### Academic Language… What is it, REALLY??

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What next?
Developing Academic Language in Long-Term English Learners: Integrated and Designated ELD
**Designated and Integrated ELD**

- **Designated ELD**

  - “Each English Learner receives a program of instruction in English Language Development in order to develop proficiency in English as rapidly and effectively as possible.” (CA, CPM, VII-EL12, Sept. 2005)

  - This instruction continues until the English Learner reaches the district’s criteria for Re-Classification (Re-Designation)
Designated and Integrated ELD

- How have we been “doing it?”
  - Deployment?
  - In classroom differentiation?
  - Pull-Out?
  - Push In?

- “Not doing it is not an option!” ELD is CORE for all EL’s.
Designated and Integrated ELD

• Integrated ELD
  – The language components needed to be successful in grade level content:
    • Academic Vocabulary
    • Academic Syntax
    • Register
    • Promoting Collaborative Discussion
    • Support Comprehension and Interpretation of Complex Text
    • Supporting Academic Writing and Speaking
Designated and Integrated ELD

• An Example...

An algebra lesson with collaborative language- the distributive property
Interacting in Meaningful Ways

1. Promoting Collaborative Discussion
2. Supporting Academic Writing and Speaking

Collaborative Language
Interpretive Language
Productive Language

What are the specific skills described in the 2012 ELD Standards?

How is that language built within a grade level content lesson?
Learning How English Work

Structuring Cohesive Text

Expanding and Enriching Text

Connecting and Condensing Ideas

What are the specific skills described in the 2012 ELD Standards?

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<tr>
<th>Part II: Learning About How English Works</th>
<th>Corresponding Common Core State Standards for English Language Arts*</th>
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<tr>
<td>A. Structuring Cohesive Text</td>
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<tr>
<td>1. Understanding text structure</td>
<td>• RL.5.5; RI.5.5; W.5.1-5; SL.5.4</td>
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<td>2. Understanding cohesion</td>
<td>• RI.5.5; RI.5.5; W.5.1-6; SL.5.4; L.5.1,3</td>
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<td>B. Expanding and Enriching Ideas</td>
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<td>3. Using verbs and verb phrases</td>
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<td>• W.5.1-3,5; SL.5.4,6; L.5.1,3,6</td>
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Part III: Using Foundational Literacy Skills

* The California English Language Development Standards correspond to California’s Common Core State Standards for English Language Arts (ELA). English learners should have full
Foundational Skills

How is that language built within a grade level content lesson?
• [http://www.readingrockets.org/webcasts/3003](http://www.readingrockets.org/webcasts/3003)

What is Academic Language?
What does Dr. Scarcella say?

Share with your group…
Compare, for example —

A hurricane is a big windy storm. The wind blows hard. It is windy. The wind can blow down trees. It rains very hard. It is rainy. The rain can wash away houses.
Discuss with your group

• Your task…

• What SPECIFICALLY makes this second passage more academic?

• Use your pencil/pen and make notes on the second passage. Work by yourself.

• Be prepared to identified at least one language element that your group identified.
Hurricanes are the most awesome, violent storms on Earth. People call these storms by other names, such as typhoons or cyclones. The scientific term for all these storms is tropical cyclone. Only tropical storms that form over the Atlantic Ocean or eastern Pacific are called "hurricanes."

Whatever they are called, tropical cyclones all form the same way.
# The elements of Academic Language

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# Academic Vocabulary


## Content specific

### Tier 3 Academic Word

The academic words that students need to know that are specifically tied to grade level academic content. (e.g. *photosynthesis*, *personification*, *simile*, *divisor*, *freedom*.)

## General Academic

### Tier 2 Academic Words

The academic words that students need to know that can be used across academic content areas. (e.g. *compare*, *engage*, *synthesize*, *however*, *beneath*, *within*, *agile*, *although*.)

Group Discussion

• Generate a list of 6-10 academic words in each category that are appropriate for your grade level.
• Together, write them in the space provided in the handout.
• You have 3 minutes to complete your list.
The academic word order, sentence complexity, and grammar that students need to know and be able to use every day throughout all content areas.

(e.g. “Never end a sentence with a preposition,” “The pronoun always comes after the noun to which it refers.” “The subject and the verb tenses must agree.” “If the word is a plural, it needs to end in ‘s’ or the irregular ending.”)

Is the sentence simple, compound or complex?

Academic Syntax  
Bailey, 2007
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| Purpose | The reason that speaking and writing is happening.  
(e.g. To explain, to clarify, to summarize, to tell a story, to motivate, to persuade, to influence.) |
Audience

To whom is the reading, speaking, and writing directed. (e.g., *my friend, my teacher, the principal, my parent, the government.*)

Slama, 2011; Saunders, 2010; Kung, 2013
Group Discussion

- Discuss how context purpose and audience influence academic writing and speaking in your setting.
- You have 3 minutes to complete your list.
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<td>Review with your group all the areas of Academic Language and what you generated as a team.</td>
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Application

• How can you use this information as you teach:
  – Math
  – English Language Arts
  – History
  – Science
  – PE
  – Visual and Performing Arts?
A Quick Write

• What’s Next

At the bottom of your hand out, spend two minutes writing about what can you start doing tomorrow to generate more academic language use by your students, as they speak, and as they write?

Share with your group.
“Language is invisible when you know it, and it is NOT when you don’t.”

Aida Walqui
Sam Nofziger
Coordinator, English Learner Program Support
Fresno County
snofziger@fcoe.org
559-250-6846 mobile
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• Integrated ELD
  – The language components needed to be successful in grade level content:
    • Academic Vocabulary (content specific and general)
    • Academic Syntax
    • Register
    • Promoting Collaborative Discussion
    • Support Comprehension and Interpretation of Complex Text
    • Supporting Academic Writing and Speaking

Collaboration
Follow turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.

Comprehension and Interpretation of Complex Text
1. Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia.
2. Distinguish how different words with related meanings (e.g., fun versus thrilling, possibly versus certainly) and figurative language (e.g., the stream slithered through the parched land) produce shades of meaning and different effects on the audience.

Academic Writing and Speaking
1. Write longer and more detailed literary and informational texts (e.g., an explanation of how camels survive without water for a long time) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.
2. Write clear and coherent summaries of texts and experiences using complete and concise sentences and key words (e.g., from notes or graphic organizers).
3. Support opinions or persuade others by expressing appropriate/accurate reasons using detailed textual evidence (e.g., quoting the text directly or specific events from text) or relevant background knowledge about content.