Developing Academic Language Through Improved Communication & Collaboration
1. Please make a name tent.

2. Sign into our Google Classroom using Code: **epjx1lwg**
EVERYONE THINK OF A TIME WHEN YOU TRIED TO ENGAGE STUDENTS IN ACADEMIC DISCOURSE

THUMBS UP WHEN YOU HAVE THAT EXPERIENCE IN YOUR MIND.
Instructional Routine: INTENTIONAL PROMPTS

• Plan ahead
• Open-ended
• Instead of: “Think of a time you spent the night at a friend’s house,” try “Think of a time you felt afraid.“
• EVERYONE vs. WHO
• Wait time
Discuss: What went well about that experience and what was challenging?

**Sentence Frames:**
- One success I experienced when engaging students in discourse was ____. However, a challenge was _____.
- So when you engaged students in discourse, ______ was a success/challenge.

*Talk to 3 people and then sit down.*
CASCADE SHARING: Assessment & Accountability

Use a variety of methods for sharing. The teacher doesn’t always have to be the one calling on students to participate in a whole class discussion.
Content and Language Targets/Goals

I can explain the meaning of academic language and name at least one way to increase my student’s use of it.

I can plan at least one new technique or activity I want to try with my students to increase their time to communicate and collaborate, using academic language.
What is Academic Language?
Whole Class Dictionary

*Academic language is the language students need to be successful in school.*

1. On a sticky note, draw a sketch of what academic language means to you.
2. Share your sketch with a partner: 
   *Academic language is like _____ because _____.*
Students can fool us with their conversational language skills.
What is the difference?

Conversational Language
- Playground/Every day
- Takes 1-3 years
- My idea is like _____’s idea.

Academic Language
- Formal
- Can take up to 10 years
- My idea is similar to ___’s idea. I agree with ___’s perspective. I also think that ____.
- Differs in both vocabulary and structure
## Examples

<table>
<thead>
<tr>
<th>Conversational English</th>
<th>Academic English</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like this book more.</td>
<td>This story is more exciting than the first one we read.</td>
</tr>
<tr>
<td>It worked.</td>
<td>Our experiment was successful.</td>
</tr>
<tr>
<td>Because they were brave.</td>
<td>The soldiers received the medal because of their courage.</td>
</tr>
</tbody>
</table>
Bricks and Mortar

- **Bricks**: Key Vocabulary and Concepts
- **Mortar**: The words that hold the bricks together.

*Even though* bats have wings, they are not birds.
## WORD LEVEL: TWIPS

<table>
<thead>
<tr>
<th>Terms</th>
<th>The boiling point of water is 212° F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words</td>
<td>The Declaration is now on display in Washington, DC.</td>
</tr>
<tr>
<td>Idioms</td>
<td>She came to town once in a blue moon.</td>
</tr>
<tr>
<td>Phrases</td>
<td>Based on the data, we agree with the scientists' conclusion.</td>
</tr>
</tbody>
</table>
## Word Level: Multiple Meaning Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning/Use</th>
</tr>
</thead>
</table>
| Table | Lunch table (Social language)  
     | Periodic Table of Elements (Science)  
     | Table of Contents (ELA)  
     | Multiplication tables (Math)  
     | To table (delay) the discussion (Social Studies) |
| Plot | Plot of a story (ELA)  
    | Plot of land (Geography)  
    | Plot ordered pairs on a graph (Math)  
    | To plot a government coup (History) |
| Branch | Branch of government (Social Studies)  
    | Branch of a river (Geography)  
    | To branch out (Idiom) |
| Foot | Your foot (Health)  
    | One foot in length (Math)  
    | Foot in your mouth (Idiom)  
    | Foot of the mountain (Geography)  
    | To foot the bill (Idiom) |
**SENTENCE LEVEL**

Different Structures for different functions.

<table>
<thead>
<tr>
<th>Function</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Transitional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing Nouns</td>
<td>A ____ has ___.</td>
<td>A ____ has ____ and ___.</td>
<td>A ____ might have ___ or _____.</td>
</tr>
<tr>
<td></td>
<td>A ____ is ___.</td>
<td>A ____ is ____ and _____.</td>
<td>but it will always have ______.</td>
</tr>
<tr>
<td>Examples</td>
<td>A square has four sides.</td>
<td>A triangle has three sides, three corners and six sides.</td>
<td>A polygon might have four sides or six sides, but it will always have straight sides.</td>
</tr>
<tr>
<td>Categorizing</td>
<td>A ____ is a ___.</td>
<td>A ____ is a ____ because ____.</td>
<td>A ____ is a ____ because. It is not because ____.</td>
</tr>
<tr>
<td>Examples</td>
<td>Two is an even number.</td>
<td>Four is an even number because it can be divided into two equal groups.</td>
<td>Four is an even number because it can be divided into two equal groups. It is not odd because nothing is left over.</td>
</tr>
<tr>
<td>Describing Location</td>
<td>The ____ is next to the _____.</td>
<td>The ____ is next to the ____ and below the ____.</td>
<td>The ____ is between the ____ , beneath the ____ , and to the right of _____.</td>
</tr>
<tr>
<td>Examples</td>
<td>The square is next to the triangle.</td>
<td>The square is next to the triangle and below the hexagon.</td>
<td>The square is between the triangle and the rectangle, beneath the hexagon, and to the right of the circle.</td>
</tr>
<tr>
<td>Comparing and Contrasting</td>
<td>A ____ has ___.</td>
<td>A ____ has ____ but a ____ has _____.</td>
<td>While a ____ and a ____ both have _____.</td>
</tr>
<tr>
<td></td>
<td>A ____ is ___.</td>
<td>A ____ is ____ and ____ both have _____.</td>
<td>they are different because _____.</td>
</tr>
<tr>
<td>Examples</td>
<td>The first number has three digits.</td>
<td>The second number has two digits, but the third number has four digits.</td>
<td>While the second number and the last number both have two digits, they are different because one is odd and one is even.</td>
</tr>
<tr>
<td>Summarizing</td>
<td>A ____ and ___.</td>
<td>A ____ and ___.</td>
<td>In conclusion, ____ have ___ and ___; however, ____ are not always _____.</td>
</tr>
<tr>
<td></td>
<td>A ____ is ____ and _____.</td>
<td>____ always have _____. Some are ____ and some are _____.</td>
<td>In conclusion, ____ have ___ and _____.</td>
</tr>
<tr>
<td>Examples</td>
<td>A fraction has a numerator and a denominator.</td>
<td>Fractions always have numerators and denominators. Some numerators are smaller than the denominators and some are larger.</td>
<td>In conclusion, fractions have numerators and denominators; however, the numerators are not always smaller than the denominators.</td>
</tr>
<tr>
<td>Sequencing</td>
<td>First, ___.</td>
<td>First ____ and then _____.</td>
<td>After ____ and ___.</td>
</tr>
<tr>
<td></td>
<td>Second, ___.</td>
<td>After ___.</td>
<td>Before ____ and ___.</td>
</tr>
<tr>
<td>Examples</td>
<td>First I counted the red blocks. Second I counted the blue blocks.</td>
<td>First I lost the blocks in groups of ten, and then I counted them.</td>
<td>After I lost the blocks in groups of ten, I counted them.</td>
</tr>
</tbody>
</table>
DISCOURSE LEVEL

Different types of discourse have different characteristics that students need to be taught to be successful listening, speaking, reading and writing in that type of discourse.

- Students may use language to **collaborate** with peers on a project.
- Students may write **informational all-about books** in science.
- Students may orally **explain their reasoning** or critique the reasoning of others in math class.
- Students may **write persuasive letters** during social studies.
- Students may **read or write realistic fiction or poetry**.
- Students might engage in **debate** in social studies.
Studies have been done on teacher talk....

We talk too much.
Essential of PL: COMMUNICATION AND COLLABORATION

Students learn and continually increase their ability to engage in reading, writing, listening, and speaking using academic language. Students communicate and collaborate for a variety of purposes, in multiple formats and various settings, both independently and as a valuable member of a team. Students learn to engage in inquiry, articulate and support both opinions and ideas.
It doesn’t just happen by chance.

Instructional Routines make the difference.
Instructional Routines

- 5-2-1
- Pattern of Accountability
- Fairy Dust/Sentence Frames
- Wait Time
- Productive Partners
Collaboration Time!

As a table group, decide who will learn about which routine.
# Heterogeneous and Homogeneous Grouping

<table>
<thead>
<tr>
<th>Description</th>
<th>Homogeneous Grouping</th>
<th>Heterogeneous Grouping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Students who share one or more designated characteristics are placed together in groups.</td>
<td>Students who differ in one or more designated characteristics are placed together in groups.</td>
</tr>
<tr>
<td>Example</td>
<td>Groups are made up of students of the same language proficiency level.</td>
<td>Groups are made up of students with different language proficiency levels.</td>
</tr>
</tbody>
</table>
LIMITATIONS OF ABILITY-BASED HOMOGENEOUS GROUPING

“...Relying exclusively on [ability-based] homogeneous grouping for instruction (low group, average group, high group) has serious academic and social effects for students who are not in the top group.”

(Hiebert, 1983; Lucas, 1999; Callahan, 2005)

Making Content Comprehensible, p. 126
Ideally, groups are never larger than 4.
Social Skills T-Chart

How do we intentionally teach kids the skills they need to work together?

Things to remember:
● This is not a one and done activity.
● Understanding builds over time.
● The same social skill can be focused on for the entire course of a unit, often 3-8 weeks.
● Keep it positive.
● Be specific.
Classroom Examples
Guiding Question...

What instructional routines can we use to improve the communication and collaboration in our classrooms in order to strengthen students’ academic English?
**Work Time: Developing Instructional Routines**

- You will work together with your routine group to create a **5 minute** presentation to teach your table group about your instructional routine.
- Explore the Google resources under your topic to learn more. (code: [epjxlwg](#))
- The main resource you will need is [this](#).
- Record questions on your name tent or in Google Classroom or just ask.
- Accountability - if you create a digital resource together, each of you might have your own color text to show the work you did. Leave your name on the resource in your color.
Things to consider...

- Do you need a **visual**? Will it be digital or paper?
- Remember, you will each present to your own table group so if using a visual, you will each need to make your own.
- How will observers **experience your routine or try it out** DURING your presentation - how will you avoid the sit and get method of instruction?
- How will you keep track of time during your presentation?

**Eliciting:** What do you think we should (say/put/write)?

**Contributing:** I think we should (add/consider/include) ______.

**Negotiating:** Let’s combine ideas and put ___ because ___.
Let’s (say/put/use/write) ____ because ____.
Groups who finish early…

- Practice your presentation.
- Explore other parts of the main PDF.
- Register for more sheltered instruction PD.
- Explore other resources in our Google Classroom (code: epjxlwg).
Presentations...

● **Presenters** remember to:
  ○ Look at your audience.
  ○ Speak clearly.
  ○ Keep track of your time.

● **Audience** remember to:
  ○ Smile at the presenter.
  ○ Be an active listener - look and nod.
  ○ Take notes if beneficial to you.

*If you finish before the 5 minutes is up, move on to the next presentation. When the whole group finishes, explore other resources in classroom.*
Social Skills T-Chart

Keep coming back to it.

Things to remember:

● Keep the same teams.
● Allow teams to set goals based on their performance related to the social skill.
● Use team points to track success and goal completion.
● Add more to the chart in a new color to show the growth of thinking over time.
Now what?
How will you use the information you just learned? Use this time to make a plan. Examples...

1) Create your first groups or partners based on data.
2) Write a set of sentence frames to use during math discussions.
3) Choose your first social skill to learn.
4) How will you remember to use wait time?
5) How will you monitor teacher vs. student talk?
6) Look at your first lessons - what academic vocabulary will students need to know?
7) What routines will you establish first and how?
Inside/Outside Circle

Partner A answer question.
Partner B restate response.

- So your plan is _____.
- The most important thing you want to remember is _____.

Alternate roles.
3 Ds in 3 minutes
Whole Class Dictionary

1. **Discuss:** What should we draw to represent the term, academic language.
2. **Draw** on large sticky note.
3. **Decide:** Who will present for your group?
Quick Write

1. Write your personal definition of academic language.
2. Share and compare with a partner.
HOW DOES ALL OF THIS RELATE TO SHELTERED INSTRUCTION?

Register for more!
• Click on “Evergreen PD” in bookmarks
• At the top, select, “More”
• Below More, click, “PD for You,” then “Sheltered Instruction.”
• Or just click here.
When teaching content, consider what language function students need to know to be successful with that content.

- Describing location
- Compare/Contrast
- Explaining Cause & Effect
- Making inferences
- Predicting
- Hypothesizing
- Categorizing
TICKET OUT THE DOOR

- On the inside of your name tent please respond to at least one prompt:
  - I want to try ____.
  - I’m thinking/wondering _____.
  - I want to learn more about _____.
  - Please connect with me about _____.

Please complete the OBO feedback form for this course. Thank you for coming and I hope to see you more this year!