands of the learning task. <i>For example, if students are going to create a compare and contrast diagram, they need to interact with a text that utilizes the language of comparing and contrasting.</i>
	Lessons are designed to improve listening and reading comprehension through focused, accountable student-to-student discussion tasks.	Lessons are designed to improve listening and reading comprehension through frequent and focused accountable student-to-student discussion tasks.	Regular, frequent and focused accountable student-to-student discussion tasks designed to improve listening and reading comprehension are part of the established instructional routines of the classroom.
OUTPUT: Writing and Speaking <i>Practice Overview: In order to develop communicative competence- that is, writing and speaking- all students need daily supported opportunities to utilize academic language for diverse purposes. Like input, output should be considered in terms of the cognitive and linguistic demands of upcoming content instruction. Language support should be focused on equipping students to</i>	Teacher provides open-ended questions and requires students to engage in academic discourse within a small group.	Teacher provides open-ended, inquiry-based questions and requires students to engage in complex academic discourse within a small group prior to sharing responses with the larger group.	Students discuss both teacher and student-generated open-ended and inquiry-based questions, requiring students to engage in sophisticated academic discourse within a small group prior to sharing responses with the larger group.
	Lessons are designed to improve speaking and writing skills through focused, accountable student-to-student discussion tasks.	Lessons are designed to improve speaking and writing skills through frequent and focused accountable student-to-student discussion tasks and products.	Regular, frequent and focused accountable student-to-student discussion tasks designed to improve speaking and writing skills are part of the established instructional routines of the classroom.

Academic Language Development Implementation Rubric



	<u>Emerging Implementation</u> At the emerging level, the teacher is aware of the linguistic needs of their students and is exploring ways to improve language development practices.	<u>Approaching Implementation</u> At the approaching level, systems are in place to further academic language development, but implementation is generally teacher-centered.	<u>Developed Implementation</u> At the developed level, established instructional routines are in place to further academic language development; the teacher elicits student engagement and ownership of their own language development.	
<p><i>construct and express meaning. "Text" is separated into meaningful "chunks" and discussions are scaffolded to allow for annotations that question, anticipate, summarize, analyze, and synthesize. In order for new ideas to grow and for content information to be fully comprehended, students must have ample and frequent opportunities to use language to express thought in structured peer-to-peer interactions. As a general rule ideas should always be written and spoken to simultaneously build both oral and written communicative competence.</i></p>	Students are encouraged to respond using formal academic language to express thinking.	Students are required to communicate (ask questions that deepen knowledge) using formal academic language to express their thinking.	Students are required to communicate (ask questions that deepen knowledge & make relevant connections to previous knowledge) using sophisticated formal academic language to express their own thinking and the thinking of others .	
	Teacher provides language frames and sentence starters that are focused on content according to student language proficiency level targets.	Students use language frames and sentence starters that are focused on content and that incorporate high-level vocabulary according to student language proficiency level targets.	Students use differentiated language frames and sentence starters that are focused on content and that incorporate high-level vocabulary according to student language proficiency level targets.	<p><i>In other words, the teacher is providing resources that push students towards the "just-right, next level" of proficiency, that is to say, their zone of proximal development (ZPD).*</i></p>
	Students use language frames and sentence starters (mortar) in conjunction with scaffolded instructional "tools" to produce written and oral academic language .	Students use language frames and sentence starters mortar in conjunction with scaffolded instructional "tools" to produce <i>written and oral academic language</i> that connects concepts within the content .	All students effectively use sophisticated language frames and sentence starters mortar in conjunction with scaffolded instructional "tools" to produce <i>written and oral academic language</i> that connects concepts within the content bricks and extends higher-level thinking beyond the content (synthesis) .	
Teacher has an established instructional routine for targeted academic writing practice to improve written expression at the sentence level.	Teacher has an established instructional routine for targeted academic writing practice to improve written expression at the sentence and paragraph levels.	Teacher has an established instructional routine for frequent, targeted academic writing practice in order to improve written expression for various purposes (summarizing, generalizations, etc.) at the sentence, paragraph, and essay levels.		

Academic Language Development Implementation Rubric



	<u>Emerging Implementation</u> At the emerging level, the teacher is aware of the linguistic needs of their students and is exploring ways to improve language development practices.	<u>Approaching Implementation</u> At the approaching level, systems are in place to further academic language development, but implementation is generally teacher-centered.	<u>Developed Implementation</u> At the developed level, established instructional routines are in place to further academic language development; the teacher elicits student engagement and ownership of their own language development.
<p>Structured Student Interactions</p> <p><i>Practice Overview: Students should have several opportunities for supported and accountable language production during a lesson and a wide array of mediated experiences over the course of a unit of study. In order for students to process information, students must engage in structured interactions frequently (roughly every 5-10 minutes). Partner activities (as opposed to group activities) offer students the greatest opportunity and frequency of language production. Daily language practice should be part of a well-established instructional routine so that students can move quickly into settings where they can write and speak in pairs and/or small groups. Additionally, teachers need to ensure that there is adequate time for individual reflection and preparation, thorough modeling of task and use of response frames, and carefully assigned partners/groups.</i></p>	Teacher implements three step structured tasks with language frames for <i>some</i> phases of structured task.	Teacher frequently implements three step structured tasks with language frames for all three phases of structured task.	Teacher implements three step structured tasks on a daily basis with language frames for all three phases of structured task.
	Students are engaged in structured interactions where ultimately every student expresses their thinking and/or consensus of group through academic written and oral responses.	Students are engaged in every phase of the task in structured interactions where ultimately every student expresses their thinking and/or consensus of group through academic written and oral responses.	Students are engaged in every phase of the task by alternating roles in structured interactions where ultimately every student expresses their thinking and consensus of group through academic written and oral responses. <i>For example, a student first asks a question and on a later round will also have to answer one as well. All students would then be responsible for reporting to someone else.</i>
	Students are encouraged to take risks by trying out new vocabulary and syntax, and teacher constructively corrects student misconceptions.	Students often take risks by trying out new vocabulary and syntax, and teacher encourages students to constructively correct one another when misconceptions occur.	Students willingly take risks while appropriating new vocabulary, syntax, and concepts and constructively correct one another when misconceptions occur.
	Minimal or excessive processing time is provided for students to develop ideas, so students do not fully engage in the task or become off-task.	Teacher plans for and provides adequate processing time for students to develop ideas thereby allowing students to fully engage in the task.	Teacher has systems in place to plan, anticipate, and monitor adequate processing time for students to develop ideas thereby allowing students to fully engage in the task.
<p><i>Norms should be pre-determined and taught so students are aware of their roles in group settings and the task should be clearly communicated. In order for a task to be effective in developing academic language, teachers need to be sure that it is a highly generative task: one that is open-ended, interesting, and lends itself to inquiry, discussion, and consensus-building that requires application of high-leverage language (“mortar”). All structured interactions should occur within a general three-step framework: individual think time, paired sharing/discussion, and reporting conclusions to larger group.</i></p>			