

**Up the Bar**



**ENGLISH LANGUAGE LEARNERS  
MAKE SCHOOLS STRONGER**

**RANDOLPH PUBLIC SCHOOLS, MARCH 5, 2019**

# LET'S GET INTO THE RIGHT MINDSET.



You may NOT  
use any words  
that contain  
the letter 'T'

# TODAY'S OBJECTIVE

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TOGETHER WE WILL...

DRAW GRAFFITI

CREATE MEANINGFUL MEMORY JOGGERS

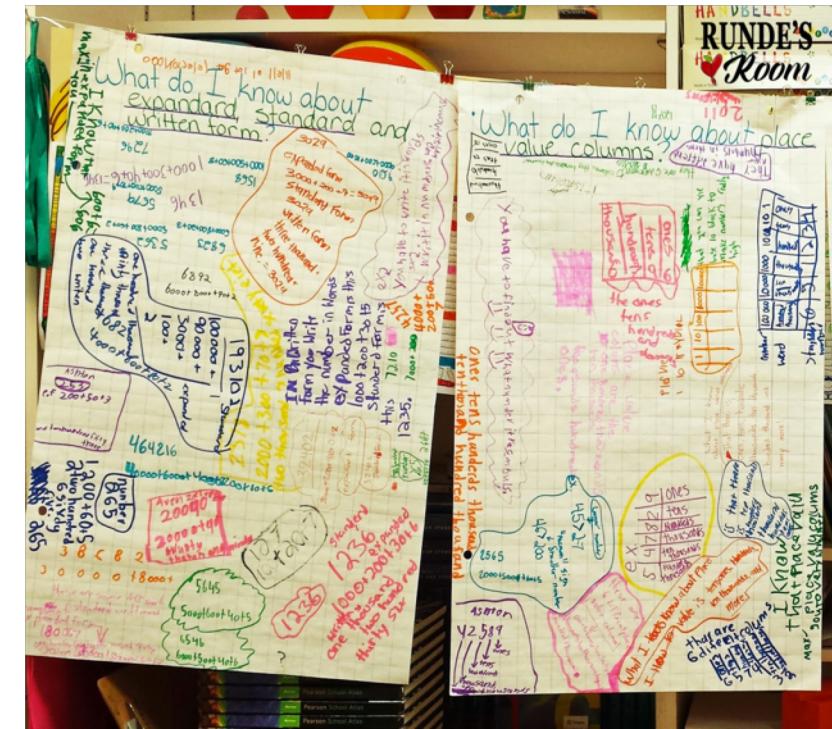
LISTEN TO ESL VOICES

LEARN HOW TO CREATE ACADEMIC LANGUAGE OBJECTIVES



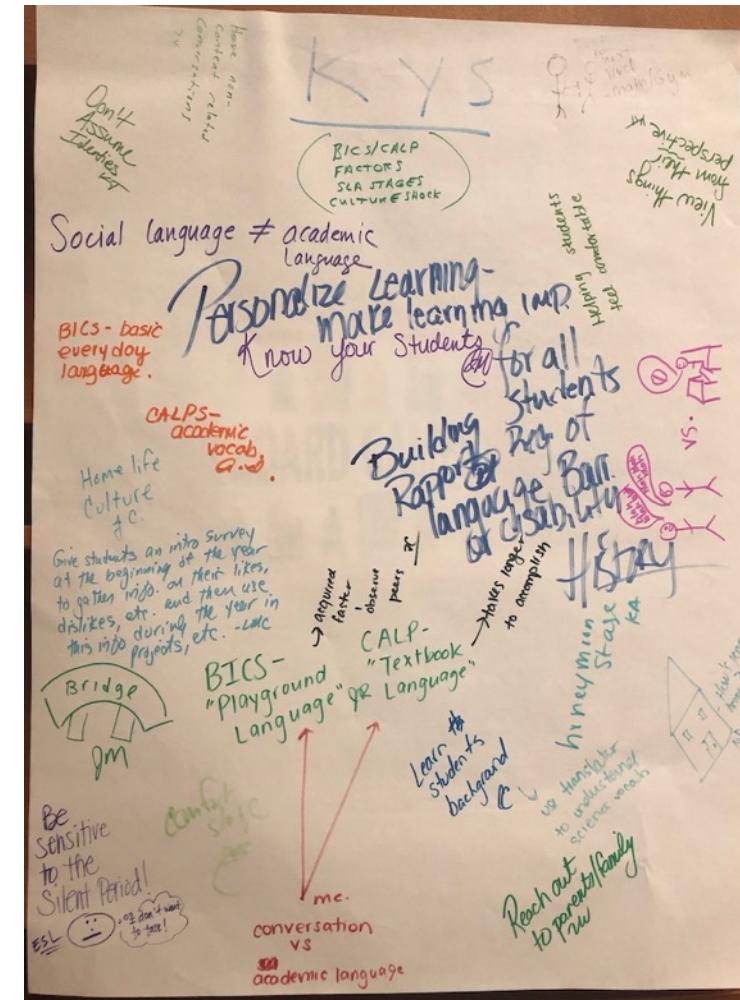
# **GRAFFITI WALL/MEMORY JOGGER – PART 1**

1. WITH YOUR TEAM, VISIT EACH POSTER. (NO TALKING DURING THIS TASK.)
    - KYS
    - VOCABULARY
    - BUILDING BACKGROUND
  2. WRITE A COMMENT, EXPLANATION, EXAMPLE, QUESTION, OR DRAW A PICTURE.
  3. INITIAL YOUR WORK WITH YOUR TEAM NUMBER.
  4. YOU MAY WRITE IN FREE FORM, IN ALL DIRECTIONS AND PLACES ON THE PAPER.
  5. YOU MAY DRAW LINES TO CONNECT YOUR IDEAS TO OTHERS' IDEAS.
  6. YOU MUST EACH CONTRIBUTE AT LEAST SIX THOUGHTS, TWO FOR EACH TOPIC.



# **GRAFFITI WALL/MEMORY JOGGER – PART 2**

1. WITH YOUR TEAM, REVISIT YOUR NOTES & POWERPOINTS FOR 5-7 MINUTES.
  2. TRAVEL TO EACH POSTER AND TALK ABOUT WHAT HAS BEEN WRITTEN, AND ADD ON RELEVANT INFORMATION.
  3. INITIAL YOUR ADD-ONS WITH YOUR TEAM NUMBER.
  4. THE GOAL IS TO CONVERT EACH POSTER INTO A MEMORY JOGGER.



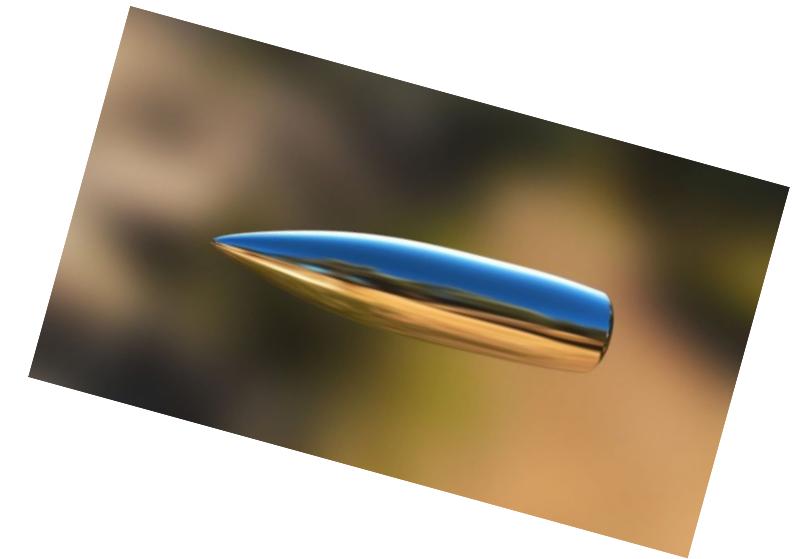
## CAUSE FOR PAUSE

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- ENGAGE IN A THREE MINUTE QUICK WRITE IN WHICH YOU REFLECT ON THIS TASK.
  - HOW DID IT ADD VALUE TO YOU AS A LEARNER?
  - HOW DID IT HELP TO TAP INTO YOUR PRIOR KNOWLEDGE?
  - HOW DID REVIEWING THE NOTES WITH YOUR TEAM HELP?
  - HOW WOULD YOU IMPLEMENT THIS STRATEGY DIFFERENTLY FOR YOUR STUDENTS?
- BE PREPARED TO SHARE WITH YOUR TABLE AND THEN SHARE ALOUD.



**IF YOU  
STRATEGICALLY  
KYS,  
BUILD BACKGROUND,  
& TEACH VOCABULARY,  
THEN YOU ARE WELL ON YOUR WAY TO BECOMING  
THE SILVER BULLET FOR WHICH YOU ARE SEARCHING!**



# Expert learners take notes!

## The 5 Rs of Notetaking

**Record:** During the lecture, write all meaningful information legibly.

**Reduce:** After the lecture, write a summary of the ideas and facts using key words as cue words.

**Recite:** Recite all the information in your own words without looking at our notes or the text.

**Reflect:** Think about your own opinions and ideas. Raise questions and record original ideas

**Review:** Before reading new material, take 10 minutes to review your older notes. Skim over the main ideas and details.

- Pauk, W. (1989). How to Study in College (4th Ed.). Boston, MA: Houghton Mifflin.

## FIND 9, 12, & 3 o'CLOCK BUDDIES

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DID YOU WALK THE TALK?  
SHARE WITH YOUR 9AM

# **ESL VOICES, LOUD AND CLEAR**

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## **INCREASING COMPREHENSIBILITY**

- PLEASE USE EASIER WORDS.
- EXPLAIN IMPORTANT WORDS WITH SMALLER WORDS.
- PLEASE SPEAK SLOWLY AND CLEARLY. \*
- PLEASE WRITE MORE CLEARLY ON THE BOARD. \*
- DON'T GIVE DIFFICULT WORDS IN TEST QUESTIONS.
- REPEAT WHAT OTHER STUDENTS SAY WHEN THEY SAY QUESTION OR GIVE AN ANSWER.
- LET US EXPLAIN THINGS IN OUR OWN LANGUAGE TO PEOPLE WHO DON'T UNDERSTAND SOMETHING.

# ESL VOICES, LOUD AND CLEAR

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## Providing appropriate extra assistance

- PLEASE WAIT AFTER THE LESSON TO EXPLAIN. \*
- GIVE ME MORE TIME TO DO MY WORK. \*
- PLEASE TELL ABOUT TESTS EARLIER.
- PLEASE HELP ME, I'M ESL STUDENT.
- PLEASE WRITE ANSWERS ON THE BOARD. \*
- GIVE US MORE TIME TO WRITE DOWN THINGS FROM THE BOARD.
- DON'T GIVE US PAPER WITHOUT EXPLAIN WHAT TO DO.
- DON'T ALWAYS WRITE HOMEWORK ON BOARD WHEN LIGHT FLASHES. †
- EXPLAIN THE HOMEWORK PLEASE.
- IT IS GOOD THAT SOME OF MY TEACHERS ALLOW US TO WORK TOGETHER. \*
- WHEN WE HAVE A CHANCE TO ANSWER A QUESTION, MAKE THE OTHER STUDENTS QUIET, BECAUSE IT TAKES A TIME TO TRANSFER THOUGHTS IN WORDS.
- COME TO ESL STUDENTS DURING QUIET WORKING TO ASK HOW THEY UNDERSTOOD.
- TRY TO WAIT IF JUST 2 OR 3 PEOPLE RAISE THEIR HANDS FOR THE OTHERS.
- I DON'T LIKE IT WHEN MY TEACHER DON'T TELL ME HOW TO DO WORK WHICH I NEVER DONE BEFORE.
- CAN I SPEAK JAPANESE IN LESSON?
- I DON'T UNDERSTAND WHEN TEACHER READS BULLETIN. ‡

# **ESL VOICES, LOUD AND CLEAR**

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## **Reducing embarrassment**

- STAND NEAR ME WHEN I MUST ANSWER QUESTION.
- PUNISH THE STUDENTS WHO MAKE FUN OF OUR POOR ENGLISH.
- DON'T PICK ME IN LESSON BECAUSE I CAN'T ANSWER.
- PLEASE DO RESPECT MY QUESTIONS EVEN IF THEY SEEM EASY.
- EVEN I ANSWERED WRONG, DON'T LAUGH.
- I DON'T LIKE IT WHEN MY TEACHER PICK NAUGHTY BOY SIT BESIDE ME.
- I DON'T LIKE IT WHEN MY TEACHER ACT TO ME LIKE STUPID JUST BECAUSE I AM ESL STUDENT.
- I HATE WHEN MY TEACHER TRY TO TELL ME THE MEANING OF EASY WORDS.
- I DON'T LIKE IT WHEN MY TEACHER HAND OUT THE SHEETS OR TESTS BECAUSE THE TEACHER SAYS "NOT GOOD" OR "GOOD" WITH LOUD VOICE, SO ALL THE STUDENTS CAN HEAR IT. \*

# **ESL VOICES, LOUD AND CLEAR**

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## **Being aware that jokes exclude ESL students**

- JOKES IS DIFFICULT TO ME. \***
- YOU SHOULD NOT MAKE A JOKE ABOUT EVERYTHING.**

MAINSTREAM TEACHERS WERE ASKED THEY WOULD LIKE TO SAY TO THEIR **ESL** STUDENTS. THE GREAT MAJORITY OF RESPONDENTS SAID THAT **ESL** STUDENTS SHOULD TAKE A LITTLE MORE INITIATIVE IN ASKING FOR HELP OR EXPRESSING LACK OF UNDERSTANDING. AT THE VERY LEAST **ESL** STUDENTS WHO CANNOT ANSWER QUESTIONS SHOULD MAKE IT CLEAR TO THE TEACHER WHETHER THIS IS BECAUSE THEY DON'T UNDERSTAND THE QUESTION, DON'T KNOW THE ANSWER, OR DON'T KNOW HOW TO SAY THE ANSWER IN ENGLISH.



**Up the Bar**



## ACADEMIC LANGUAGE OBJECTIVES: A BEGINNER'S GUIDE

RANDOLPH PUBLIC SCHOOLS, MARCH 5, 2019

# GOAL FOR TODAY

TO INCITE EDUCATORS TO THOUGHTFULLY AND STRATEGICALLY PLAN FOR ACADEMIC LANGUAGE SUCCESS.



# BICS

AKA

*Social*

BASIC  
INTERPERSONAL  
COMMUNICATION  
SKILLS

# 2

KINDS OF  
*language*

BASED OFF THE WORK OF  
DR. JIM CUMMINS

COGNITIVE  
ACADEMIC  
LANGUAGE  
PROFICIENCY

# CALP

AKA

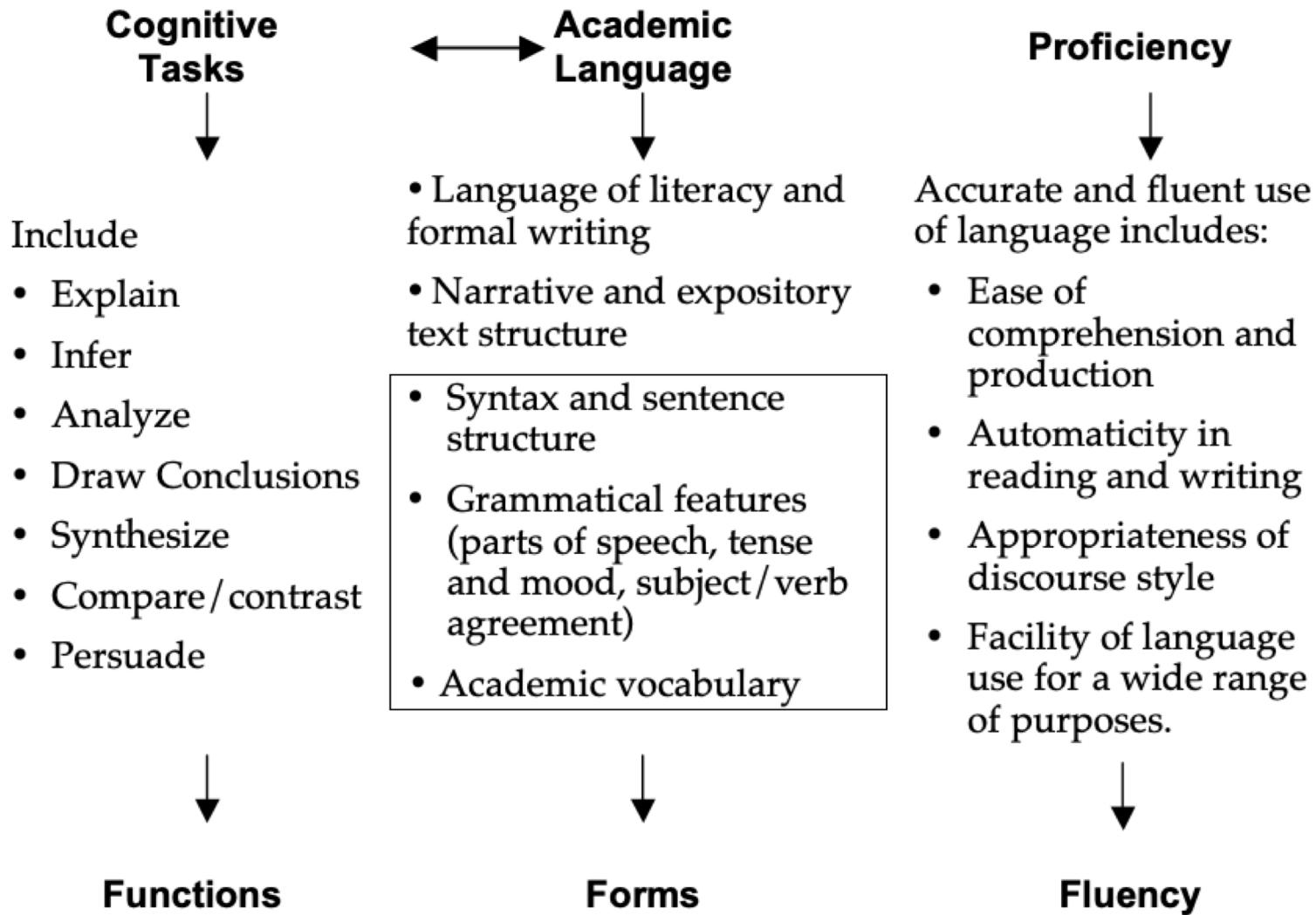
*Academic*

CLIP ART BY PRINCE PADANIA

## BICS vs CALP

Social English	Academic English
Do you want to study with me?	This research study indicates a positive correlation between genetics and certain diseases.
Let's sit at that table, over there.	Let's examine the table on page 65.
I like what happens in this story.	The plot of this story is exciting.
I lost my house key.	The timeline presents key events from the Civil Rights era.
Don't trip over that tree branch.	Which branch of government makes laws?

**C      A      L      P**



# HOW ACADEMIC LANGUAGE IS CONSTRUCTED

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BRICKS, MORTAR  
& BUILDINGS



UNIVERSITY  
MIDDLE SCHOOL

## BRICKS

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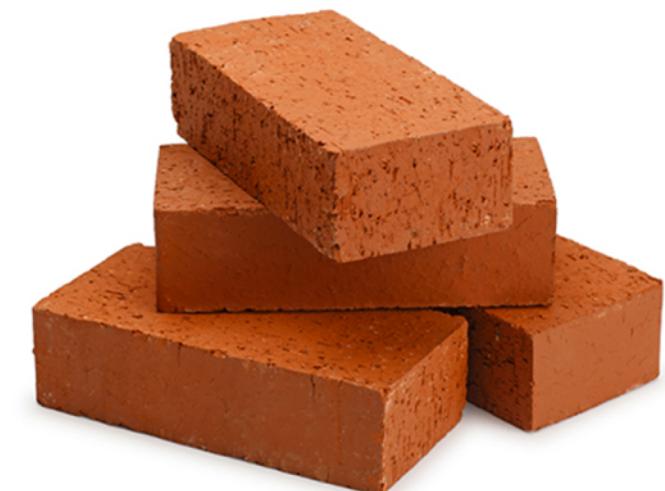
- SUBJECT SPECIFIC VOCABULARY THAT IS OFTEN PRE-TAUGHT
- FOUND IN BOLD FACE PRINT IN THE TEXTBOOK
- TAUGHT AT THE WORD LEVEL:
  - PHONOLOGY – HOW WORDS SOUND
  - SEMANTICS – WHAT WORDS MEAN
  - MORPHOLOGY – PARTS OF WORDS



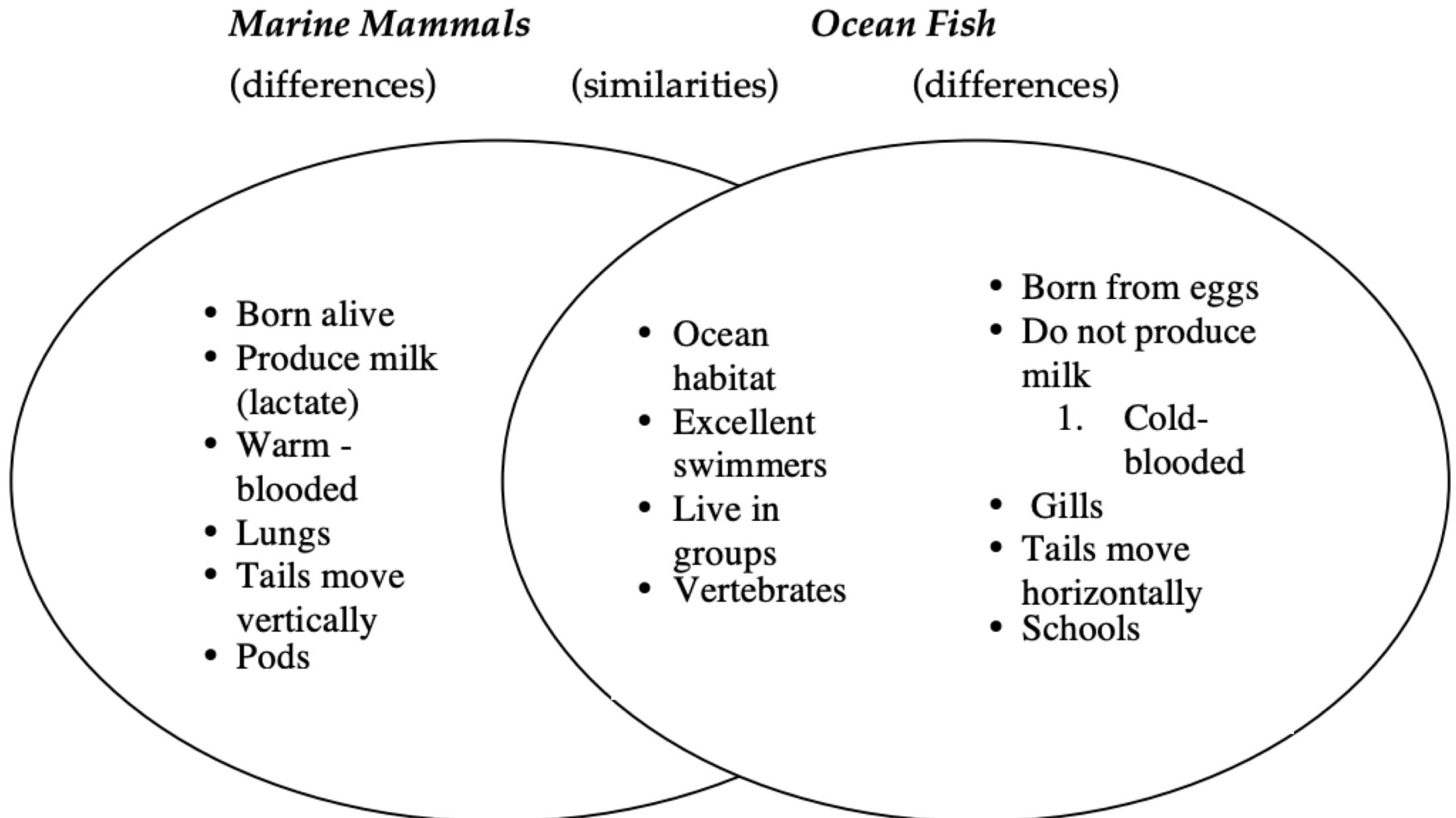
## EXAMPLES OF BRICKS

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- SCIENCE – MITOSIS, HABITAT, POLARIZED
- MATH – RIGHT ANGLE, RECIPROCAL, RATIO
- SOCIAL STUDIES – GOVERNMENT, REVOLT, CONSTITUTION
- LANGUAGE ARTS – METAPHOR, NARRATOR, ALLITERATION



# Venn diagram of brick words for marine mammals and fish



# MORTAR

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- BASIC AND GENERAL UTILITY VOCABULARY, EXPLICITLY TAUGHT WITHIN CONTEXT
- WORDS THAT DETERMINE THE RELATIONSHIP BETWEEN AND AMONG WORDS
- USED TO CONSTRUCT SENTENCES AND PARAGRAPHS, AND TO ENGAGE IN AN ACADEMIC CONVERSATION
- TAUGHT AT THE SENTENCE LEVEL:
  - SYNTAX – HOW WORDS BELONG TOGETHER



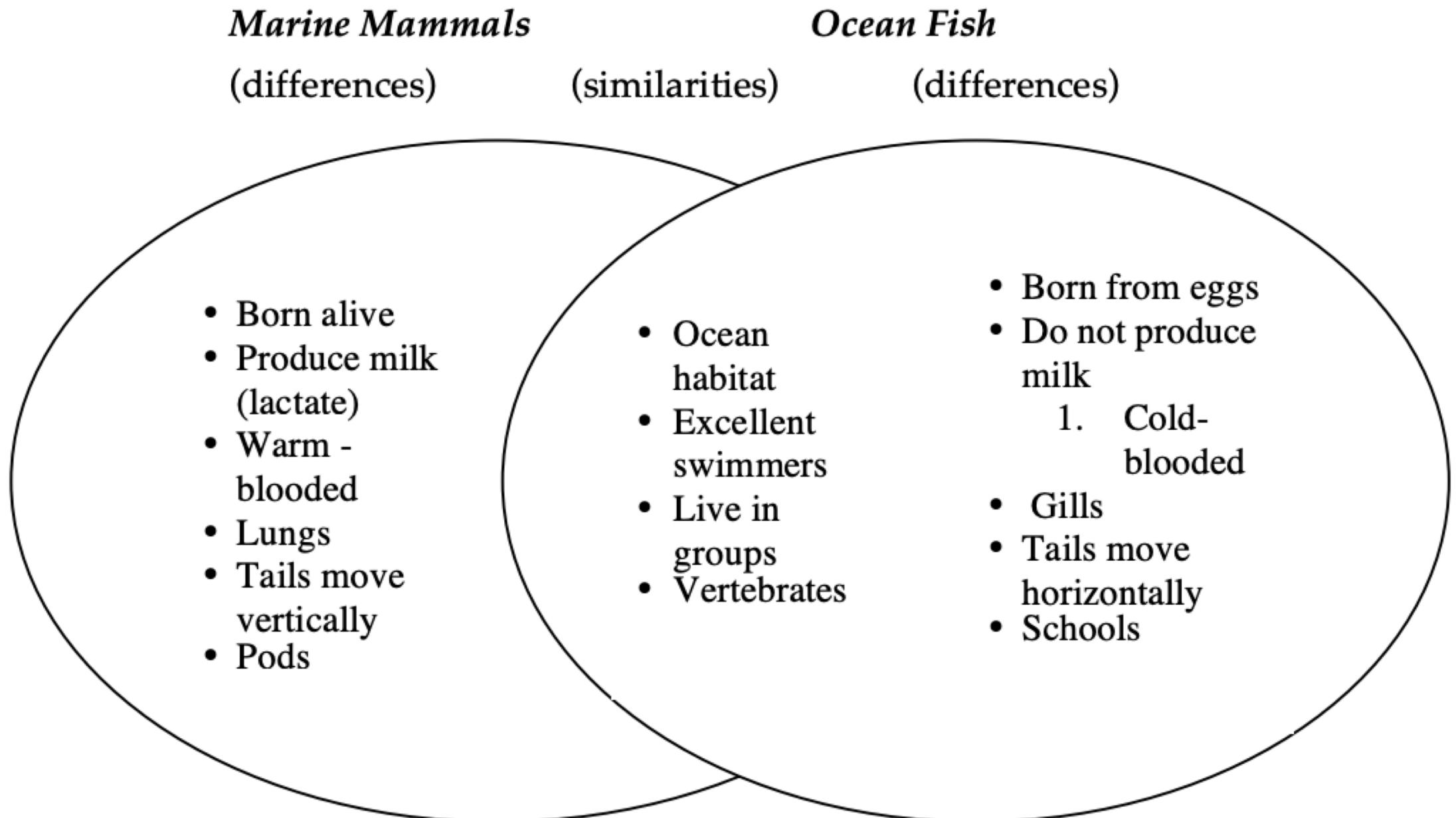
## EXAMPLES OF MORTAR

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- CONNECTING WORDS: FOR EXAMPLE, BECAUSE, THEN, BUT, SOMETIMES, BEFORE, THEREFORE, HOWEVER, WHEREAS
- PHRASES WITH PREPOSITIONS – ON, IN, UNDER, BEHIND, NEXT TO, IN FRONT OF, BETWEEN, IN THE BACKGROUND
- COMPARATIVES – GREATER THAN, LESS THAN, EQUAL TO



# Venn diagram of brick words for marine mammals and fish



# COMPARISON SENTENCE FRAMES!

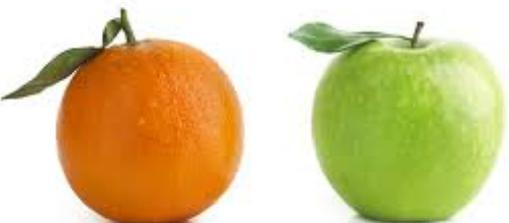
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- MARINE MAMMALS ARE WARM-BLOODED, BUT FISH ARE COLD-BLOODED.
  - \_\_\_\_\_ ARE \_\_\_\_\_, BUT \_\_\_\_\_ ARE \_\_\_\_\_.
- THE BASIC SUBJECT/VERB/OBJECT STRUCTURE OF THIS COMPARISON SENTENCE CAN BE ADAPTED BY VARYING THE VERBS (HAVE, ARE, CAN, DO, USE) OR CONJUNCTIONS (HOWEVER, WHEREAS).
- THE ABILITY TO MANIPULATE THESE BASIC SENTENCE STRUCTURES USING A VARIETY OF CONTENT IS NECESSARY FOR ***DEMONSTRATING THE CONCEPTUAL UNDERSTANDING OF A LESSON CALLING FOR COMPARISON.***

## MORE COMPARISON SENTENCE FRAMES!

1. WHILE \_\_\_\_\_ (SUBJECT 1) HAVE \_\_\_\_\_, \_\_\_\_\_  
(SUBJECT 2) HAVE \_\_\_\_\_.
  
2. \_\_\_\_\_ AND \_\_\_\_\_ ARE SIMILAR BECAUSE THEY BOTH  
\_\_\_\_\_. THEY ARE DIFFERENT IN THAT \_\_\_\_\_, BUT  
\_\_\_\_\_.
  
3. THERE ARE SEVERAL MAJOR DIFFERENCES BETWEEN \_\_\_\_\_  
AND \_\_\_\_\_. THE MOST NOTABLE IS \_\_\_\_\_.

Go Meta with a  
'Words and Phrases for Comparing'  
Word Wall!



# BUILDINGS

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- BRICKS PLUS MORTAR = BUILDINGS = LONGER TEXTS
- TAUGHT AT THE DISCOURSE\* LEVEL
  - GENRE – TYPE OF TEXT
  - PRAGMATICS – KNOWING HOW AND WHEN TO USE DIFFERENT TYPES OF TEXT (GENRE IN ACTION)

\* SPOKEN AND WRITTEN TEXT LONGER THAN A SENTENCE



## EXAMPLES OF BUILDINGS

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- SCIENCE – LAB REPORTS
- MATH – STRUCTURE OF A MATH PROBLEM/PROOF,  
ORAL REPORT OF HOW A PROBLEM IS SOLVED
- SOCIAL STUDIES – FORMAL DEBATE, HISTORY  
REPORT, NEWS ARTICLE
- LANGUAGE ARTS – LETTER, NARRATIVE,  
SCREENPLAY, AUTOBIOGRAPHY



## EXAMPLE OF BUILDINGS

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### Summary – Narrative Frame

The title of this story was .....

The setting of the story was .....

..... was the main character of the story.

In the story, we learned that .... was .....

His/her main problem/conflict/goal was ...

At first, ... tried to resolve this problem/conflict/goal by ...

Later, he/she tried to resolve the problem/conflict/goal by...

In the end, the following happened: ...

## EXAMPLE OF BUILDINGS

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### Summary – Narrative Example

The title of this story was *My Summer Vacation*. The setting of the story was *a cattle ranch in Texas during summer vacation*. *Wallace* was the main character of the story. We learned that *Wallace* was a young city boy who was spending his summer with the crew on the ranch. His main problem was that he had to learn all of the skills of a wrangler such as how to move the cattle from one location to another and use a lasso properly. At first, *Wallace* tried to resolve this problem by carefully observing the ranch hands and mimicking their behaviors. Later, he tried to resolve the problem by asking the other wranglers, the ranch manager, and even the cook to teach him ranch skills. In the end, the following happened: *Wallace* stopped a stampede.

## EXAMPLE OF BUILDINGS

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### Summary - Informational Text

Chapter: \_\_\_\_\_ Topic: \_\_\_\_\_

This chapter conveyed information about \_\_\_\_\_ >

First, the authors stated that...

This was important because...

Next, the authors mentioned that...

Furthermore, they indicated...

This was critical because...

Finally, the authors suggested that...

## EXAMPLE OF BUILDINGS

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# Character Analysis

The character ... in ... can best be described as ...

This is evident when ...

... also shows this trait when he/she...

Further, his/her...is evident when ...

Thus, ... is a good way to describe ...

# Character Trait Paragraph

In the story Was                    means                   .  
                            Trait              Trait              title              character  
                            Trait              Trait              definition

I know this because                   . Another trait                   .  
                            what the character said, did, or think              the author states according to the text  
                            Trait              Trait              character

exhibited was                   . I know this because                   .  
                            Trait 2              Trait 2              definition

                            the author states according to the text              what the character said, did, or think  
                            Trait              Trait              character

was                   . I know this because                   . Lastly,                   .  
                            Trait 3              Trait 3              definition

                            the author states according to the text              what the character said, did, or think?  
                            Trait              Trait              character

Based on the text details I can infer that                    was                   ,                    and                   .  
                            character              Trait 1              Trait 2              Trait 3

## Science Sentence Frames



I know \_\_\_\_\_ because of my experience with \_\_\_\_\_.

A property \_\_\_\_\_ and \_\_\_\_\_ do not share in common is \_\_\_\_\_.

This article has shown that \_\_\_\_\_.

I agree with \_\_\_\_\_ because \_\_\_\_\_.

Scientifically speaking \_\_\_\_\_.

I can conclude that \_\_\_\_\_ because in the article it states that \_\_\_\_\_.

From my reading, I can conclude that \_\_\_\_\_.

From the information in the article, it is clear that \_\_\_\_\_.

An example of \_\_\_\_\_ would be \_\_\_\_\_.

A non-example of \_\_\_\_\_ would be \_\_\_\_\_.

I disagree with \_\_\_\_\_ because \_\_\_\_\_.

A \_\_\_\_\_ is a type of \_\_\_\_\_.

An experience I have had with \_\_\_\_\_ is \_\_\_\_\_.

The word \_\_\_\_\_ can be illustrated with \_\_\_\_\_.

\_\_\_\_\_ is related to \_\_\_\_\_ because \_\_\_\_\_.

\_\_\_\_\_ and \_\_\_\_\_ are different because \_\_\_\_\_.

**Hypothesis:**

- I predict \_\_\_\_\_ because \_\_\_\_\_.
- Based on \_\_\_\_\_, I predict \_\_\_\_\_.

**Claims/Evidence:**

- I claim \_\_\_\_\_.
- My data shows \_\_\_\_\_.
- I observed \_\_\_\_\_.



**Conclusion:**

- The purpose of this lab was \_\_\_\_\_.
- My hypothesis was/was not supported because my data shows \_\_\_\_\_.
- I claim \_\_\_\_\_ because my data shows \_\_\_\_\_.
- From this lab, I learned \_\_\_\_\_.
- I have seen this in the real world when \_\_\_\_\_.

**Reflection:**

- Why \_\_\_\_\_?
- How \_\_\_\_\_?
- I wonder \_\_\_\_\_.
- I would like to experiment more about \_\_\_\_\_.
- I still do not understand \_\_\_\_\_.

5 → 2 ↓

The array has \_\_\_\_\_ rows and \_\_\_\_\_ columns.

The addition equation is \_\_\_\_\_.

$$2 + 2 + 2 + 2 + 2 = 10$$

10 dots

There are \_\_\_\_\_.

WHAT I have LEARNED

## EXAMPLE OF BUILDINGS

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### Process

To ..., you need to follow these basic steps.

First, you need to ...

Next ...

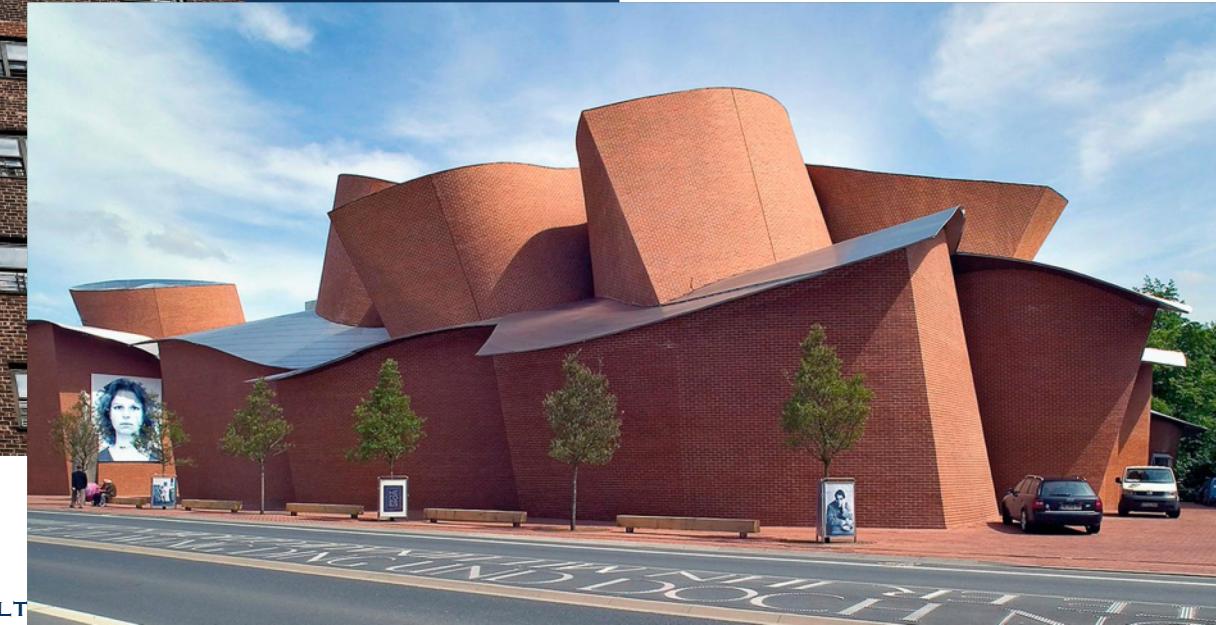
Then...

When you finish, you should have ....



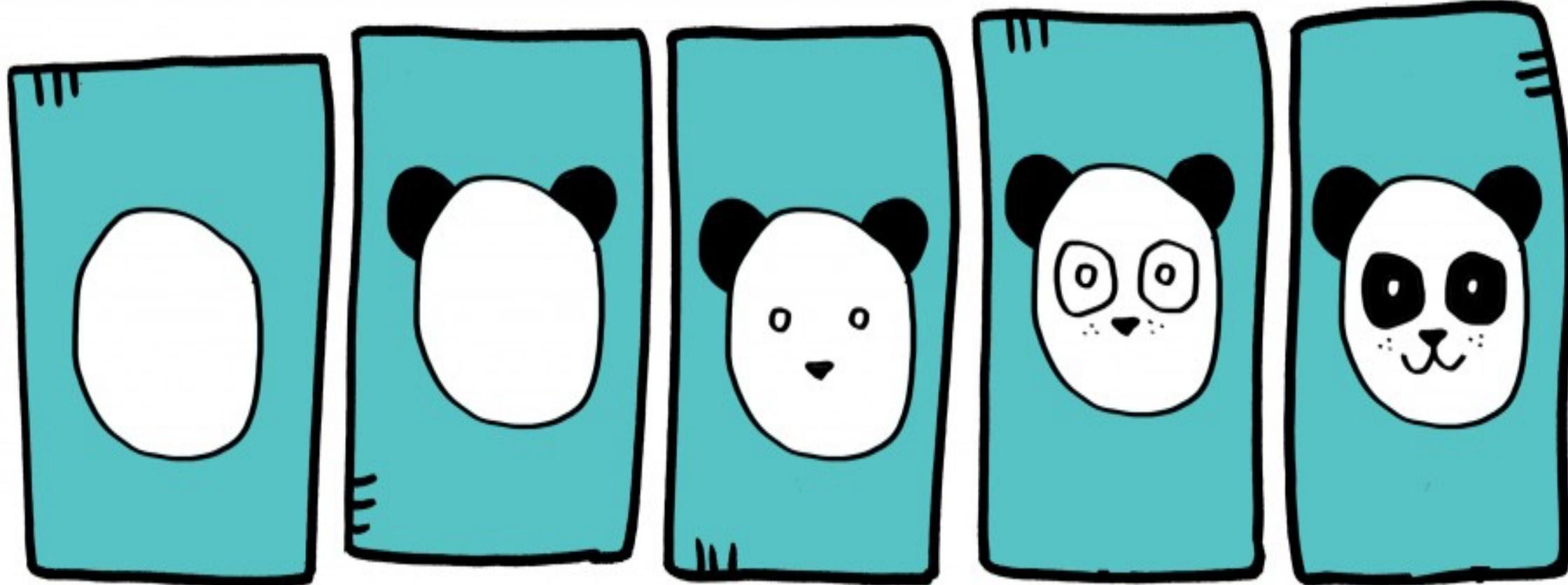
## BUILDINGS = FLUENCY

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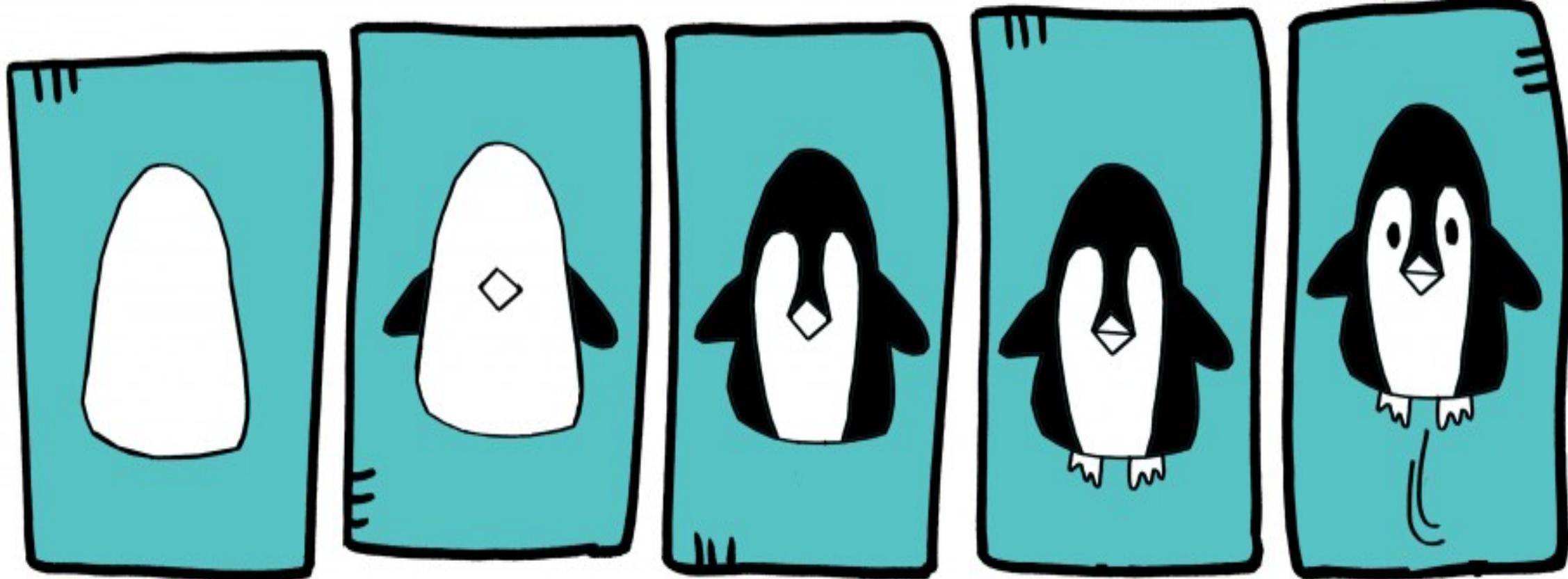


<b>Academic Language</b>	<b>General Areas of Coverage</b>
<b>BUILDING</b> <i>Discourse Level</i>	<ul style="list-style-type: none"> <li>• <i>Text types</i></li> <li>• <i>Genres</i></li> <li>• <i>Voice/perspective</i></li> <li>• <i>Cohesion across sentences through connectors</i></li> <li>• <i>Coherence of ideas</i></li> <li>• <i>Organization of text or speech</i></li> <li>• <i>Transitions of thoughts</i></li> </ul>
<b>MORTAR</b> <i>Sentence Level</i>	<ul style="list-style-type: none"> <li>• <i>Types of sentences (simple, compound, complex, compound–complex)</i></li> <li>• <i>Types of clauses (relative, coordinate, embedded)</i></li> <li>• <i>Prepositional phrases</i></li> <li>• <i>Syntax (forms and grammatical structures)</i></li> </ul>
<b>BRICK</b> <i>Word Or Phrase Level</i>	<ul style="list-style-type: none"> <li>• <i>Vocabulary (general, specialized, technical academic words)</i></li> <li>• <i>Multiple meanings of words</i></li> <li>• <i>Nominalizations</i></li> <li>• <i>Idiomatic expressions</i></li> <li>• <i>Double entendres and words with multiple meanings</i></li> </ul>

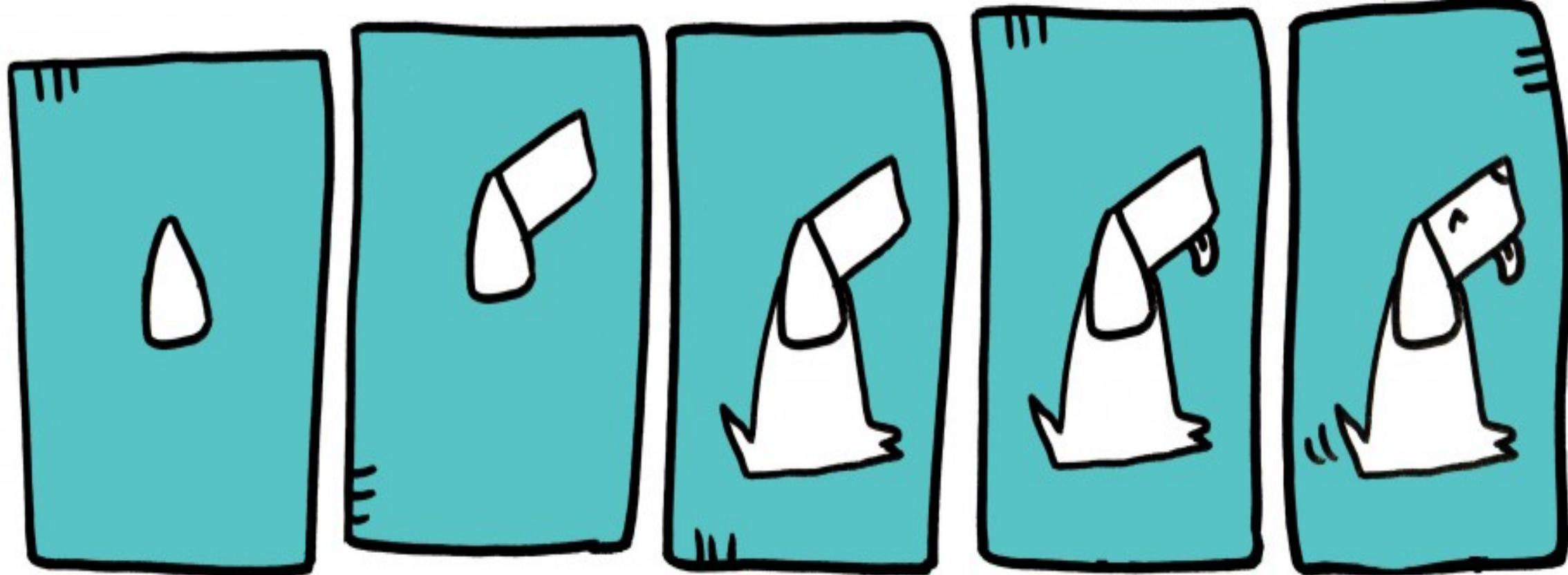
# PANDA IN 5 EASY STEPS



# PENGUIN IN 5 EASY STEPS



# DOG IN 5 EASY STEPS



# **HOW TO CREATE AN ACADEMIC LANGUAGE OBJECTIVE**

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- 1. CREATE A CONTENT OBJECTIVE**
- 2. CHOOSE A FUNCTION (FOUND IN CONTENT OBJECTIVE)**
- 3. DECIDE WHICH ACADEMIC LANGUAGE TO TEACH**
- 4. DECIDE ON THE LEVEL OF ACADEMIC LANGUAGE**
- 5. IDENTIFY SUPPORTS**
- 6. WRITE AN ACADEMIC LANGUAGE OBJECTIVE**

**IN 6 EASY STEPS**

## STEP #1 - CREATE A CONTENT OBJECTIVE

---

You already know how to do  
this.

## STEP #2 CHOOSE A FUNCTION

Matches your  
content objective  
function!

### Bloom's Taxonomy: Levels of Critical Thinking

#### Evaluation

Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select

#### Synthesis

Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite

#### Analysis

Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate

#### Application

Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use

#### Comprehension

Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell

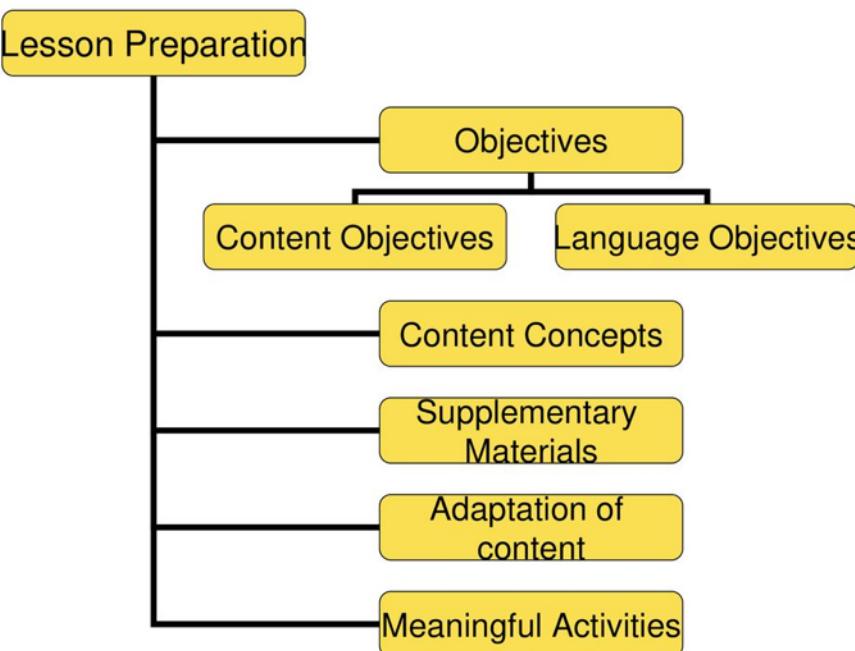
#### Knowledge

Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write

## STEP #3 – WHICH ACADEMIC LANGUAGE?

- **NOTICING** – “WHAT DO I NOTICE ABOUT MY STUDENTS’ WRITTEN AND ORAL LANGUAGE NEEDS?”
- **FORECASTING** – “WHAT LANGUAGE DO STUDENTS NEED IN ORDER TO ENGAGE WITH THE CONTENT CONCEPTS?”

**Backward  
Design!**



## STEP #3— DECIDE ON THE LEVEL OF ACADEMIC LANGUAGE

### BRICKS

- SUBJECT SPECIFIC VOCABULARY
- FOUND IN BOLD FACE PRINT IN THE TEXT
- TAUGHT AT THE WORD LEVEL:
  - PHONOLOGY – HOW WORDS SOUND
  - SEMANTICS – WHAT WORDS MEAN
  - MORPHOLOGY – PARTS OF WORDS

### MORTAR

- GENERAL UTILITY VOCABULARY
- USED TO CONSTRUCT SENTENCES AND PARAGRAPHS, AND TO ENGAGE IN AN ACADEMIC CONVERSATION.
- TAUGHT AT THE SENTENCE LEVEL:
  - SYNTAX – HOW WORDS BELONG TOGETHER

### BUILDING

- BRICKS PLUS MORTAR = LONGER TEXTS = BUILDINGS
- TAUGHT AT THE DISCOURSE\* LEVEL:
  - GENRE – TYPE OF TEXT
  - PRAGMATICS – KNOWING HOW AND WHEN TO USE DIFFERENT TYPES OF TEXT (GENRE IN ACTION)

## **STEP #4: LANGUAGE DOMAINS: DECIDE WHICH DOMAINS**

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- . SPEAKING (ORALLY)**
- . LISTENING**
- . WRITING**
- . READING**

## STEP #5 IDENTIFY SUPPORTS

**Figure K: Examples of Sensory, Graphic, and Interactive Supports**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	
Videos & films		In the native language (L1)
Broadcasts		With mentors
Models & figures		

# GRAPHIC SUPPORT - SCIENCE LAB REPORT

*Table 1: Independent, dependent and controlled variables in the experiment and how they are manipulated*

Variable	Details	How it will be manipulated
independent (something that you are changing)	name the variable	How will you change this variable?
dependent (something that you are measuring)	name the variable	How will you measure this variable?
controlled (things that you are keeping the same)	list the variables <ul style="list-style-type: none"><li>●</li><li>●</li><li>●</li><li>●</li><li>●</li></ul>	How will you keep these variables constant?

## SUPPORTS

Text Structure	Sentence Frame	Possible Graphic Organizer to Support Summarization
Description	<i>_____ is a kind of _____ that.....</i>	Concept Web, 2-Column Notes, Word Sorts, Frayer Model
Comparison/ Contrast	<i>X and y are similar in that they are both ..... but x...., while y.....</i>	Venn Diagrams, T Charts, Comparison Matrix
Sequence or Chronological Order	<i>____ begins with ....., continues with ....., and ends with .....</i>	Time Lines, Flow Charts
Problem/ Solution	<i>_____ wanted ....., but ....., so .....</i>	Flow Charts, Problem/Solution Web
Cause/ Effect	<i>_____ causes ....., OR _____ happens because .....</i>	Flow Charts, Cause/Effect Webs

## STEP #5 IDENTIFY SUPPORTS

**Figure 3H: Specific Examples of Sensory Supports**

Supports related to the language of Language Arts	Supports related to the language of Mathematics	Supports related to the language of Science	Supports related to the language of Social Studies
Illustrated word/phrase walls	Blocks/Cubes	Scientific instruments	Maps
Felt or magnetic figures of story elements	Clocks, sundials and other timekeepers	Measurement tools	Globes
Sequence blocks	Number lines	Physical models	Atlases
Environmental print	Models of geometric figures	Natural materials	Compasses
Posters or displays	Calculators	Actual substances, organisms or objects of investigation	Timelines
Bulletin boards	Protractors	Posters/Illustrations of processes or cycles	Multicultural artifacts
Photographs	Rulers, yard/meter sticks		Arial & satellite photographs
Cartoons	Geoboards		
Audio books	Counters		
Songs/Chants	Compasses		
	Calendars		
	Coins		

# Step #6 Write an academic language objective



**Word-level:** SWBAT \_\_\_\_\_ (function & domain) using \_\_\_\_\_ (vocabulary, or phonological/morphological topic), such as \_\_\_\_\_ (examples of language structure), with the support of \_\_\_\_\_ (supports).



**Sentence/syntax-level:** SWBAT \_\_\_\_\_ (function & domain) using \_\_\_\_\_ (language structure/syntax), such as \_\_\_\_\_ (examples of language structure), with the support of \_\_\_\_\_ (supports).



**Discourse-level:** SWBAT \_\_\_\_\_ (function & domain) in \_\_\_\_\_ (language genre), with the support of \_\_\_\_\_ (supports).

# Step #6 –Write an academic language objective



**Word-level:** SWBAT \_\_\_\_\_ (function& domain) using \_\_\_\_\_ (vocabulary, or phonological/morphological topic), such as \_\_\_\_\_ (examples of language structure), with the support of \_\_\_\_\_ (supports).

- **SWBAT explain in writing** (how bats are different from other mammals) using **vocabulary** such as herbivore, frugivore, and insectivores with the support of **sentence frames**.
- **SWBAT explain orally** using **correct stress** for words like herbivore, frugivore, and insectivore with the support of an **audio recording** created with a partner.
- **SWBAT IDENTIFY THROUGH READING** using **the suffix –ivore** for words like herbivore, frugivore, and insectivore with the support of **flashcards** in my team.

# Step #6 –Write an academic language objective



**Sentence/syntax-level:** SWBAT \_\_\_\_\_ (function & domain) using \_\_\_\_\_ (language structure/syntax), such as \_\_\_\_\_ (examples of language structure), with the support of \_\_\_\_\_ (supports).

- SWBAT summarize in writing (how bats contribute to pollination) using ordinal numbers such as first, second, third with the support of a word wall.
- SWBAT compare through writing (per capita consumption of India and Canada) using comparative language such as greater than, less than, as \_\_\_\_\_ as with the support of sample sentences.

# Step #6 –Write an academic language objective



**Discourse-level:** SWBAT \_\_\_\_\_ (function & domain) in \_\_\_\_\_ (language genre), with the support of \_\_\_\_\_ (supports).

- SWBAT describe (how bats disperse seeds) in an organized oral presentation with the support of a cycle diagram.
- SWBAT orally compare (per capita consumption patterns) using comparative adjectives and sentence starters with the support of peers in a group discussion.

# Step #6 Write an academic language objective



**Word-level:** SWBAT \_\_\_\_\_ (function & domain) using \_\_\_\_\_ (vocabulary, or phonological/morphological topic), such as \_\_\_\_\_ (examples of language structure), with the support of \_\_\_\_\_ (supports).



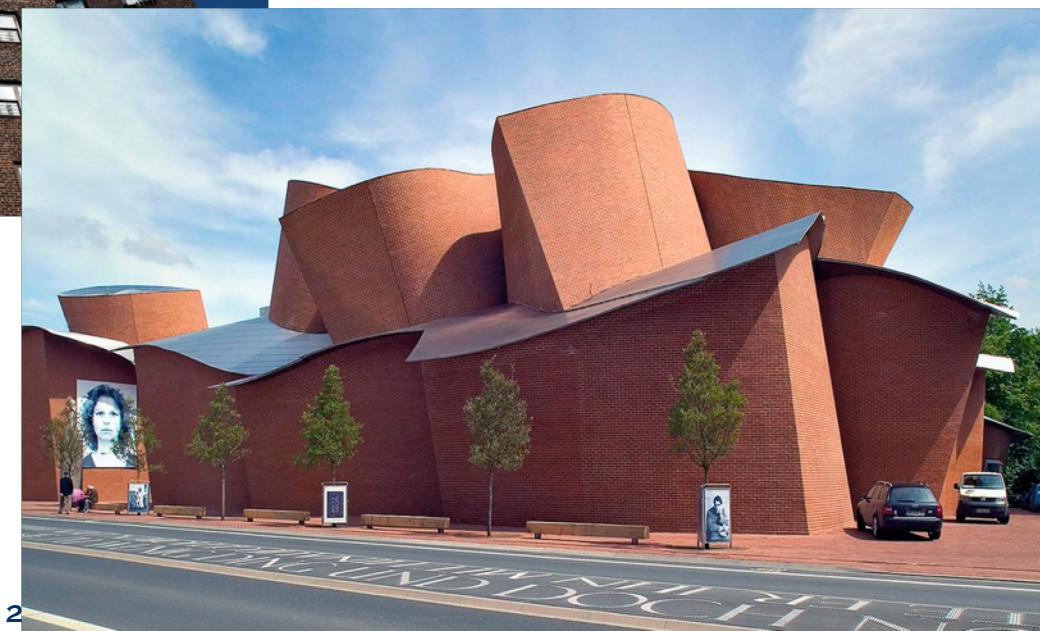
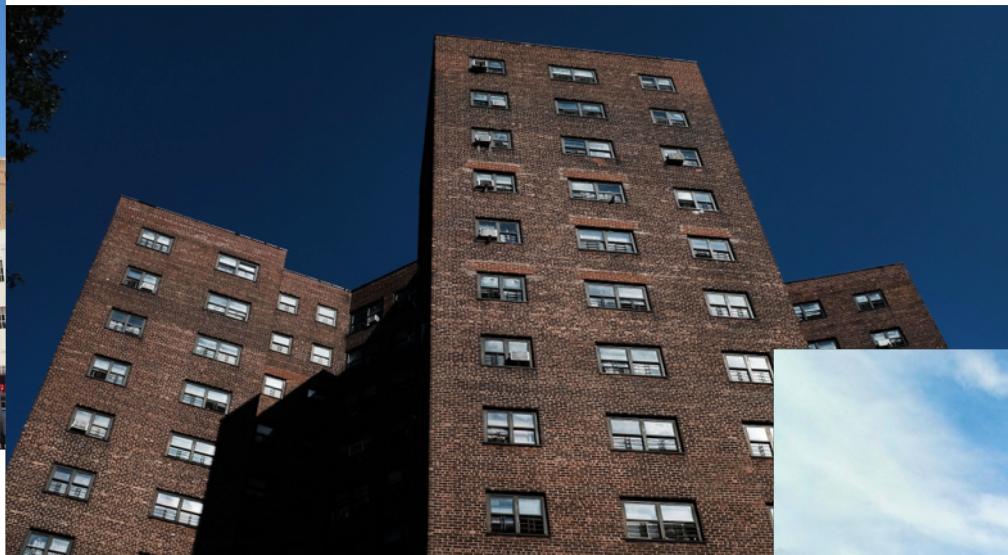
**Sentence/syntax-level:** SWBAT \_\_\_\_\_ (function & domain) using \_\_\_\_\_ (language structure/syntax), such as \_\_\_\_\_ (examples of language structure), with the support of \_\_\_\_\_ (supports).



**Discourse-level:** SWBAT \_\_\_\_\_ (function & domain) in \_\_\_\_\_ (language genre), with the support of \_\_\_\_\_ (supports).



**MORE BUILDINGS = MORE EDUCATED**



*Life Goal*

# EXPLORE LANGUAGE OBJECTIVE EXAMPLES

1. WITH YOUR TEAM, VISIT THE FOLLOWING WEBSITE

a) [HTTPS://WWW.NJ.GOV/EDUCATION/MODELCURRICULUM/](https://www.nj.gov/education/modelcurriculum/)

2. EXPLORE YOUR CONTENT/GRADE CURRICULA.

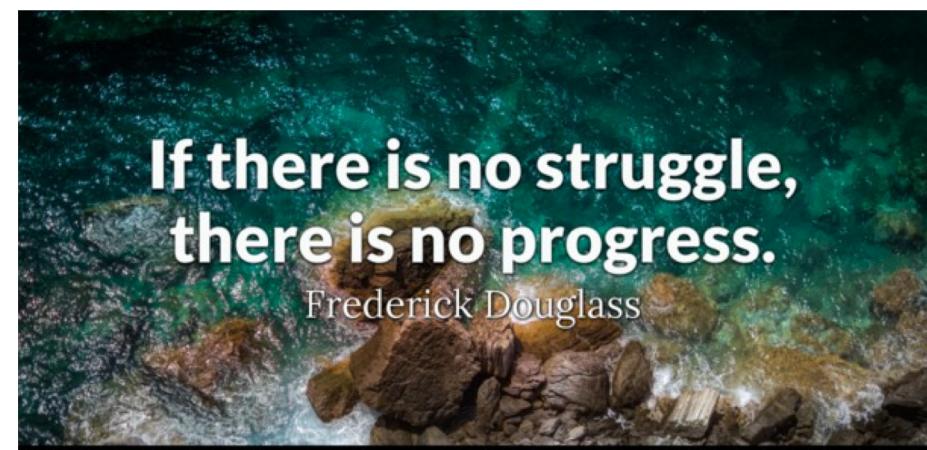
3. FOCUS ON THE LANGUAGE OBJECTIVE



## YOUR TURN!

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- WITH YOUR TEAM, CREATE A CONTENT AND CORRESPONDING LANGUAGE OBJECTIVE AT THE BRICK, MORTAR, AND BUILDING LEVEL WITHIN A UNIT.
- EVALUATE YOUR LANGUAGE OBJECTIVES USING THE RUBRIC ON THE NEXT SLIDE.



# **LANGUAGE OBJECTIVE RUBRIC**

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- 1. DOES IT HAVE A FUNCTION? 1 POINT**
- 2. IS THERE A LANGUAGE DOMAIN (S, W, L, R)? 1 POINT**
- 3. HAS ACADEMIC LANGUAGE BEEN IDENTIFIED? 1 POINT**
- 4. DOES IT HAVE AN INSTRUCTIONAL SCAFFOLD? 1 POINT**
- 5. IS IT CONNECTED TO THE CONTENT OBJECTIVE SELECTED? 1 POINT**

## CAUSE FOR PAUSE

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- YOU'VE BEEN TAUGHT QUITE A BIT SO FAR TODAY.
  - DID YOU LEARN?
    - IF SO, WHAT HELPED YOU TO LEARN?
    - IF NOT SO MUCH, WHAT COULD BE DONE DIFFERENTLY TO HELP YOU LEARN MORE EFFECTIVELY?
  - WHAT IS THE PURPOSE OF THIS REFLECTION?



Would you consider occasionally engaging in this reflection with your students?

