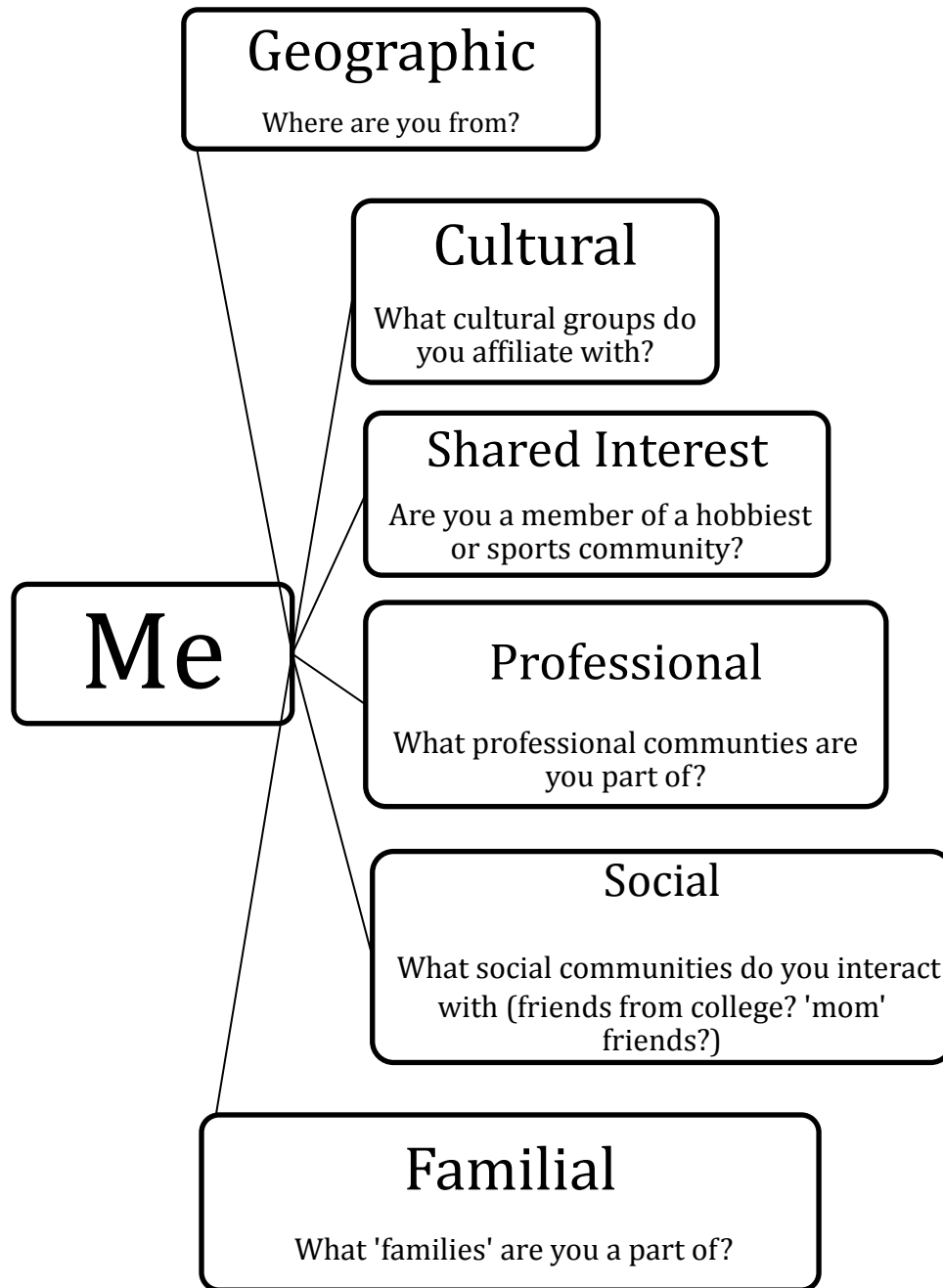


# My Language Resources



**Complete the map!** 1) *First*, for each speech community that you are a member of, add a box. 2) *Then*, add an example for each of language (unique words or expressions) that you use in this community.



**The language of academic texts – Handout 2**  
**Paola Uccelli**  
**CREATE, Orlando, 2012**

**Grade 5 Text**

In the late 1700s British inventors and businesses brought about the changes in industry and technology that became known as the Industrial Revolution. The Industrial Revolution changed the way goods were made. Goods that had been made by hand in homes or workshops were now made by machines, often in factories.

Banks et al.(2001), McGraw-Hill, Grade 5, p. 404

**Grade 6 Text**

Later, in the 1200s BC, the Assyrians from northern Mesopotamia briefly gained control of Babylon; however, invaders soon overran their empire. After this defeat, the Assyrians took about 300 years to recover their strength. Then, starting about 900 BC, they began to conquer all of the Fertile Crescent. They even took over parts of Asia Minor and Egypt. The key to the Assyrians' success was their strong army. Like the Hittites, the Assyrians used iron weapons and chariots. The army was very well organized, and every soldier knew his role.

Burstein, S.M. & Shek, R. (2008). *Holt Social Studies: World History*. Austin, Texas: Holt, Reinhart and Winston.

## Grade 10 Text

Although a war had begun, the American colonists still debated their attachment to Great Britain. A growing number, however, favored independence. They heard the persuasive arguments of colonial leaders such as Patrick Henry, John Adams, and Benjamin Franklin. These leaders used Enlightenment ideas to justify independence. The colonists had asked for the same political rights as people in Britain, they said, but the king had stubbornly refused. Therefore, the colonists were justified in rebelling against a tyrant who had broken the social contract.

Example from Schleppegrell (2007), TNEELD

**Common Core Standards**  
**[a selection]**

**Grades 6-8 Informational Text Standards**

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**Key Ideas and details**

- Gr.6-Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Gr.7-Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Gr.8-Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**Craft and Structure**

- Gr.6-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
  - Gr.7-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
  - Gr.8-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- 
- Gr.6-Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
  - Gr.7-Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
  - Gr.8-Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 
- Gr.6-Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
  - Gr.7-Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
  - Gr.8-Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

## **Writing- text types and Purposes**

### **Gr.6-Write arguments to support claims with clear reasons and relevant evidence.**

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

### **Gr.7-Write arguments to support claims with clear reasons and relevant evidence.**

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

### **Gr.8-Write arguments to support claims with clear reasons and relevant evidence.**

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section

**Gr. 6-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

**Gr.7-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content**

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Gr.8-Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented that follows from and supports the argument presented.





The language of academic texts – Handout 4  
CREATE - Orlando, 2012

## ACADEMIC LANGUAGE ASSESSMENT

### SAMPLE ITEMS

#### The AL Team

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# Academic Language: Form 1-B

## Task 1: Connecting Ideas

### Directions:

- First, read the sentences to yourself.
- Then, circle the answer that best completes the sentence.

Let's try one together:






**Kate wears sneakers \_\_\_\_\_ Jim wears sandals.**

a) BUT                      b) THEN                      c) SO                      d) ALSO

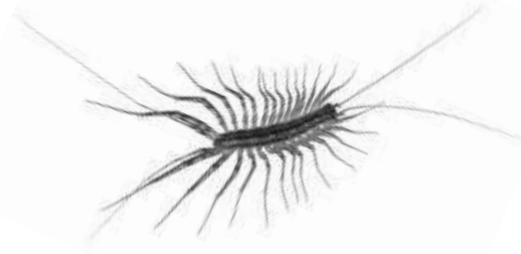
Now, I want you to complete the rest:

1.

**Our school football team won the game; \_\_\_\_\_ our school got a prize.**

a) ON THE OTHER HAND                      b) YET                      c) HOWEVER                      d) THEREFORE



A ladybug has 6 legs, \_\_\_\_\_ a centipede has 100 legs.

- a) LIKEWISE      b) WHETHER      c) WHEREAS      d) MOREOVER

9.

During the last battle, most soldiers in the red army were sick. **Consequently,**\_\_\_\_\_.

- a. many of the soldiers had bad injuries.
- b. the soldiers were strong enough to win the battle.
- c. the soldiers were weak and lost the battle.

10.

Most teachers think that homework is important. **On the other hand,**\_\_\_\_\_.

- a. these teachers like to give a lot of homework to students.
- b. many teachers think homework helps students learn.
- c. some teachers think that homework is not important.

## Task 2: Tracking themes

### Directions:

- First, read the sentences.
- Then, pay attention to the underlined words in the sentence.
- Finally, circle the option that refers to the same person, thing, or event as the underlined words in the sentence.

### Let's practice together

#### Read the passage.

Water heats up more slowly than land. It also cools down more slowly than land.

In the sentence above,

It  
refers to

a) water

b) heat

c) land

Now, I want you to complete the rest:

#### 1. Read the passage.

China resisted the move for change. In 1989 students protested to demand changes, but the army opposed these changes. Troops were sent to stop the movement.

In the sentence above,

the movement  
refers to

a) China resisted  
the move for change

b) students protested to  
demand changes

c) the army opposed the  
changes

Can you help Jim fix his essay?  
Jim needs your help! After his computer crashed, all of the sentences in two of his essays were out of order. Can you reorganize his essays?

### Task 3: Organizing Texts

**Directions:**

In the first essay, there are a total of 6 sentences.

- First, read each sentence.
- Then, write a number from 1 to 6 next to each sentence. Begin with number 1 for the sentence that should be first.
- Complete this essay and then move on to essay 2 and essay 3.

**Essay 1**

#### Saving Recess

One reason is that recess is healthy for kids.

That's why I think it is important to try to save recess.

Some schools are getting rid of recess, but I think recess is good for students.

For example, kids can do a lot of exercise during recess.

## Task 8: Understanding Responses

The students below are reacting to an idea from a newspaper article. The newspaper's idea is about recess. Different students have different reactions to the newspaper's idea. For example some agree, others disagree or question this idea. Your job is to describe what students are saying or writing.

### Directions

- First, read the newspaper's idea
- Then, read each student's sentence.
- Finally, choose the option that best describes each student's sentence.

### Let's try one together:

**Newspaper**

Students need recess to have fun and relax at school.



**Peter**

Yes, at recess we have fun by playing many games like tag, soccer, or basketball.

In the sentence above, Peter is giving

- reasons
- examples
- definitions
- exaggeration

4.

**Newspaper**

Recess is the perfect time for students to make friends.

**Jose's  
essay**

But other people say that recess wastes school time.

In his essay, Jose presents ...

- a counterclaim
- a recommendation
- a paraphrase
- a supporting claim

**Strategy #1: Information Unpacking**

**What is it?** Often students' difficulties with expository texts and textbooks have to do with densely packed information. Often information is dense, and students are unclear about what is important. Use this unpacking strategy with any text to help students learn how to unpack dense information.

**Quick Strategy:**

1. Read a dense sentence twice aloud for students.
2. Have students paraphrase picking the sentence on their own post-its or in notebooks.
3. Then model your own paraphrase for students, modeling your thinking aloud.
4. Finally, ask students to add their own understandings and background knowledge to the sentence.

**Promise:** This strategy is a simple way to model how a strong reader unpacks dense text, and it asks students to practice it on their own.

**Pitfalls:** Though valuable, this strategy can be quite time consuming. Be sure to do this strategy only with key sentences in a reading that directly addresses your learning goals.

**AL Teacher Toolbox: Scaffolding for Complex Text****Strategy #2: Participant Chains**

**What is it?** Texts often refer to the participants or phenomena being discussed with various terms over several paragraphs. For instance, *water evaporates* might be subsequently referred to as *it* or *this phenomenon*. If students lose track of these chains or if a text has a variety of participants (which often happens in social studies text), comprehension can be difficult.

**Quick Strategy:**

1. With students working independently or as a large group, ask students to identify the participants and/or topics in a passage and highlight it/them with a light color.
2. Then ask students to draw lines from the first mention of a topic or participant to other mentions of that topic or participant, visually highlighting the chain.
3. When several participants are present in the text, place all participants in a column and clarify with students what each participant is saying, doing, or thinking.
4. Have a brief discussion about the terms used to discuss participants or topics and why a writer might use a variety of terms to refer to the same thing.

**Promise:** Making sure students are clear about the topics and participants being discussed in a text can go a long way toward stronger comprehension overall.

**Pitfalls:** Many texts used by teachers cannot be annotated by students, so copies or some other form of digital access must be available before implementing this strategy.

## AL Teacher Toolbox: Scaffolding for Complex Text

### Strategy #3: Structure Signal Words

**What is it?** Expository texts can take a variety of shapes and be organized in a variety of ways. Identifying and highlighting for students the signal words often used in various texts can help them become aware of the structure and the conceptual relationships highlighted in the text, thus leading to stronger comprehension overall.

**Quick Strategy:**

1. When reading a complex text with students, guide them to highlight signal words (e.g., *therefore, in contrast*) and identify typical expository text structures (e.g., chronological-sequential, compare/contrast, cause/effect, and description).
2. Choose a text fragment for students to paraphrase and to try to figure out which type of text structure it is.
3. In the classroom, keep lists of signal words for types of text structures for students to refer back to.

**Promise:** This strategy has power to teach students quite a bit of information as the teacher discusses the meaning of the text with them. As the teacher, you can also gradually encourage the use of signal words in students' own writing.

**Pitfalls:** The goal is to advance comprehension through attention to text structure; not to have students memorize the text structures. Several of the text types are similar and can use the same signal words. So students should be encouraged to use the words as clues, but not definitive answers for the structure.

### Strategy #4: AL in Classroom Talk

**What should I look for?** As students talk, their language can often look like a combination of fragments from the text, attempts at sophisticated language, and language from more colloquial settings. The important thing is to gradually encourage students' attempts to package their ideas by expanding their language options and by learning how to use AL to sharpen their meanings through more precise and more explicitly organized talk.

**Quick List to Look For and/or Post:**

- Argumentation words: evidence, opinion, main point, argument
- Connectives: however, whereas, therefore
- Transitions between and identifiers of ideas: first, next, in conclusion, for example
- Uptake of language from the passage, teacher, or other students

**Promise:** When you start to look, you find instances of students attempting to use AL to present their ideas in classroom talk. With your modeling and your support, you can see growth in the use of AL as students use for speaking and writing.

**Pitfalls:** It can be easy to give students the impression that the incorrect or more colloquial forms they use are wrong, instead of encouraging them to be flexible and try out new forms. Be sure to always frame pointers as encouraging so students will keep attempting the forms.



## AL Teacher Toolbox: Assessing Student Work

### Strategy #5: AL in Writing

