Enhancing Academic Writing through Structured Academic Discourse
About our district:
<table>
<thead>
<tr>
<th>Enrollment by Student Group</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gifted Students</td>
<td>4.5</td>
<td>4.2</td>
<td>4.3</td>
<td>4.4</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>9.4</td>
<td>9.9</td>
<td>10.2</td>
<td>10.8</td>
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<tr>
<td>English Learners (NEP, LEP, FEP, M1/M2)</td>
<td>24.3</td>
<td>24.7</td>
<td>23.6</td>
<td>23.3</td>
</tr>
<tr>
<td>English Learners (NEP, LEP, FEP, FELL)</td>
<td>32.2</td>
<td>33.2</td>
<td>32.2</td>
<td>32.4</td>
</tr>
<tr>
<td>Free/Reduced Price Lunch Eligible</td>
<td>66</td>
<td>65.4</td>
<td>63</td>
<td>60.1</td>
</tr>
<tr>
<td>Minority</td>
<td>65.9</td>
<td>66.5</td>
<td>67</td>
<td>67.8</td>
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</tbody>
</table>
Languages Spoken at Home by Percent of Students

- English: 63% (14,245)
- Spanish: 32.6% (7,364)
- Somali: 1.2% (267)
- Other Languages: 1.3% (304)
- Karen, Pa'o: 0.54% (122)
- Burmese: 0.26% (114)
- Tigrigna: 0.26% (59)
- Chinese, Mandarin: 0.25% (56)
- Rohingya: 0.36% (81)
Objectives

● Participants will understand how to incorporate different academic discourse opportunities into lessons that lead to academic writing within all content areas.
Research

- Students learning a new language develop social language in 1-2 years and academic language in 5-7 years
  - Language varies depending on the situation
    Jim Cummins, 2000
- Students need optimal language learning opportunities through the integration of language, content and thinking skills
  Pauline Gibbons, 2015
- Learners must have opportunities to extend their language
Sticky Note Sharing

- On a sticky note write your definition of academic discourse and academic writing.
- Find your sole mate.
- Share what is on your sticky notes.
- Switch sticky notes.
- Find new partner, and share what is on your new sticky note.
Sticky Note Sharing

- On a new sticky note, refine your definitions of academic discourse and academic writing.
- Add to your note:
  - Why is academic discourse important?
Debrief of Sticky Note Sharing

- How was academic discourse incorporated in the lesson?
- How did we add in academic writing?
- What scaffolds could we add to support students who are English learners?
Academic Discourse

Academic discourse is a verbal interchange of ideas between listeners and speakers that is relevant to the discipline around complex topics and or complex texts.
Academic Discourse is...

● Students working in partners or groups.
● An activity in which every person shares.
● At least five exchanges between participants.
● Accountability.
● Students helping each other construct meaning.
● Equity of voice.
Academic discourse is not...

- one word answers.
- repeating what the teacher says.
- one partner talks and the other partner never responds.
- having no accountability.
10-2-2 Approach to Teaching

- No more than 10 minutes of instruction/note taking
- Followed by 2 minutes of discussion/processing
- Followed by 2 minutes of writing to summarize or further process the instruction or notes.
I’ll take that one!

- So what do you do?
  - 4 notecards: write a strategy you use for academic discourse or academic writing on each notecard.
  - Write your name (small) on the back.
I’ll take that one!

- Share with your colleagues.
  - Read your strategies.
  - Partner chooses one, writes name on back.
  - Reverse roles.
  - Find a new partner-repeat until time is called.
Debrief

● How did we incorporate academic discourse and academic writing?
● How could we have incorporated more academic writing?
● How can you incorporate this into your roll?
Academic Writing

Academic writing is any type of writing that is assigned in an academic setting. It follows its own set of rules and practices. Including:

- Specific content
- Specific organization and structure
- Specific language features
Academic writing...

- Has a certain purpose and an audience for each type of genre.
- Uses tier 2 and tier 3 academic vocabulary.
- Uses an advanced sentence structure.
- Incorporated daily into all content areas.
- Is messy.
- Is scaffolded up to grade-level standards.
Academic writing is not...

- Any one specific length or structure of writing.
- The writer’s workshop writing process.
- Students copying text.
- Always a perfect process.
Incorporating Writing

- Start small
  - Sticky notes, index cards
- Sentence starters and frames used in academic discourse transfer to academic writing
- Write every day
Successful Academic Discourse/Academic Writing

2. An actual handout to help students.
3. Time limits.
4. Vocabulary list/word wall of words to use.
5. Model what you want to see.
Successful Academic Discourse/Academic Writing

6. Use a rubric to self/peer evaluate. Include required vocabulary use.
7. Explicitly teach routines/expectations.
8. Have the students write before speaking.
9. Randomly call on students. They can share their own answer or their partner’s answer.
Questions?

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Thank You!