All Standards through Academic Language

BIKE RACK

All Students, All Standards

All Learners are Post-Secondary and Workforce Ready

Personal Financial Literacy

Social Studies

Science

Music

Mathematics

21st Century Skills

Academic Language

English Language Proficiency

Extended Evidence Outcomes

Dance

World Languages

Visual Arts

Comprehensive Health and P.E.

Reading, Writing & Communicating

Drama and Theatre Arts

"…mastery of academic language is arguably the single most important determinant of academic success; to be successful academically, students need to develop the specialized language of academic discourse that is distinct from conversational language" (Francis, Rivera, Lesaux, & Rivera,2006, p.7)

Academic Language

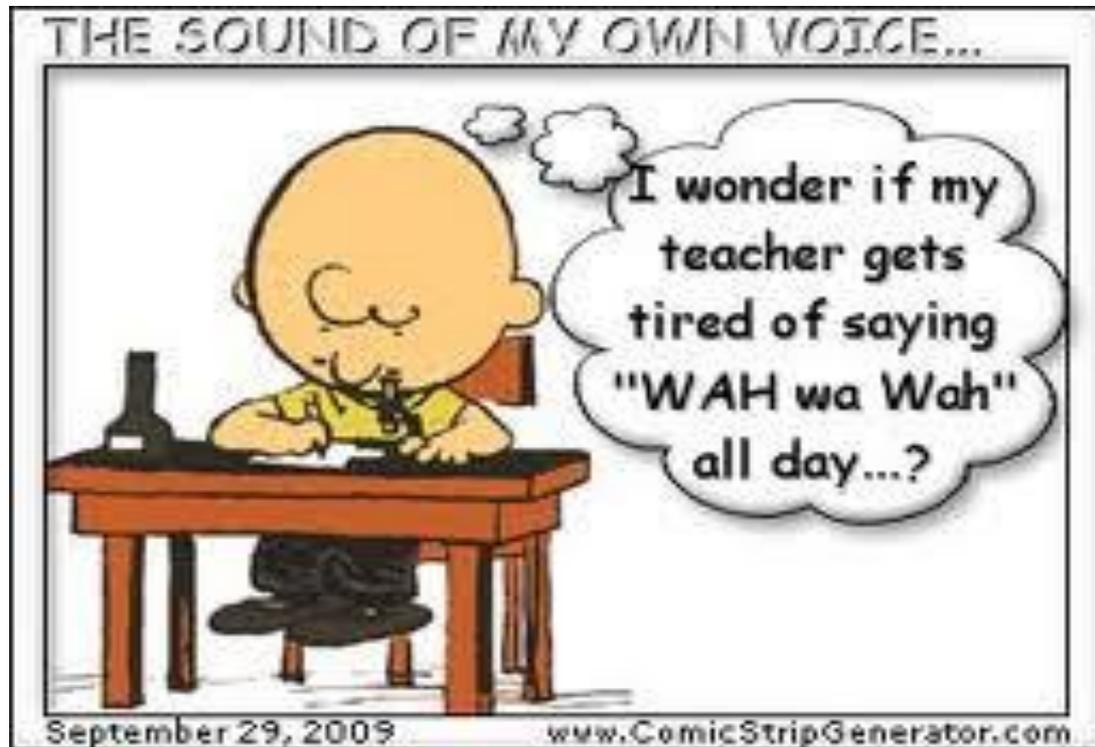**Definition**

Characteristics

Examples

Non-examples

Aspects of language...
It's more than vocabulary
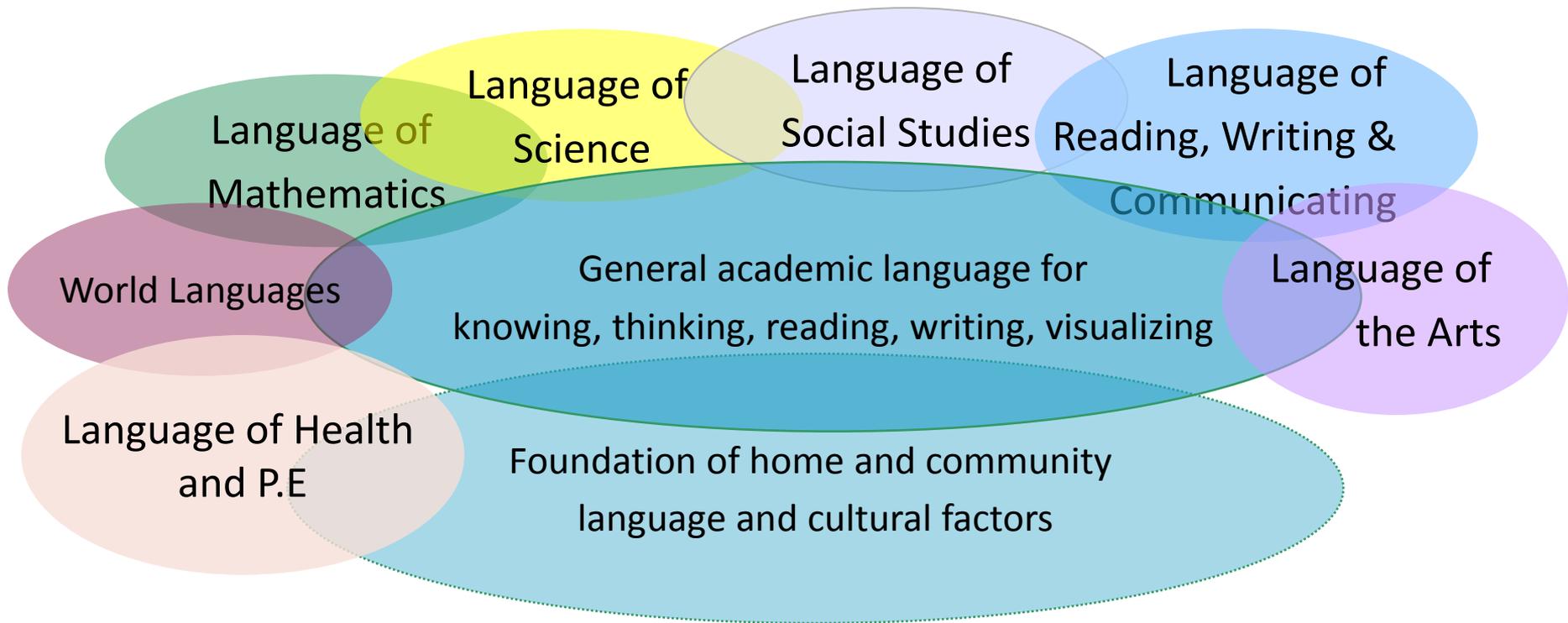
- Purpose
- Register
- Syntax
- Style

To Access Content

Students must be able to:

- understand specialized vocabulary in context,

- identify key pieces of information within texts,

- determine what is fact and what is opinion,

- relate information across texts,

- connect new information to prior knowledge,

- synthesize the information to make meaning.

Academic Language in Context

Language of Mathematics

Language of Science

Language of Social Studies

Language of Reading, Writing & Communicating

World Languages

General academic language for knowing, thinking, reading, writing, visualizing

Language of the Arts

Language of Health and P.E

Foundation of home and community language and cultural factors

Adapted from Zwiers (2008)
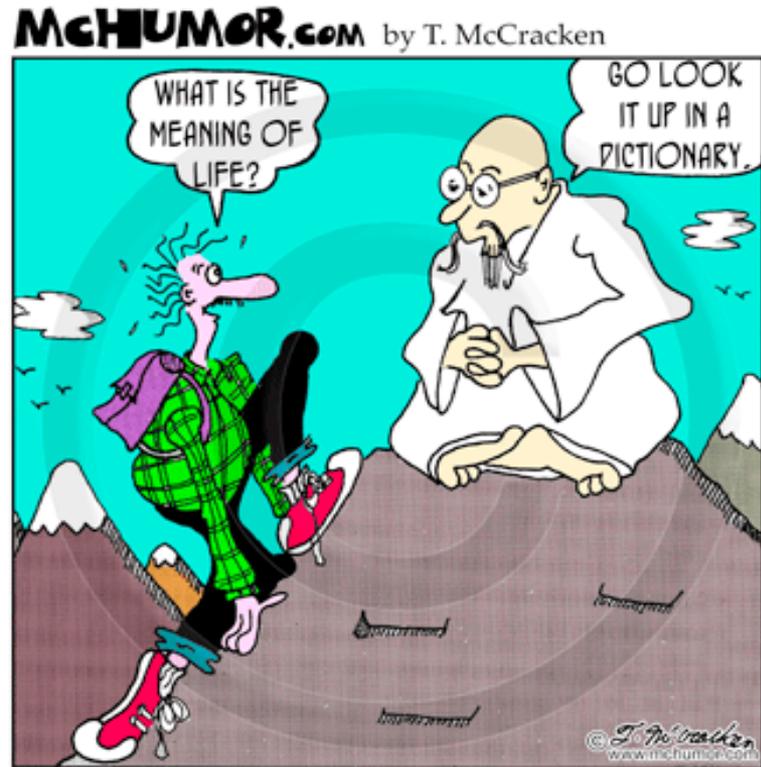
For Students Academic Language is…

Language needed to

- ➢ Access content

- ➢ Meaningfully engage with content

- ➢ Master content

Socio-Cultural Context

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

How to know if a guru has been possessed by your third grade teacher's spirit.

Teacher's Role

- Explicitly identify critical language needed by students
- Intentionally and systematically plan and address/integrate critical language in instruction
- Appropriately coordinate how critical language is taught

From Vicki Everhart, PhD

Academic Language Development

- Integration across content

- Distinction of content specific vocabulary, forms and functions and discourse

- Connection to students' prior linguistic knowledge

The Defining Features of Academic Language in WIDA's Standards

The Defining Features of Academic Language operate within a sociocultural context for language use.

	Performance Criteria	Features	Examples
Discourse Level	**Discourse Complexity** *(Quantity and variety of oral and written text)*	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types	Voice Mood Cohesive forms (referential, repetition) Coherence (e.g., topic and comment and key words for written language; relevance, sequencing, and closing relevant to topic for oral language) Logical connectors Parallelism Organizational types (e.g., narration, exposition, description)
Sentence Level	**Language Forms and Conventions** *(Types, array, and use of language structures)*	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective	Tense Aspect (e.g., progressive, perfect tenses) Simple, compound, and complex sentences Word order Parallelism Denotation and connotation Formulaic expressions Interrogatives Prosodic features (e.g., stress, intonation, rhythm of speech) Agreement (e.g., subject/verb)
Word/Phrase Level	**Vocabulary Usage** *(Specificity of word or phrase choice)*	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations	Sound-symbol-spelling correspondence Word formations (e.g., affixes, compounding) Count/non-count distinctions Denotation and connotation Possession (e.g., possessives)

The sociocultural context for language use involves the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

Framework for Teaching Academic Language

DISCOURSE LEVEL *complexity, quantity and variety of oral and written text*

SENTENCE LEVEL *language forms and conventions, types, array, and use of language structures*

WORD/PHRASE LEVEL *vocabulary usage, specicity of word or phrase choice*

Discourse Level

- Amount of speech/written text

- Structure of speech/written text

- Density of speech/written text

- Organization and cohesion of ideas

- Variety of sentence types

Reading in the Content Area

- Do you teach your students reading strategies for how to read content (textbooks, articles, professional publications, primary sources, etc)?
- Do you provide them with the purpose or focus for what they are reading?

Genres-Reading & Writing

- Personal genres
  - ➢ Presents personal experiences
  - ➢ Recounts, accounts, narratives
- Factual genres
  - ➢ Presents facts
  - ➢ Procedures, procedural recounts, historical recounts, reports
- Analytical genres
  - ➢ Analyzes events or argues for certain interpretation of events
  - ➢ Accounts, explanations, expositions

Source: Freeman & Freeman (2009) pp. 93-98

Content Reading Strategies

- Providing students with reading strategies provides students with tools to better comprehend the content of the text during each portion of the reading assignment.

- Incorporating learning aids such as graphic organizers can also help students visually organize content.

Shifts for Instruction

Literacy:
Building knowledge through **content-rich nonfiction** and **informational texts**

Content Areas:
Reading and writing grounded in **evidence from text**
Regular practice with **complex text** (beyond the textbook) and its **academic language**

Sentence Level

- Types and variety of grammatical structures
- Conventions, mechanics, and fluency
- Match of language forms to purpose/perspective

Cohesive Sentences
Connecting in a logical way

- Sentence Frames
- 5 Sentence Paragraph
- Thesis Statements

Word/Phrase Level

- General, specific, and technical language

- Multiple meanings of words and phrases

- Formulaic and idiomatic expressions

- Nuances and shades of meaning

- Collocations

Content-Specific Vocabulary

From Vicki Everhart, PhD

1) **Provide rich and varied language experiences**

- **Use academic vocabulary in whole-class and small group discussions in students' first language**
- **Encourage extended reading**

2) **Teach individual words**

- **Students brainstorm synonyms for academic word & then rank words from most neutral to most powerful**
- **Students complete graphic organizer divided into four main sections**

Content-Specific Vocabulary (cont'd)

3)Teach word-learning strategies, using:

- **Context clues**
- **Word parts**
- **Dictionaries & related reference tools**

4)Foster word consciousness

- **Awareness of & interest in words & their meanings**
- **Discussing the history of certain words**
- **Noting similarities & differences across languages**
- **Discussing new slang terms**

Words / Phrases

One of the most critical services a teacher can provide, particularly for students who do not come from academically advantaged backgrounds, is systematic instruction in important academic terms. (Marzano and Pickering, 2005)

Graphic Organizer
"Force"

Definition

Push or pull

Characteristics

"Measured in Newtons"

Examples

Catching a ball
Throwing a ball

Non-examples

Mass
Weight

Instructional Planning and Academic Language

Content Objectives

- **Specifying what students should know**

Language Objectives

- **Specifying the language students need to know to meet content objectives**

From Vicki Everhart, PhD

Instructional Considerations...

- Cultural & historical context (Prior knowledge)

- Vocabulary; active reading strategies (Active engagement)

- Metacognition/Synthesis (Reflective thinking)

Content Area: Science

The Water Cycle

Essential Question

What are the cycles we find in our lives, our environment, and our history?

Content objective:

Students will demonstrate understanding of four stages of water cycle through labeled drawings and explanatory paragraph.

(English) Language objective (discourse level)

Students will write a science report referring to and explaining their drawing.

(English) Language objective (paragraph/sentence level)

Students will 5 sentence paragraphs in their writing.

(English) Language objective (word level)

Students will use sequence words such as *first, next, and then in their science report.*

From Vicki Everhart, PhD

Content Area: Social Studies

Western Movement Unit

Essential Question

What have been the causes and effects of expansion in the United States?

Content objective

Students will demonstrate their understanding of the western migration by listing reasons for the westward migration that occurred in the United States.

(English) Language objective (discourse level)

Students will write a historical account of the westward migration describing why events occurred in a particular sequence.

(English) Language objective (paragraph/sentence level)

Students will use complex sentences with clauses that show cause and effect as they write and talk about the westward migration.

(English) Language objective (word level)

Students will use content-specific academic words such as "pony express" and "land rush" as they write their account.

From Vicki Everhart, PhD

Performance Based Assessment

- Spoken
- Written
- Drama and Movement
- Visual

Performance Assessments

Use academic language in real-world ways

Produce authentic performances or products

Released Algebra NAEP 2007

Sarah has a part-time job at Better Burgers restaurant and is paid $5.50 for each hour she works. She has made the chart below to reflect her earnings but needs your help to complete it.

Fill in the missing entries in the chart.

Hours Worked	Money Earned (in dollars)
1	$5.50
4	
	$38.50
7 3/4	$42.63

Released Science NAEP Example

Questions 5-7 refer to the diagram below, showing a food web. The arrows show the direction of energy flow. Each arrow points from the organism that is consumed to the organism that consumes it. Use the information in the food web to answer the questions that follow.

FOOD WEB
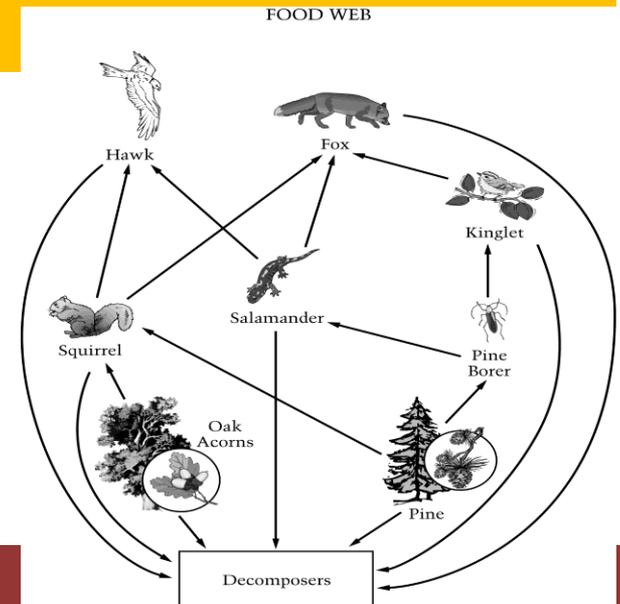
Resources

WIDA Consortia website:

http://www.wida.us/

Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms. San Francisco, CA: Jossey-Bass.*

Everhart, V. (2010) **CASA Conference**

Thank You

Gracias

Cám ơn

Shukran

Spasibo

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