

Academic Language



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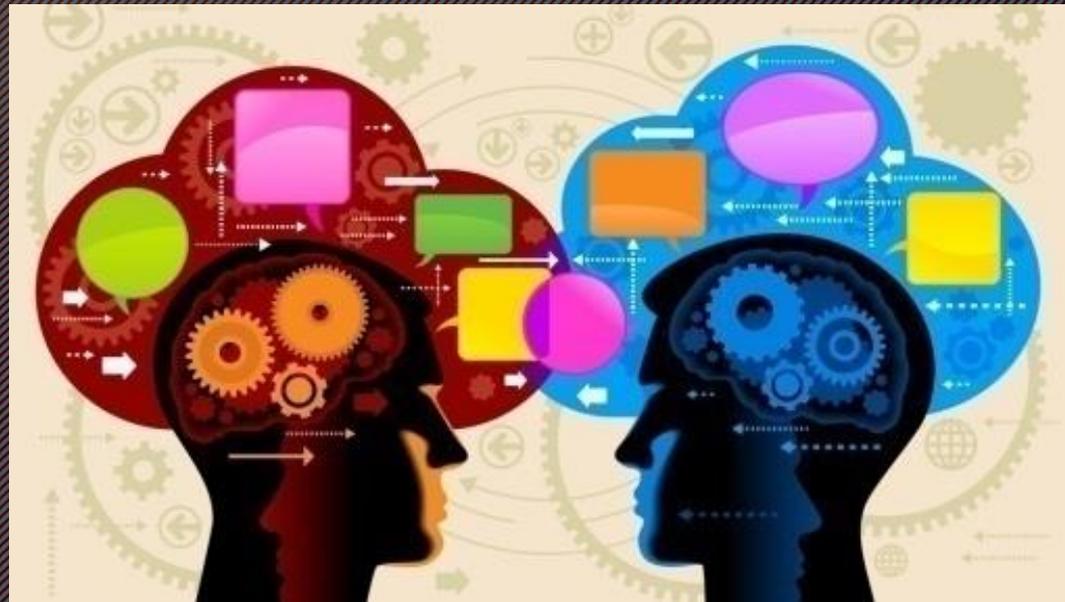
Goals

- Understand the demands of academic language for teachers and students
- Apply understanding of the demands of academic language to classroom practice.

What is Academic Language?

- Language is a “system” of social conventions about how to make meanings that can be expressed or delivered in different ways (e.g., speech, thought, signing, writing).

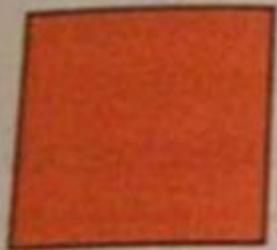
Academic language is the verbal clothing we don in classrooms and formal contexts to demonstrate cognition and to signal college readiness.



No student comes to school adept in academic discourse. It requires thoughtful instruction.

Name the quadrilateral.

1.



Bob

2.



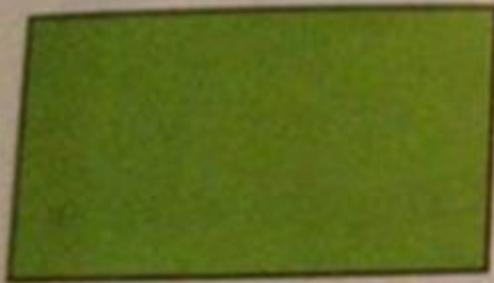
Sam

3.



hary

4.



Tedison

5.



Gate

rectangle rhombus parallelogram square

Strategies that Most Impact Achievement

Rank	Strategy	Percentile Gain
1	Extending Thinking Skills	45
2	Summarizing	34
3	Vocabulary in Context	33
4	Advance Organizers	28
5	Non-verbal Representations	25

Research on the importance of vocabulary instruction:

Vocabulary instruction is
4,700 of the difference in
elements for higher level
development for students

“At Risk” and Herman (1984)
NRP Reading Study Group, 2002, NRP, 2000)

**Reading
Volume of
5th-grade
Students of
Different
Levels of
Achievement**

Achievement Percentile	Minutes of Reading Per Day	Words Per Year
90 th	40.4	2,357,000
50 th	12.9	601,000
10 th	1.6	51,000

(Allington, 2001; Adapted from Anderson, Wilson and Fielding, 1988.)

4.3.3 Metallic bonds

All metals have crystal structures and are arranged in a lattice structure (similar to ionic compounds). The valence electrons are delocalised, leaving behind positively charged metal ions also referred to as the atomic kernel. These are surrounded by a sea of delocalised electrons which are electrostatically attracted to the atomic kernels. This constitutes a metallic bond. The arrangement of metals in a crystal lattice is only determined by the size of the atoms.

What is Academic Language?

- The language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area
- The oral and written language used for academic purposes
- The means by which students develop and express content understandings

AL is Applied to Language Specific Skills but...

Foundational

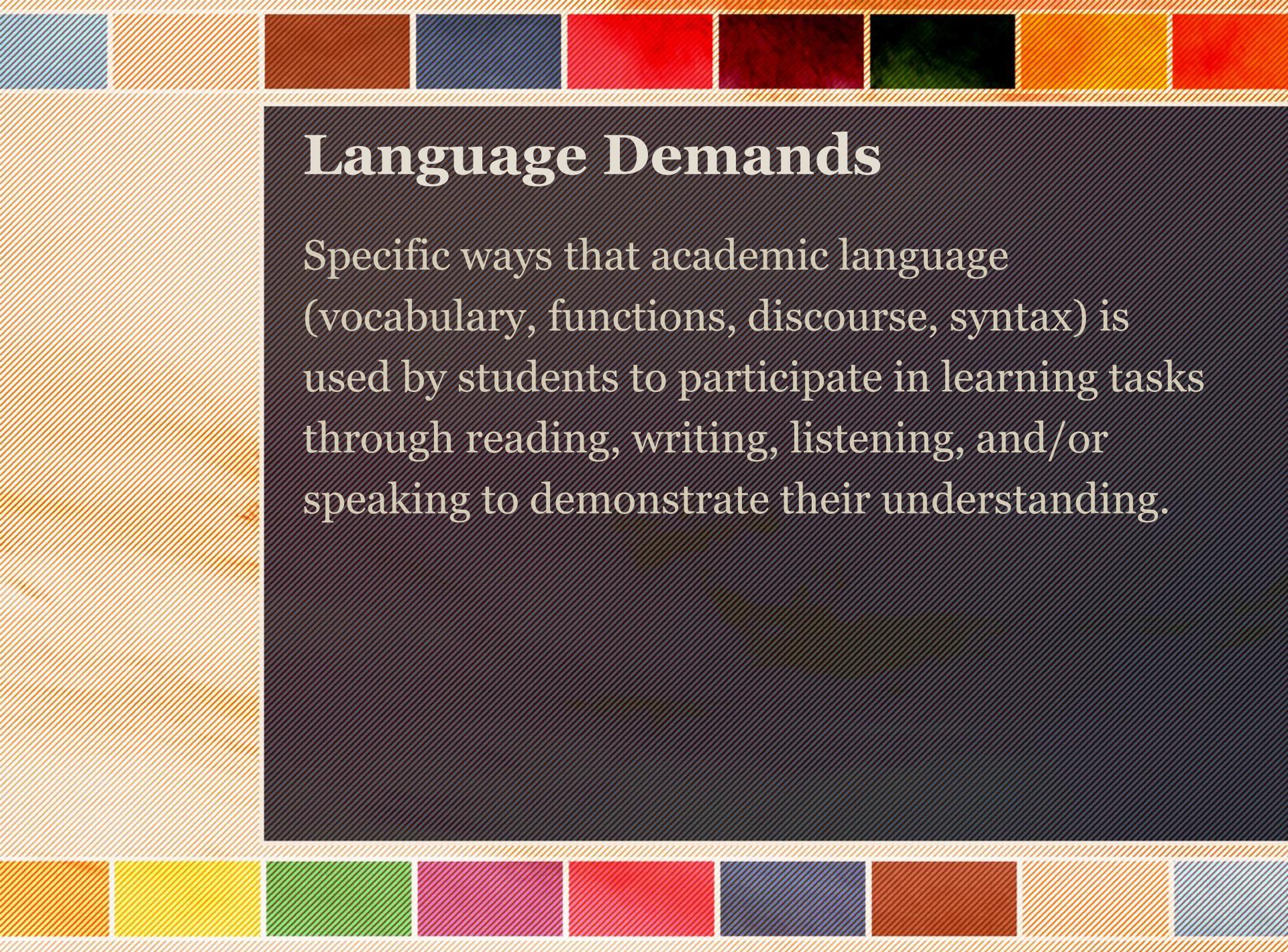
- Organizing
- Planning
- Researching
- Critical Thinking
- Problem Solving
- Interpreting
- Analyzing
- Recalling

Cognitive

- Questioning
- Discussing
- Observing
- Theorizing
- Experimenting
- Persistence
- Self-discipline
- Curiosity
- Responsibility

Learning Modes

Work Habits



Language Demands

Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their understanding.

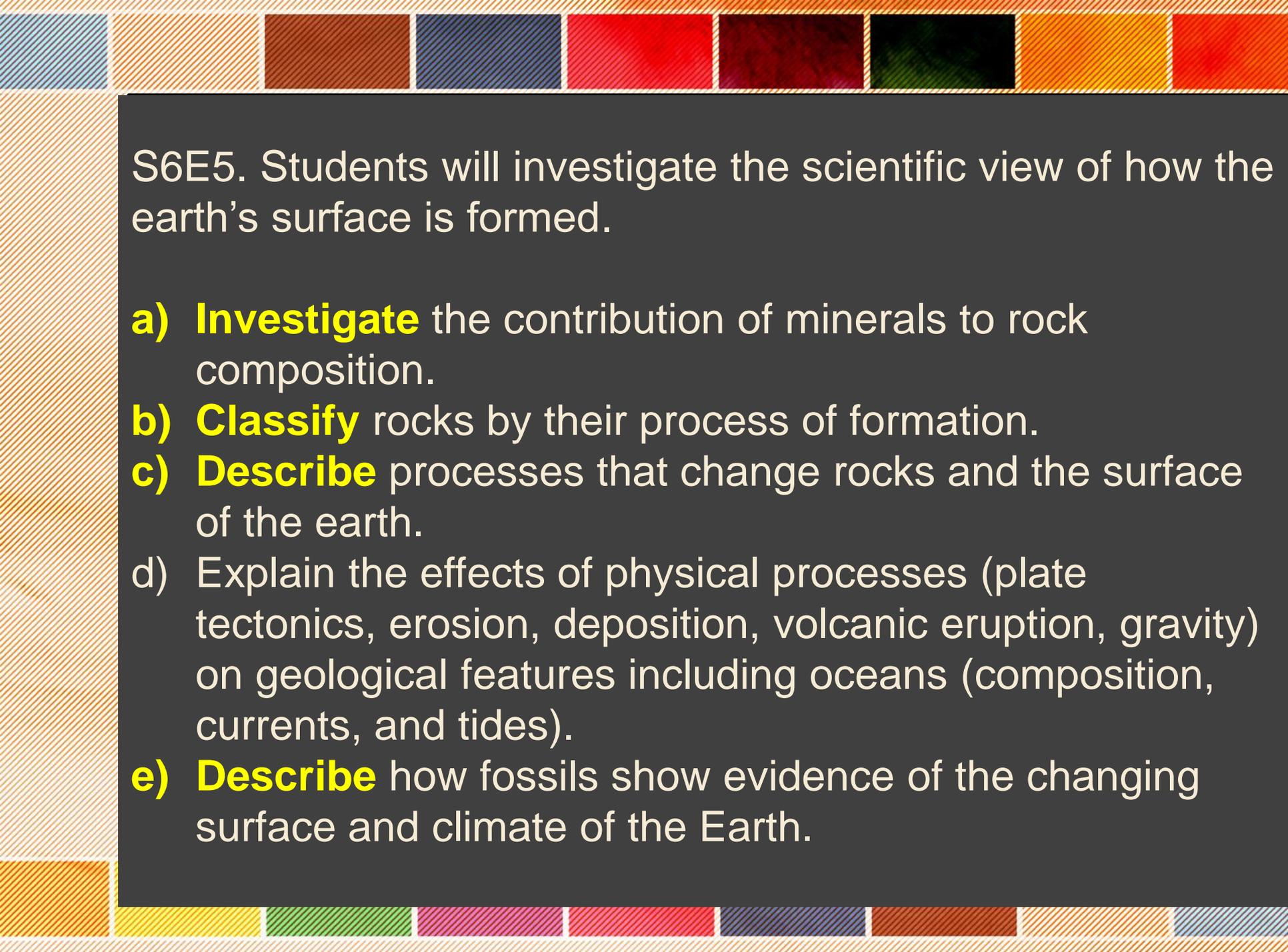
Language Demands

✓ Functions

✓ Vocabulary, Syntax,
and Discourse

What you DO

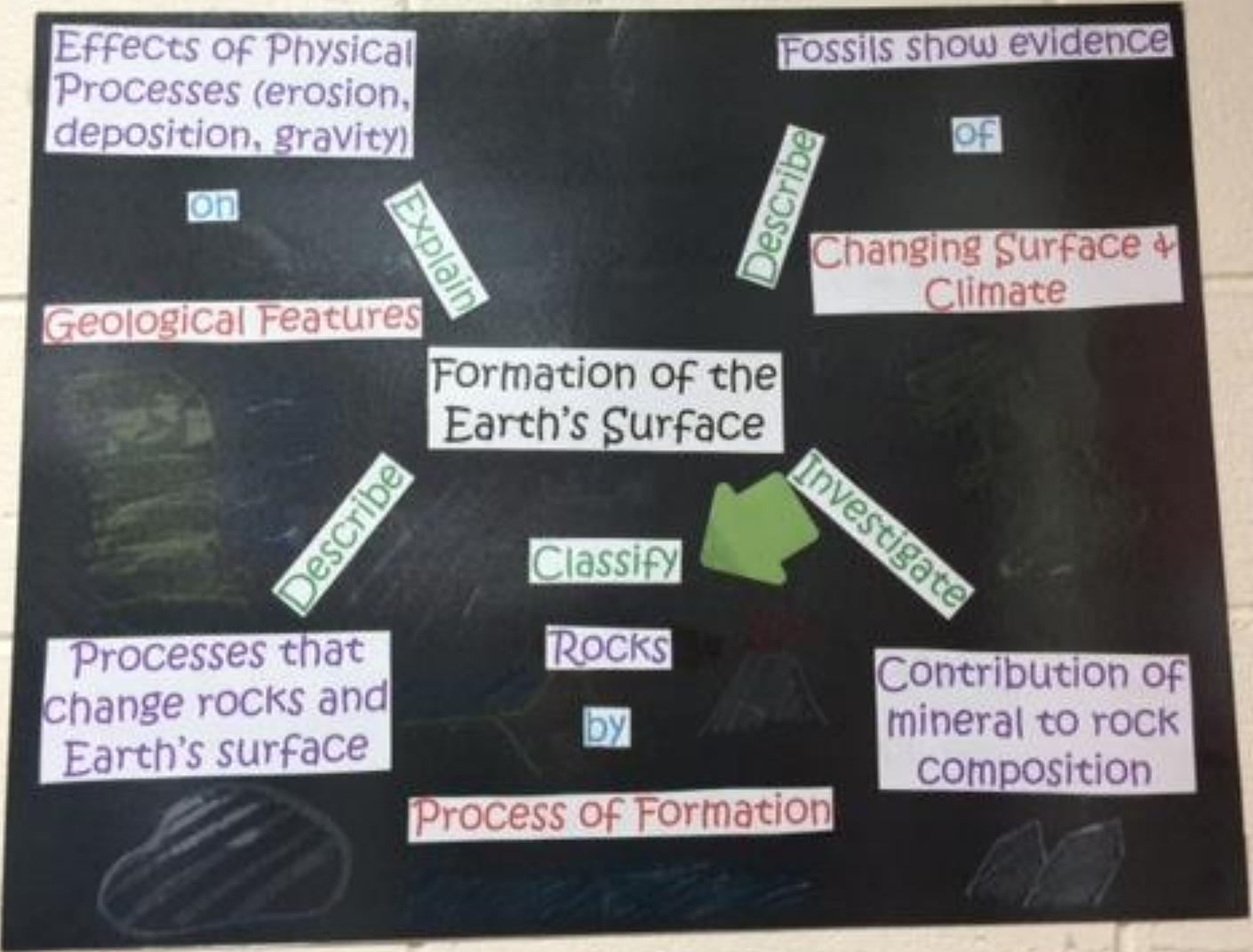
Tools you USE



S6E5. Students will investigate the scientific view of how the earth's surface is formed.

- a) **Investigate** the contribution of minerals to rock composition.
- b) **Classify** rocks by their process of formation.
- c) **Describe** processes that change rocks and the surface of the earth.
- d) Explain the effects of physical processes (plate tectonics, erosion, deposition, volcanic eruption, gravity) on geological features including oceans (composition, currents, and tides).
- e) **Describe** how fossils show evidence of the changing surface and climate of the Earth.

STANDARD:





Directions: Use complete sentences to respond to EACH of the following scenarios. You may include pictures of diagrams IN ADDITION to your written response.

10. While tubing down a river, Ebony found a rock with a rough texture. The rock was layered with sand and shells.

- a. What kind of rock did Ebony most likely find?
- b. What evidence supports your claim on the type or rock?
- c. Explain the processes that formed the rock Ebony found.

Student answer:

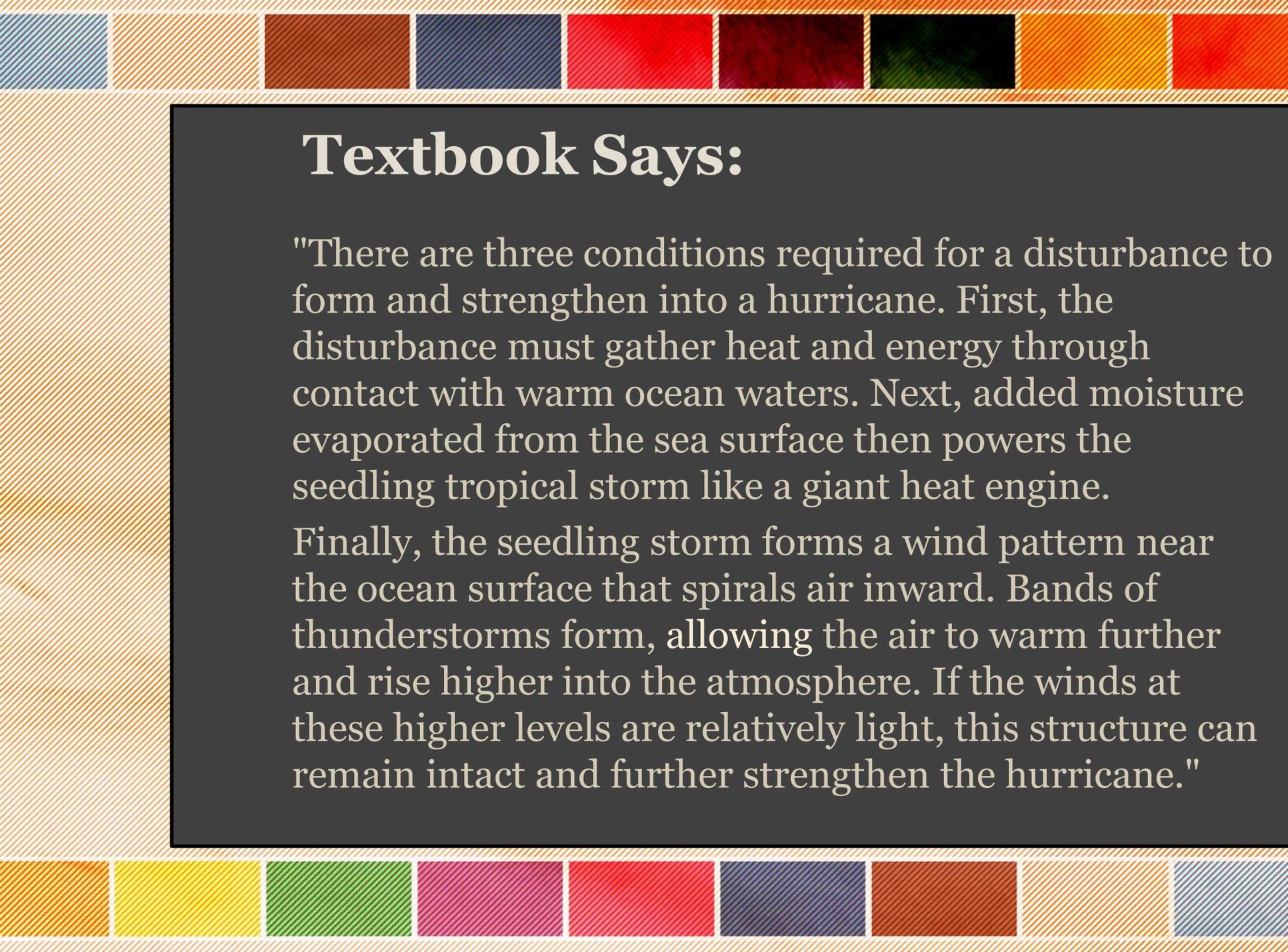
- a. Sedimentary
- b. Layered with sand and shells
- c. A type of rock gets weathered or eroded. Then, the sediments with some shells get layered together, compacted and cemented. Sedimentary rock forms.

The Grand Canyon took 4 million years to form. Explain how the factors of erosion affected this particular landform (type of rock).



Vocabulary

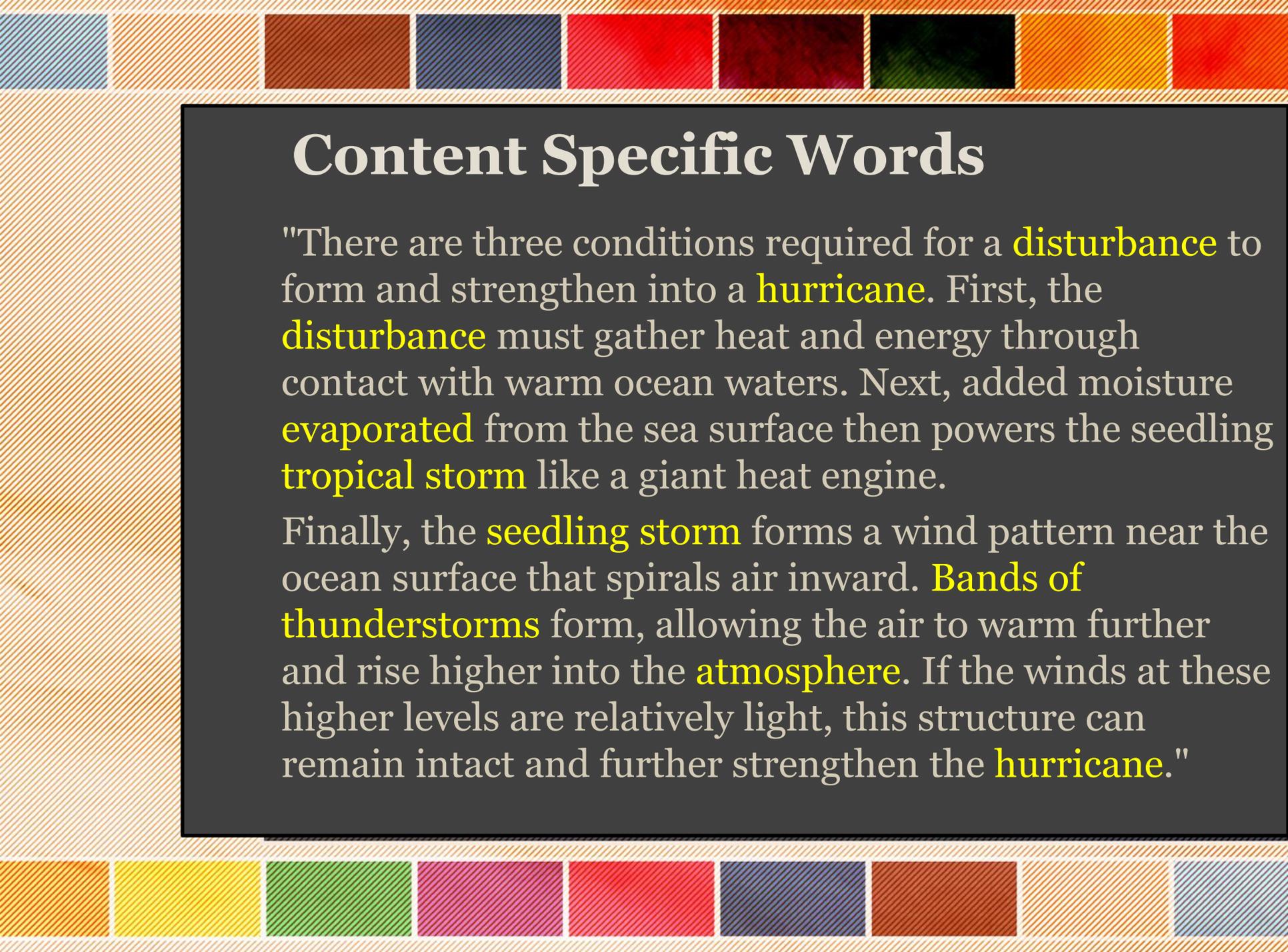
- Content-specific words
(erosion, geological)
- General academic words
(evidence, investigate)
- Common, everyday words that used in specialized ways in subjects
(table, composition, state)



Textbook Says:

"There are three conditions required for a disturbance to form and strengthen into a hurricane. First, the disturbance must gather heat and energy through contact with warm ocean waters. Next, added moisture evaporated from the sea surface then powers the seedling tropical storm like a giant heat engine.

Finally, the seedling storm forms a wind pattern near the ocean surface that spirals air inward. Bands of thunderstorms form, allowing the air to warm further and rise higher into the atmosphere. If the winds at these higher levels are relatively light, this structure can remain intact and further strengthen the hurricane."



Content Specific Words

"There are three conditions required for a **disturbance** to form and strengthen into a **hurricane**. First, the **disturbance** must gather heat and energy through contact with warm ocean waters. Next, added moisture **evaporated** from the sea surface then powers the seedling **tropical storm** like a giant heat engine.

Finally, the **seedling storm** forms a wind pattern near the ocean surface that spirals air inward. **Bands of thunderstorms** form, allowing the air to warm further and rise higher into the **atmosphere**. If the winds at these higher levels are relatively light, this structure can remain intact and further strengthen the **hurricane**."



Academic Words

"There are three **conditions required** for a disturbance to form and strengthen into a hurricane. First, the disturbance must gather heat and **energy** through **contact** with warm ocean waters. **Next**, added moisture evaporated from the sea surface then powers the seedling tropical storm like a giant heat engine.

Finally, the seedling storm forms a wind pattern near the ocean surface that spirals air inward. Bands of thunderstorms form, **allowing** the air to warm further and rise higher into the atmosphere. If the winds at these higher levels are **relatively** light, this **structure** can remain intact and **further strengthen** the hurricane."



Syntax

Everyday Language

- Shorter and incomplete sentences (Sausage and biscuits again?)
- Actions through verbs (cut down trees)
- More active voice (How much pizza did they eat?)
- Shorter noun phrases (healthy food)

Academic Language

Longer and complex sentences (Experts say that.....)

Make actions into nouns to build concepts (deforestation)

Passive voice more common (how much pizza was eaten?)

Long noun phrases (Improving the nutritional quality of foods offered from other sources)

Discourse

- Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction
- Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated

Modes of Discourse

Modes

- Narration
- Description
- Explanation
- Argument

CCGPS

- Informational
- Argument
- Narrative

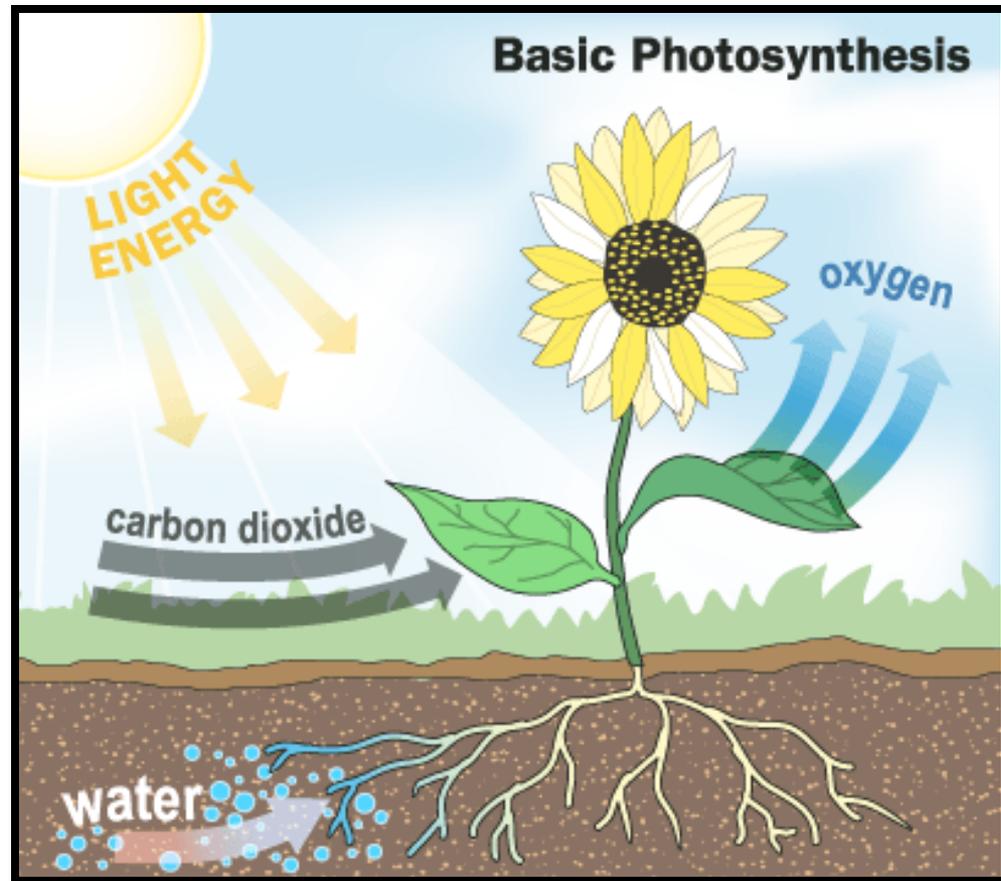
Classroom Implications

- Teachers need to understand the language demands of the standards and the content they teach.
- Teachers need to deliberately plan how to address the language demands of the standards and content they teach.
- Teachers need to plan tasks that require students to engage in the appropriate function of language (based on the standards).
- Teachers need to engage students in discussion.
- Teachers need to model the syntax of academic language.

Rich Instruction

- Instruction that goes beyond definitions
- Instruction to get students actively involved in using and thinking about word meanings
- Introduce the words and create student-friendly explanations
- Encourage students to keep a log of words and meanings in a vocabulary notebook
- Engage in activities that provide opportunities for students to use the words, explore facets of meaning, and consider relationships among words

Use Non-verbal Representations



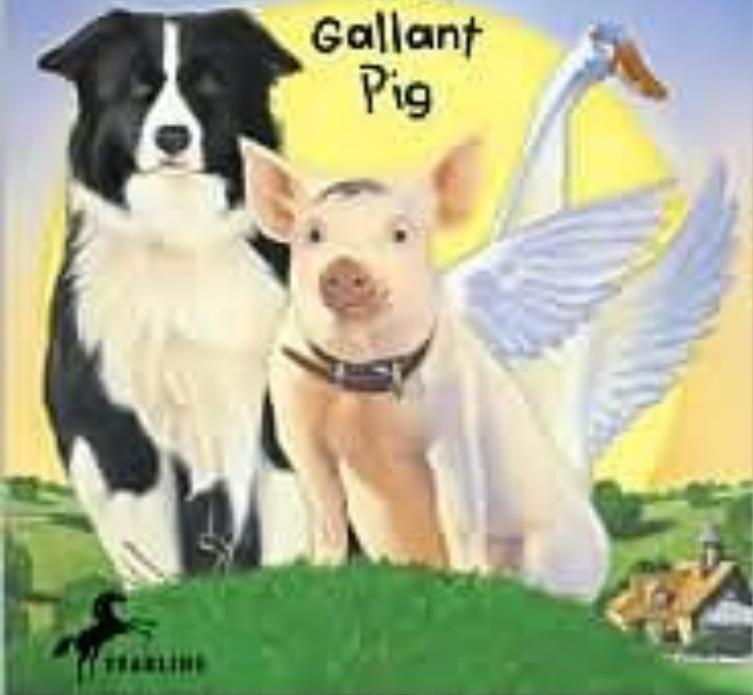
Recommendations for Rich Vocabulary Instruction

- Introducing words is just the FIRST step.
Effective vocabulary
- Instruction is designed around three features.
 1. Frequent encounters with words
 2. Richness of instruction
 3. Extension of word use beyond the classroom

DICK KING-SMITH

BABE

The
Gallant
Pig



ILLUSTRATED BY MARY RAVNER

- Ewe
- Maneuver

EWE! That
maneuver stinks!

English Language Defects

- Colonel
- Penelope
- Chic
- Segue
- Phlegm
- Subtle
- Rapport
- Epitome
- Knead
- **Hors d'oeuvres**

It's Greek to Me!

- Even if English is your native language, learning Greek root words will increase your vocabulary
- Medical
- Science

Frequency

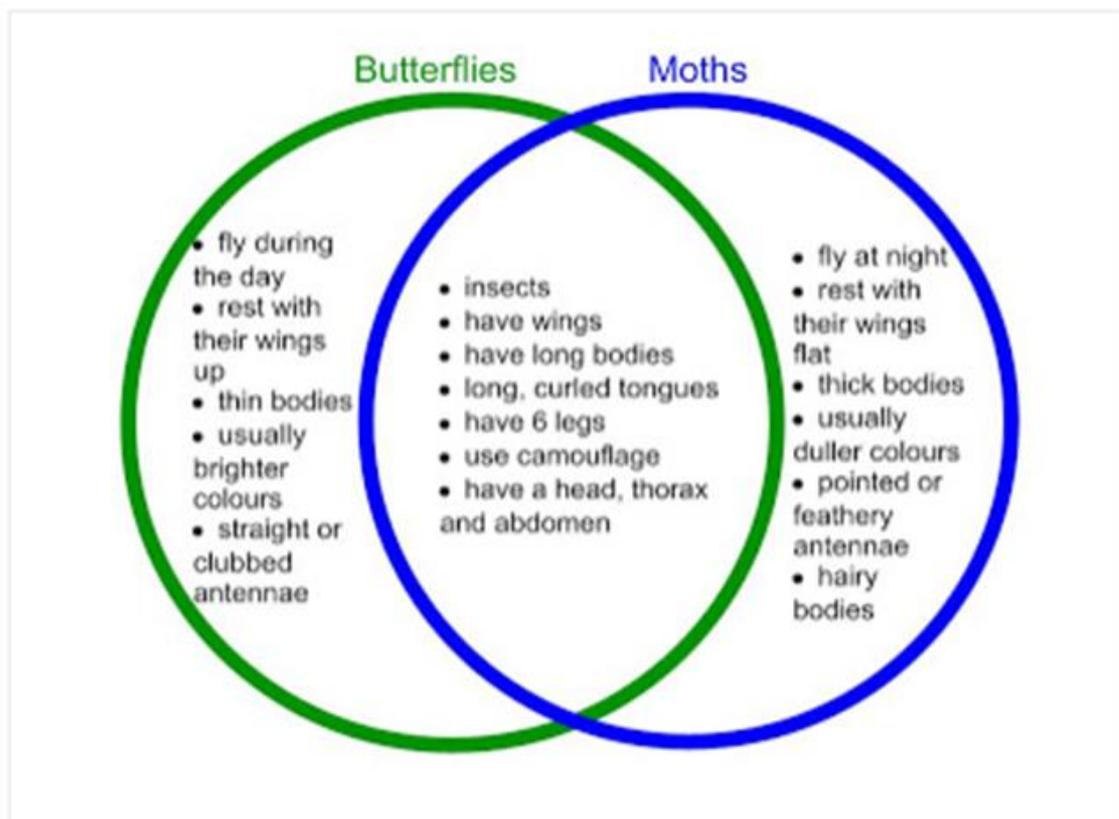
- Introduce approximately ten Tier 2 words per week.
- Present activities around the words daily.
- Ensure that the words have been the focus of attention 8-10 times per week.

Transitional Words and Phrases





Venn diagrams can be used to compare information about two things. It's a simple way to organise similarities and differences. We used one to compare moths with butterflies. At first, we thought it was quite hard to tell the difference, because they look so similar, but after completing our diagram, we discovered some things that made it easy to tell them apart. We decided that checking whether it was day or night and whether the wings were up or resting flat, were the easiest ways.



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