**Part 2- March 29th**

**Chapter 3: Academic Language Goals**
**Chapter 4: Reading, Writing, Listening, and Speaking in Every Lesson**

**The Language Lens for Content Classrooms by Sarah B. Ottow**

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# Agenda::

1. Attendance list
2. Check-in pairs
3. Discuss Ch 3 and Ch 4
4. Small group guided discussions
5. Final big group discussion

# **Introductions**

1.  Name, district, experience working with ML/ELs, current role working with ML/ELs.
2.  What is a quick review of what we discussed from Chapters 1-2?
3.  What is something great that happened in your person life or at school this week?

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# Ch 3: Academic Language Goals

"To plan effectively for language learners, we need to consider both **who we are teaching and what language is needed** to succeed." Page 43

"By examining what **academic language** students need to succeed, teacher can plan out the "big ideas" for unit or lesson and the corresponding key **academic practices, skills, knowledge, and concepts for both language and content."** Page 43

# Language students need to be successful with Content

"When you are planning a unit of study, it's key to get clear about what *language students will need to be successful* in your content area, in your unit, and in each lesson." Page 46

# Tiered Vocabulary

**Sewing class:**

Tier 1: Cut, measure, scissors, pins, clean up

Tier 2: Shears, stitching, sewing, needle, material, fabric, thread

Tier 3: dressmaker shears, pinking shears, trimming scissors, seam ripper, bobbin, basting stitch, topstich, zipzag

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# Idioms

# Academic Language Functions:

1. Language of Inquiry/Seeking Information
2. Language of Summarizing and Informing
3. Language of Comparing and Contrasting
4. Language of Sequencing/Ordering
5. Language of Classifying
6. Language of Analyzing
7. Language of Inferring, Predicting & Hypothesizing
8. Language of Justifying and Persuading
9. Language of Problems/Problem Solving
10. Language of Synthesizing
11. Language of Evaluating
12. Language of Cause and effect

# Academic Language Toolkit

| Montana Office of Public Instruction opi.mt.gov Elsie Arntzen, Superintendent | Module 6: Academic Language Functions Toolkit |
|---|---|

## Language Function 1: Inquiry/Seeking Information

| Student uses language to: | Observe and explore the environment, acquire information, inquire |
|---|---|
| Examples: | Uses who, what, when, where, and how to gather information |
| Strategies: | Quick-write, Think Pair Share, Novel Ideas, 5 W's and How, Question Creation , Chart (Q-Chart) |
| Cue Words: | In other words, that is to say, according to, specifically, who, what, when, where, why, how |

### Language Frames

**Expressing an Opinion:**
- I think/believe that . . .
- In my opinion, . . .
- Based on my experience, I think . . .

**Soliciting a Response:**
- What do you think?
- We haven't heard from you yet.
- Do you agree?

**Language of Inquiry/Seeing information:**
- I wonder why . . .
- How does . . . work?
- I'd like to ask you about . . .
- Am I correct in assuming that . . .?
- Could you expand a little bit on what you said about . . . ?
- Could you be more specific about . . .?
- Something else I'd like to know is . . .
- If I have understood you correctly, your point is that

# Sentence Frames

**Analyze:** Break down in order to bring out the essential elements or structure. To identify parts in relationships, and to interpret information to reach conclusion.

**Sentence Frames:**
_____**supports** the idea that_____ because_____.

_____is **important, because** _____.
Some **important** factors to consider are _____, _____, and _____.
_____ can be broken down into several parts.
_____**consists** of various _____ **such as**_____.

# Language Objectives:

**Content Objectives:**
1. Usually drawn from the state standards for the content areas.
2. Use verbs related to knowledge of the content area.

**Language Objectives:**
1. Use verbs related to listening, speaking, reading and writing.
2. Addresses the language needed to achieve the content objectives.
3. This is how teachers focus on developing linguistic skills.

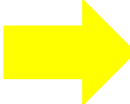## Verbs for Instructional Objectives

| Language Objectives | Content Objectives |
|---|---|
| • Listen for | • Generalize |
| • Describe | • Identify |
| • Edit | • Solve |
| • Retell | • Investigate |
| • Define | • Distinguish |
| • Find the main idea | • Hypothesize |
| • Compare | • Create |
| • Summarize | • Select |
| • Paraphrase | • Draw conclusions about cause & effect |
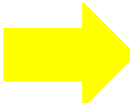
# Language Objective Examples:

**Content:** Students will ==identify== the steps in the process using a graph organizer.

**Language:** Students will verbally ==explain== the process to a partner using the graphic organizer.

**Content:** Students will solve an addition problem using regrouping.

**Language:** Students will use vocabulary to ==verbally explain== the process they followed to a peer.

OR Students will ==write== a summary of the process followed to solve the problem.

# Lesson: Main idea

**Content objective:** Students will identify the main idea of the text with three supporting ideas.

**Language objective:** Students will write the main idea with three supporting details from the text.

The main idea is _____.
Three supporting details are _____, _____, and _____.
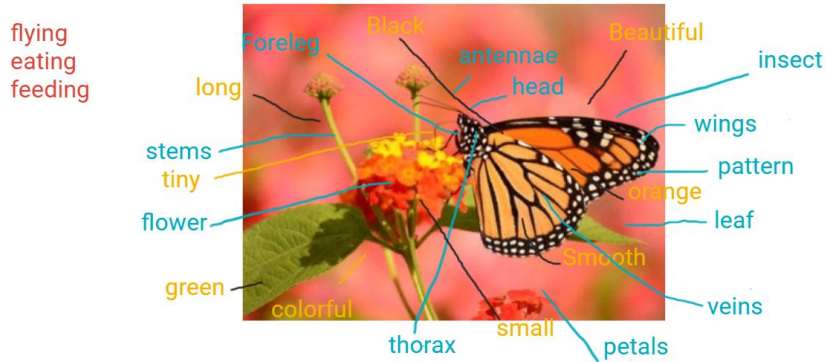
# CH 3 Discussion Question:

On Page 53 which lists the steps for content and language objectives. Which step do you think is most challenging for teachers?

# Strategy: Picture Word Inductive Model

(adapted from Calhoun, 1999)

**Content objective:** Students will be able to identify and list the parts of a butterfly.

**Language objective:**
**Advanced proficiency-** Students will write a paragraph summarizing information about the parts of butterflies gathered from a text.
**Intermediate proficiency-** Students will write a sentence about butterflies using information from a text.
**Beginner proficiency-** Students will label the image of the butterfly with new vocabulary.

Monarch Buttlerfly

flying
eating
feeding

Black
Foreleg
antennae
head
Beautiful
insect
long
wings
stems
tiny
pattern
orange
flower
leaf
green
Smooth
colorful
veins
thorax
small
petals

Monarch butterflies are beautiful insects. They have four wings which are colorful with unique patterns. Most butterflies feed on nectar from flowers. They have taste receptors on their tiny feet.

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# Ch 3-Small Group Activity

**Think through a lesson together:**

1. Come up with what might be the <u>content and language goal</u> for a lesson that is connected to the standard below.
2. Come up with useful <u>tier 2 and tier 3 vocabulary</u>
3. Come up with one or two <u>sentence frames</u> and <u>language model sentences</u> you could use with students to allow them to have language to successfully master the content goal.

<u>*State Grade 2 Life Science Standard:*</u> *Make observations of plants and animals to compare and contrast the diversity of life in different habitats.*

*Assumption: Teacher has taught the parts of a monarch butterfly and the body of bees.

Joan Encarnacion

Vicente De Los Santos

# ML/EL STRATEGIES AND BEST PRACTICES: AUTHENTIC WRITING WITH ML/ELs Pt. 2

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# Chapter 4: Reading, Writing, Listening and Speaking in Every Lesson

"Typically, an adult brain can listen well for ten to twenty minutes, and with that, on average, we don't necessarily retain all of what we heard (Rehn, 2016)!" Pg. 59

"In my role as a teacher evaluator… I encourage classroom observations to gather pointed data collection, which, for teachers of ELLs, largely revolves around how much language students are producing and the quality and quantity of language. I determine the ratio between student talk time and teacher talk time." Pg. 60

# Cooperative Learning Groups

## JIGSAW

### Round 1 – Focus Groups

Divide students into groups and give each group a different text to read and discuss.
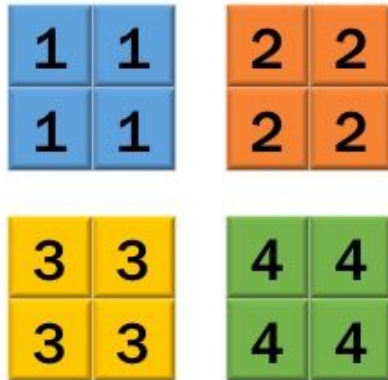
### Round 2 – Task Groups

Mix the groups so that students can bring their specific focus to a common task or problem.

Jigsaw developed by Aronson (1978)

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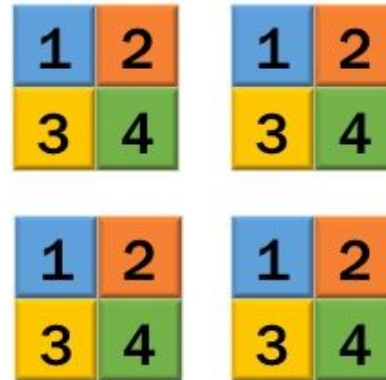
# **Academic Conversations**



1. What is going on in this picture?
2. What do you see that makes you say that?
3. What more can you find?

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# Close Reading and Annotating

| Text Code | Meaning |
|---|---|
| + | New information |
| ? | question |
| ! | Key point |
| <--------> | connection/reflection |



ANNOTATING MARKS 9TH-12TH

Circle powerful words or phrases

Underline words or phrases you do not understand

? Raises a question — Write question in margin

! Something that surprises you — Note what caught your attention

→ Draw an arrow when you make a connection to text, ideas, or experiences — Note connection

EX When author provides example

1, 2, 3,… Numerate arguments, important ideas, or key details — Write words or phrases that restates them

Write important thoughts in the margin

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# Integrating all Domains

"ELs benefit from rich instructional tasks that weave together listening, speaking, reading, and writing, which can- and I would say, should- revolve around meaning, project-based learning.  Students really benefit from knowing why we are learning something, and what better why than having it lead to something beyond not only "sit and get" kind of instruction of old but going beyond the traditional pen-and paper test!" page 67

# Further Reading:

1. Reading Groups Across the curriculum
2. Integrating Writing into All content Areas
3. Going Beyond "turn and talk": Academic Conversations for ELs

# **Final Group Discussion:**

1. What is the ratio of teacher talk to student talk in classrooms with ELs at your school?
2. What can be done to help facilitate more oral language in classrooms with ELs at your school?
3. What are ways that content teachers and EL specialists/EL coordinators can collaborate to have more consistent language-rich classrooms?

# Questions/Comments?

**See you at our last session:**
Tues, April 26th: 4-:30 (Ch. 5)

*Thank you so much for your time!*

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