



Academic Language Development

The thinking and language connection



Teachers of Academic Language

- Students need language to communicate their learning and share their ideas across the curriculum
- Students need varied opportunities to use and practice Academic English
- Teachers need to model academic language
- Teachers need to understand the connections between thinking and language



Academic Language

- Academic language refers to word knowledge that makes it possible for students to engage with, produce, and talk about texts that are valued in school." -Flynt & Brozo, 2008
- Academic language represents the entire range of language used in academic settings...Echeverria, Short, & Graves, 2010



Academic Language

- Functions
- Forms
- Vocabulary
- Fluency!

Vocabulary

Content	Academic
<p>Tier 3 Low frequency Discipline specific</p> <p>FOCUS: Comprehension</p>	<p>Tier 2 Generalizable</p> <ul style="list-style-type: none">• High utility• Conceptual• High instructional potential <p>FOCUS: Retention</p>

Tier 1: Background knowledge, Your lexicon, high frequency- acquisition

Objective: Students will prove with evidence the main idea of *Tricky Monkey* and write a brief literary response to defend their inference.

Function: Defending and Stating a Claim

Forms:

I think...was about... because...

...was about...

Based on...I can infer that...

I deduce...

The main idea was... This as evident in the text where it says...

Per...

According to...

...was really about...

Vocabulary

Academic	Content
Deceive Scramble Padded Relieved	

Integrated content and language

4-ESS2-2.

Analyze and interpret data from maps to **DESCRIBE PATTERNS OF EARTH'S FEATURES**. [Clarification Statement: Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, **VOLCANOES**, and earthquakes.]

ELD.P1.4.8.EX **DISTINGUISH** how different words with **SIMILAR MEANINGS** (e.g., describing a character as *happy* versus *ecstatic*) produce **SHADES OF MEANING** and different effects on the audience.

Objective:

SWBAT use the appropriate **shades of meaning** of words to **describe patterns of volcanic activity** and **write a brief description in their science notebook**.

Application

Tier 3	Tier 2
Crust Magma Pressure Eruption Mantle Lava Plates	Cause Effect

➤ Function: Cause and Effect

➤ Forms:

I think...was caused by...

...therefore...

...which caused...

The main cause of...was probably...

The effects of...were...

The reason for...was...

...occurred, and consequently...


Introducing vocabulary

Core vocabulary	Meaning	Descriptors
Volcano	Areas of land where magma from inside the Earth is pushed to the surface and out in an eruption	Smokey Dirty Unpredictable Big/enormous
Magma	Hot melted rock	Scorching Burning Hot as hell
Eruption	Release of magma, ash, rock and gas from a volcano	
Lava	Magma outside a volcano	Melting Boiling active



Science Notebook Entry

- ➔ Describe your understanding of *How Volcanoes Happen*.



SWBAT investigate and compare the **effects** of different strengths or different directions of **pushes and pulls on the motion** of different types of cars. **Explain the reason** for the different effects based on the attributes of the cars.

Academic Language Bank

Language Function/Forms

Cause and Effect

The...are...

The...,... because...

...because...

..., so...

Because...,...

Since...,...

As a result of..., ...

...which lead to...

Due to the fact that...,...

...caused...

Drawing Conclusions

...is/are...

...is not/are not...

...can...

...can't...

I know...because...

Because of..., I can conclude...

As a result of...,...

I've noticed..., therefore,...

Based on..., I can conclude that...

Since..., I know...

Considering that...is...we can conclude that...

Vocabulary

Tier 2 (General Academic Vocabulary)

Force

Cause

Effect

Tier 3 (Discipline-Specific Vocabulary)

Push

Pull

Let's Practice:

Connecting Standards and Academic Language




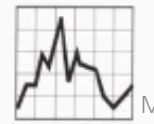
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

- Function
- Forms
- Vocabulary (content and academic)


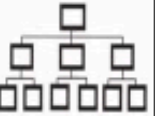




Facilitating the Understanding of DEPTH and COMPLEXITY

Note to the teacher: This chart identifies key questions, thinking skills, and dimensions of DEPTH of COMPLEXITY.


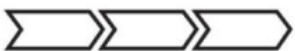


- Key questions can be used in the context of lesson plans to probe understanding and to prompt students during discussions.
- The thinking skills can be used to initiate the type of cognitive operation or thinking that could best prompt each of the dimensions of DEPTH and COMPLEXITY.
- The resources listed are the most logical references in which to locate the type of information required by each of the dimensions of DEPTH and COMPLEXITY. Teachers may add to any of these lists as appropriate.

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
	LANGUAGE OF THE DISCIPLINES	What terms or words are specific to the work of the _____? (disciplinarian) What tools does the _____ use? (disciplinarian)	<ul style="list-style-type: none"> ▪ categorize ▪ identify 	<ul style="list-style-type: none"> ▪ texts ▪ biographies
	DETAILS	What are its attributes? What features characterize this? What specific elements define this? What distinguishes this from other things?	<ul style="list-style-type: none"> ▪ identify traits ▪ describe ▪ differentiate ▪ compare/contrast ▪ prove with evidence ▪ observe 	<ul style="list-style-type: none"> ▪ pictures ▪ diaries or journals ▪ poetry
	PATTERNS	What are the reoccurring events? What elements, events, and ideas are repeated over time? What was the order of events? How can we predict what will come next?	<ul style="list-style-type: none"> ▪ determine relevant vs. irrelevant ▪ summarize ▪ make analogies ▪ discriminate between same and different ▪ relate 	<ul style="list-style-type: none"> ▪ time lines ▪ other chronological lists
	TRENDS	What ongoing factors have influenced this study? What factors have contributed to this study?	<ul style="list-style-type: none"> ▪ prioritize ▪ determine cause and effect ▪ predict ▪ relate ▪ formulate questions ▪ hypothesize 	<ul style="list-style-type: none"> ▪ journals ▪ newspapers ▪ graphs ▪ charts

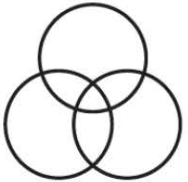
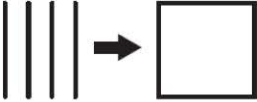

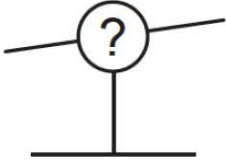
Facilitating the Understanding of DEPTH and COMPLEXITY (continued)

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
	UNANSWERED QUESTIONS	<p>What is still not understood about this area, topic, study, or discipline?</p> <p>What is yet unknown about this area, topic, study, or discipline?</p> <p>In what ways is the information incomplete or lacking in explanation?</p>	<ul style="list-style-type: none"> recognize fallacies note ambiguity distinguish fact vs. fiction and opinion formulate questions problem solve identify missing information test assumptions 	<ul style="list-style-type: none"> multiple and varied resources comparative analyses of autobiographical and current nonfiction articles, etc.
	RULES	<p>How is this structured?</p> <p>What are the stated and unstated causes related to the description or explanation of what we are studying?</p>	<ul style="list-style-type: none"> generalize hypothesize judge credibility 	<ul style="list-style-type: none"> editorials essay laws theories
	ETHICS	<p>What dilemmas or controversies are involved in this area, topic, study, or discipline?</p> <p>What elements can be identified that reflect bias, prejudice, and discrimination?</p>	<ul style="list-style-type: none"> judge with criteria determine bias 	<ul style="list-style-type: none"> editorials essays autobiographies journals
	BIG IDEAS, GENERALIZATIONS, PRINCIPLES, AND THEORIES	<p>What overarching statement best describes what is being studied?</p> <p>What general statement includes what is being studied?</p>	<ul style="list-style-type: none"> prove with evidence generalize identify the main idea 	<ul style="list-style-type: none"> quotations discipline-related essays
	OVER TIME	<p>How are ideas related between the past, present, and future?</p> <p>How are these ideas related within or during a particular time period?</p> <p>How has time affected the information?</p> <p>How and why do things change or remain the same?</p>	<ul style="list-style-type: none"> relate sequence order 	<ul style="list-style-type: none"> time lines text biographies autobiographies historical documents
	DIFFERENT POINTS OF VIEW	<p>What are the opposing viewpoints?</p> <p>How do different people and characters see this event or situation?</p>	<ul style="list-style-type: none"> argue determine bias classify 	<ul style="list-style-type: none"> biographies autobiographies mythologies and legends vs. non-fiction accounts debates





Facilitating the NEW Prompts of Depth and Complexity

Icons -- Depth	Prompt	Key Questions	Thinking Skills	Resources
	Impact	How does _____ influence _____? What are the effects of _____ on _____?	affect identify force	quotes editorials persuasive essays
	Process	What steps are used to create this? What type of procedure is involved?	sequence connect link order arrange	continuum storyboard flow chart timeline
	Motive	What is causing this to happen? How is the idea or work stimulated?	reason excite inquire explain	biographies autobiographies interviews
	Proof	What information verifies this? How can this be validated?	determine fact vs. opinion support with evidence authenticate prove document	statistics maps encyclopedia

Facilitating the NEW Prompts of Depth and Complexity

Icons -- Complexity	Prompt	Key Questions	Thinking Skills	Resources
	Context	<p>What determines the outcome of an event?</p> <p>What features, conditions, or circumstances describe the situation?</p> <p>How does the environment shape or affect what is happening?</p>	<p>define</p> <p>describe</p> <p>illustrate</p> <p>influence</p>	<p>pictures</p> <p>descriptive essay</p> <p>narratives</p> <p>virtual field trips</p> <p>almanacs</p> <p>video tapes</p>
	Translate	<p>What are the multiple and varied meanings of the language?</p> <p>How is the same idea interpreted in different situations and by different people?</p>	<p>restate</p> <p>interpret</p> <p>recite</p> <p>express</p> <p>explain</p> <p>convert</p> <p>transfer</p>	<p>thesaurus</p> <p>dictionary of professional terms</p> <p>dictionary</p>
	Original	<p>Why is it new?</p> <p>What makes it new?</p> <p>How does time and place make it new?</p>	<p>create</p> <p>design</p> <p>innovate</p> <p>modify</p> <p>redesign</p>	<p>copyright</p> <p>laws</p> <p>encyclopedia</p> <p>artifacts</p> <p>museums</p>
	Judgment	<p>What factors will influence what is happening?</p> <p>How is the decision to be made?</p>	<p>decide</p> <p>determine</p> <p>agree</p> <p>disagree</p> <p>verify</p> <p>investigate</p> <p>identify options to argue</p>	<p>laws</p> <p>newspapers</p> <p>philosophy books</p>

Academic language and depth and

Icon	Prompt	Thinking skill	Function	Forms/Cue words	Academic vocabulary
	Impact	Identify	Identify	Recognize See Realize Grasp	Influence Effect
	Patterns	Relate	Relate	Connect Related Similar Parallel Pattern Notice	Reoccur Repeat Order Predict
	Details	Describe	Describe	Is Has Represents Contains	Attributes Features Elements Distinguishing characteristics
	Big ideas	Prove with evidence	Justify	Based on According to Due to Suggests Confirms	General statement