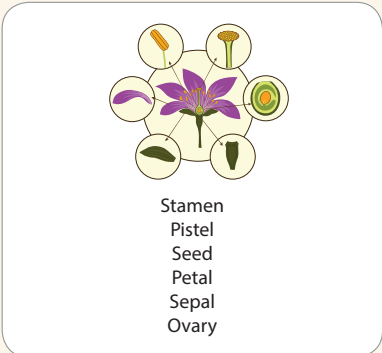
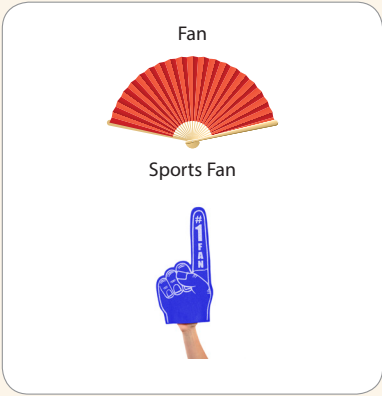

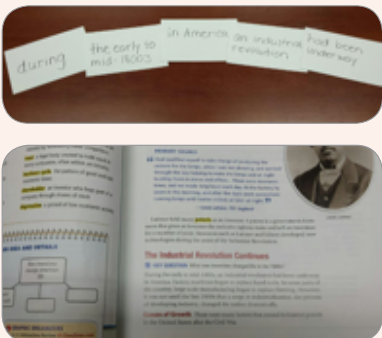
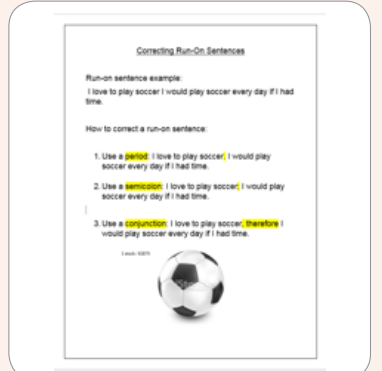



Topic 2: Use of Language for Academic Purposes

Academic Language Actions Chart

Word/ Phrase Level	General, specific, and technical language <i>Research suggests: Provide multiple opportunities for ELLs to learn and practice vocabulary in meaningful ways throughout a lesson or unit.</i>	Multiple meanings of words and phrases <i>Research suggests: It is important for ELLs to learn words and phrases in context to understand how their usage varies across different settings.</i>	Nuances and shades of meaning <i>Research suggests: Create a language-rich environment that offers support and models for ELLs to practice using precise academic language.</i>
	TAKE ACTION Create and model how to use a poster depicting vocabulary tied to the theme of your instructional unit. 	TAKE ACTION Create a picture dictionary. 	TAKE ACTION Teach synonyms by acting out emotions using shades of meaning card. 
Sentence Level	Types and variety of grammatical structures <i>Research suggests: Introduce students to a range of sentence types and their purposes.</i>	Conventions, mechanics, and fluency <i>Research suggests: Identify and explain the basic features of grammar to provide an understanding of how meaningful communication should sound.</i>	Match of language forms to purpose/perspective <i>Research suggests: Determine when and where to draw explicit attention to the accurate use of language forms for specific contexts.</i>
	TAKE ACTION Cut up words in a sentence and put sentence back together. 	TAKE ACTION Convert run-on sentences into multiple complete thoughts. 	TAKE ACTION Change the perspective of a sentence (instead of he/she, change it to "they," shift the timing from today to yesterday). <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> We learned addition using numbers with three place values. Tomorrow we will learn... </div>

Academic Language Actions Chart

Discourse Level	Amount of speech/written text <i>Research suggests: Students are responsive to clear expectations and prompts to add more language.</i>	Coherence and cohesion of ideas <i>Research suggests: Give students opportunities to explore how different texts are organized and how ideas can be connected using language.</i>	Variety of sentence types to form organized text <i>Research suggests: Help students identify and practice developing many different types of sentences that contribute to the overall organization of texts.</i>
	<p>TAKE ACTION</p> <p>Think-aloud in front of class on detailed, comprehensive responses. Conference with students on their writing to help them meet task expectations on quantity of language.</p> <div data-bbox="277 751 646 1486"> <p>We had a choice of buying a tablet or a smart phone. We looked for a good deal. We selected the tablet because it was the best value at the discounted rate. It had a greater percentage off. The price of the tablet, including the 20% discount and sales tax, was \$495. The final price of the smart phone was \$340 after taking 10% off.</p> <p>Increasing Linguistic Complexity</p> <p>There are many phones. We selected the smart phone. Some phones are cheaper, but the smart phone can do more. The price was \$400 plus tax. It was on sale for 15% off.</p> </div>	<p>TAKE ACTION</p> <p>Provide pictures of a story or photos of a real-life event students experienced. Ask them to put pictures in order, then retell the sequence, connecting each part of the story.</p> <div data-bbox="690 724 1071 976">  </div>	<p>TAKE ACTION</p> <p>Have students create a paragraph from a set of sentence frames to support them in using a variety of simple, compound, and complex sentences that fit well in your subject area.</p> <div data-bbox="1107 724 1481 1150"> <p>Use the sentence frames to create paragraphs using multiple sentences. To make a longer sentence use multiple words listed or use some of your own.</p> <p>Topic sentence:</p> <p>In the beginning _____</p> <p>First _____</p> <p>Details:</p> <p>I believe _____</p> <p>Explain how _____</p> <p>Body:</p> <p>Next _____</p> <p>Then _____</p> <p>Another reason _____</p> <p>Meanwhile _____</p> <p>So _____</p> <p>Conclusion:</p> <p>In conclusion _____</p> <p>As a result _____</p> <p>Finally _____</p> <p>Therefore _____</p> <p>In the future _____</p> </div>