ACADEMIC LANGUAGE AND LITERACY IN EVERY SUBJECT:
CORE PRACTICES FOR HELPING ENGLISH LEARNERS SURPASS
COMMON CORE STATE STANDARDS
Agenda

• Challenges of New Standards
• Dimensions and Features of Academic Language
• Essential Practice Frames
• Fortifying Complex Output
• Studio Time
Why is Academic Language Important?

“Learning academic English is probably one of the surest, most reliable ways of attaining socioeconomic success in the United States today. This variety of English entails the multiple, complex features of English required for long-term success in public schools, completion of higher education, and employment with opportunity for professional advancement and rewards.” (Scarcella 2003)
Quickwrite

• The primary thing I expect to take away from this professional development series is...
Notable Emphases & “Shifts” with New Standards

**Communication:** Students can, without significant scaffolding, **construct effective arguments** and **convey** intricate or multifaceted **information**.

**Text Complexity:** Teach texts at grade level; have students **focus on evidence** from the text in their answers (text-dependent questions); **more nonfiction/informational** reading and shared responsibility for literacy across content areas.

**Ownership over Access:** Students use language enough to own it and use it again—not just “access” it enough to repeat it on assessments and then forget it (more “close reading”; **less pre-reading and strategy instruction**).
Text Dependent Questions

Not Text-Dependent

• In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.

• In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

• In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

Text-Dependent

In “Casey at the Bat” what makes Casey’s experiences at bat humorous?

What can you infer from “Letter from a Birmingham Jail” about the letter that Dr. King received?

“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?
Challenges for ELs with the CCSS

- Engage in *productive oral and written* group work with peers.
- Engage in effective *oral and written interactions* with teachers.
- Extract meaning from *complex written texts*.
- *Explain and demonstrate* their knowledge *using emerging complex language* and other communicative strategies in different settings.

Understanding Language Project Stanford University: ell.stanford.edu
### Table 2: Differences between Everyday and Academic Registers

<table>
<thead>
<tr>
<th>Everyday English Registers</th>
<th>Academic English Registers</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Polluting the air is wrong, and I think people should really stop polluting.”</td>
<td>“Although many countries are addressing pollution, environmental degradation continues to create devastating human health problems each year.”</td>
</tr>
<tr>
<td><strong>Register</strong>: More typical of spoken (informal) English</td>
<td><strong>Register</strong>: More typical of written (formal) English</td>
</tr>
<tr>
<td><strong>Background knowledge</strong>: More typical of everyday interactions about commonsense things in the world</td>
<td><strong>Background knowledge</strong>: Specialized or content-rich knowledge about topics, particularly developed through school experiences and wide reading</td>
</tr>
<tr>
<td><strong>Vocabulary</strong>: Fewer general academic and domain-specific words (pollute, pollution)</td>
<td><strong>Vocabulary</strong>: More general academic words (address, although, devastating) and domain-specific words/phrases (environmental degradation, pollution)</td>
</tr>
<tr>
<td><strong>Sentence</strong>: Compound sentence</td>
<td><strong>Sentence</strong>: Complex sentence</td>
</tr>
<tr>
<td><strong>Clauses</strong>: Two independent clauses connected with a coordinating conjunction (and)</td>
<td><strong>Clauses</strong>: One independent clause and one dependent clause connected with a subordinating conjunction (although) to show concession</td>
</tr>
</tbody>
</table>
Dimensions and Features of Complex Academic Language

Message

Sentence structure (compound/complex) & length
Transitions/Connectives (*therefore*, *yet*, *as*, *despite*)
Verb tenses and passive voice
Pronouns and references

Sentence

General academic terms
Content terms and multiple meanings
Figurative language and collocations
Affixes, roots, and transformations

Word/Phrase
Complex Academic Language

Clarity & coherence
Voice & register
Density of ideas
Whole message structure (paragraphs, visuals, etc.)
Organization & connections of sentences

Sentence structure (compound/complex) & length
Transitions/Connectives (therefore, yet, as, despite)
Verb tenses and passive voice
Pronouns and references

General academic terms
Content terms and multiple meanings
Figurative language and collocations
Affixes, roots, and transformations
<table>
<thead>
<tr>
<th>Content Vocabulary</th>
<th>Figurative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal</td>
<td>pulled my leg</td>
</tr>
<tr>
<td>Immigration</td>
<td>stand idly by while</td>
</tr>
<tr>
<td>Metaphor</td>
<td>played a key role in narrow pursuit</td>
</tr>
<tr>
<td>Zygote</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Analysis</th>
<th>Nominalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destabilization</td>
<td>The marginalization of...</td>
</tr>
<tr>
<td>Revolutionize</td>
<td>This flexibility...</td>
</tr>
<tr>
<td>Understatement</td>
<td>Their unwillingness to yield...</td>
</tr>
<tr>
<td>Anachronism</td>
<td>The point of application of force...</td>
</tr>
</tbody>
</table>
What are nominalizations?

- Nouns derived from verbs or adjectives, e.g., willingness, conviction, provision, effectiveness, are called nominalizations.
- We may increase the turning effect of the force by changing the point of application of force and by changing the direction of force.
- We may increase the turning effect of the force by changing the point where we apply force and by changing how we direct force.
- Nominalizations create a world of abstractions, especially for ELs.
## Syntax: Grammar and sentence structure

### Passive voice

This picture of a grizzly bear was taken by my grandfather.  
The book was written by Bob Pritchard.

### Compound/Complex

If the radius of the first circle is between 6 cm and 11 cm, and the radius of the second circle is 13 cm, find the possible values for the radius of the first circle so that the circles intersect in two points.

### Pronouns

When you lift a book up from the floor or compress a spring, you transfer energy to it. The energy is stored. It might be used later if the book falls to the floor or the spring is released.

### Verb tenses

*If I had walked the extra mile, I would have seen the lake.*  
The reaction is producing a gas.  
*By the time it finishes, they will have been long gone.*  
*If you put 0 into this equation, you would get a negative number.*
Discourse: Language and organization of texts that trigger thinking skills

Science
- Hypothesize
- Interpret
- Infer causes & effects
- Compare
- Describe relationships

Math
- Solve problems
- Interpret
- Apply
- Compare
- Hypothesize
- Recognize patterns

History/SS
- Infer causes & effects
- Interpret
- See multiple perspectives
- Compare
- Persuade
- Apply

English/ELD/WL
- Interpret
- Persuade
- Infer causes & effects
- Compare
- Apply
### Language of high-leverage skills (input & output)

| Identify causes & effects | • I think ….was caused by…, The main cause was probably…, I hypothesize that…caused…, The most likely cause was…, The … led to ….which led to…, The effects of… were…  
  • That wasn’t caused by…because…, Just because it happened after …, doesn’t mean it was caused by…; The…meant that… |
|--------------------------|----------------------------------------------------------------------------------------------------------|
| Compare                  | • They are similar because…, The two differ because one…, while the other…, If we look closely at…, we will see that …. is different from…  
  • This is much like when…, Notice how the two compare. On the other hand, … |
| Interpret                | • This part meant that…For us today, it could mean that…  
  • The author used that analogy because…,  
  • It’s a figurative way to describe how…,  
  • We predicted that…, yet the data indicate that…  
  • This means the problem is asking for the solution in units of… |
| Solve Problems           | • We need to define the problem, The main problem is…, The conflict is mainly between…  
  • There are different ways to solve it, The best solution is…, because…  
  I think that the answer is…, because… |
<table>
<thead>
<tr>
<th>Academic Language Features Card Sort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary (word/phrase)</td>
</tr>
<tr>
<td>Syntax (sentence)</td>
</tr>
<tr>
<td>Discourse (message)</td>
</tr>
</tbody>
</table>
Academic Language and Literacy in Every Subject (ALLIES)

- Engaging in systematic research to identify core practices for AL teaching

- Designing a model to build capacity across systems to support enactment of these practices

- Testing feasibility of the model

Supported through a 5 year NPD grant from OELA
Academic Language Development Network Partners

Robla School District
Sacramento, CA 95838
Which instructional practices are most essential and highest leverage for promoting the academic language development of English learners across disciplines?

- Extant review of literature on academic language & literacy development
- Created a list of practices from this literature review
- Expanded on a protocol with established predictive validity
- Coded videos from content area classrooms and refined the list of practices
- Conducted a Delphi Panel study with national experts
- Established inter rater reliability
Common Core Standards in Diverse Classrooms

Jeff Zwiers, Susan O'Hara, and Robert Pritchard

The Common Core State Standards require students to do more with knowledge and language than ever before. Rather than be mere consumers of knowledge, students must now become creators, critics, and communicators of ideas across disciplines. Yet in order to take on these new and exciting roles, many students need daily teaching with an extra emphasis on accelerating their academic communication skills.
High-Impact Essential Practices

Fortify Complex Output

Use Complex Texts

Foster Academic Interactions
Fostering Academic Interactions
Provide opportunities for students to engage in extended interactions using target academic language that directly supports content learning. Use interactions to develop students’ abilities to communicate with one another using discourse moves, language, and thinking processes of the discipline and its experts.

Fortifying Complex Output
Provide multiple and extended opportunities for all students to produce oral, written, and multimedia output using target academic language in meaningful ways. Teacher provides meaningful opportunities for students to produce complex texts to develop and use academic language.

Using Complex Texts
Engage students in analysis of how a text’s organizational features, syntax, and word choice combine to create meaning; use as opportunity to build disciplinary language, thinking, and comprehension. Provide extended opportunities for students to participate in engaging and language-rich tasks that depend on complex texts.

<table>
<thead>
<tr>
<th>Cross-Cutting Practices</th>
<th>Clarifying Complex Language</th>
<th>Modeling Complex Language</th>
<th>Guiding Language Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a variety of communication strategies that are appropriately differentiated for the multiple levels of language proficiency represented in the class.</td>
<td>Model target complex language that supports content learning and thinking.</td>
<td>Consistently prompt for and provide target academic language for the tasks at appropriate times. Formatively assess students’ learning of target language, use information to inform instruction, and provide feedback.</td>
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Designing Language & Literacy Activities
Identify language objective(s) that clearly support(s) content objective(s) by addressing the main academic language demands of the texts and tasks. Design tasks that are engaging and require students to authentically use the target academic language to: understand, communicate meaningful and purposeful messages; deepen ideas; and share perspectives. Build on students’ background knowledge and language abilities.
Fortify Complex Output

*What it is:* This practice focuses on structuring, strengthening, and supporting the quantity and quality of students’ oral and written production using academic language, all of which is meant to fortify content learning. Output can include usage of home language, which should serve as a bridge to academic English.

- Provide and support extended and rich opportunities for oral academic output
- Provide and support extended and rich opportunities to use academic language to produce written texts

*Why it matters*

- Students retain more language and content concepts when they create authentic and extended messages.
- The process of organizing thoughts for a real audience helps students increase both the quantity and quality of their oral and written output.
- It also helps students develop their abilities to use appropriate vocabulary, syntax and discourse strategies to communicate clear, meaningful and original academic messages.
Norms for Watching and Discussing Video

- Focus on teaching and not the teacher
- Focus on how practices fit together to foster learning of language and thinking.
- Try to be as descriptive as possible
- Avoid global evaluations
- Offer constructive suggestions tied to specific observations
Fortifying Complex Output
Fostering Academic Interactions
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Oral Output Strategies
Table Groups: Questions to Consider

- What routines does Ms. Groves have in place to help discussion run smoothly?
- Why is it beneficial to engage students in both small and large group discussions before writing?
- Where do you see examples of the ALLIES core practices?
Oral Output Strategies

• Ms. Groves’ Strategies
• Face-to-Face Lines
• Opinion Formation Cards
• Get in Gear
• Group Roles
Think about the prompt and put your ideas into a mental paragraph. Use the vocabulary and any sentence frames provided.

Line up in facing lines.

Share with your current partner.

When teacher indicates, one person at one end of one line moves to the end and partners all switch.

Each time you share, it should be longer and stronger than the time before. Use words and ideas from your previous partners.

What were some of the major achievements of Lewis and Clark’s expedition?
Face-to-Face Lines

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Line up in facing lines.

Share with your current partner.

When teacher indicates, one person at one end of one line moves to the end and partners all switch.

Each time you share, it should be longer and stronger than the time before. Use words and ideas from your previous partners.

What is one way you support your students’ academic language development?
Opinion Formation Cards

1. Choose points on different sides of a controversial issue and put them on small cards or strips.

2. Tell students the topic and have them read their own point. (They can memorize it, too)

3. Students meet with students who have different points (different colors), read points to each other, and both state their current opinion on the issue. (They can also ask questions and prompt for elaboration.)

4. They can use frames such as:
   “In my opinion, _____ because ______. Yet I also...
   Given the points that I have heard so far, such as ________, I think I lean more to the side of ____ because _____. The answer depends on....”

Will the CCSS have a positive impact on teaching and learning in CA?

Principle: Use others’ ideas & language to build own ideas & language
What do we mean by academic language?

Academic language is...
the language needed to process and articulate disciplinary thinking.
Written Output Strategies
Table Groups: Questions to Consider

• The class spent a lot of time talking before writing. What effect did this have?
• When Ms. Brewer works with the small group, how does she support English Language Learners?
• Where do you see example of the ALLIES core practices?
Written Output Strategies

• Ms. Brewer’s Strategies
• Powerful Sentence Building
• Prewriting Think Sheet
• RAFT
**Powerful Sentence Building**

Charlie got angry.

<table>
<thead>
<tr>
<th>BASIC</th>
<th>WHO</th>
<th>DID</th>
<th>How</th>
<th>Where</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charlie</td>
<td>got angry</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELABORATED</th>
<th>WHO</th>
<th>DID</th>
<th>How</th>
<th>Where</th>
<th>Why</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Charlie</td>
<td>became furious</td>
<td>suddenly</td>
<td>at the restaurant</td>
<td>others were laughing</td>
</tr>
</tbody>
</table>

Charlie became furious suddenly at the restaurant because others were laughing at the boy.

At the restaurant, Charlie suddenly became furious because others were laughing at the boy.

Suddenly, Charlie became furious because other people were laughing at a boy who had dropped dishes in the restaurant.
Ways to start sentences

• Begin with an -ing word
• Begin with an -ed word
• Begin with when…
• Begin with where…
• Begin with why…
• Begin with how…
Sentence Combining

The dog hurried across the street.
The dog was attempting to avoid the car.

Attempting to avoid the car, the dog hurried across the street.
Sentence combining:

1. I live in a house.
2. The house is made of brick.
3. The brick is red.
4. The house has a garage.
5. The garage is brown.
6. The garage is made of wood.
7. There is a fence.
8. The fence is high.
9. The fence goes around the house.
Show Me...Don’t Tell Me

Take one “telling” example and turn it into a “showing” example.

Think about the 5 senses....

The room was vacant.
The professor was boring.
He felt angry.
The storm was violent.
The situation was frightening.
She told a funny joke.
Which is better?

a. I missed the bus.

b. I raced down the road, wildly waving my hands, and yelling, “Stop, stop,” but the bus traveled on down the road without stopping.
RAFT

Acronym for
  – Role
  – Audience
  – Format
  – Topic
It is 1850. You are (Kristin or Johan), a teenager from Sweden. Several years ago, your family immigrated to the United States to find a better life. Your family now farms in North Dakota.

Yesterday you received a letter from your cousin in Sweden. Your cousin misses you and wants to know about your new life in North Dakota.

In a letter, describe the similarities and differences between living in North Dakota and Sweden. Be sure to compare your home, school, family traditions, and community events for your cousin.
You are an architect. After reviewing the blueprints for a new house that were done by another architect, you noticed that the area of the building was incorrectly calculated.

In a memo to the owners of the new house, explain how this problem could have happened, and how this problem might affect the structure itself, the landscaping, and any other area of their new home.
RAFT

• integrates reading and writing in a non-traditional way
• students take what they have read and create a new product that illustrates their depth of understanding
• students are given a clear structure and purpose for their writing
• incredibly flexible
• offers limitless opportunities for creativity for both you and your students
Dear Daughter Chromosomes,

You are moving on to better things as part of separate but equal cells. You don’t remember me because you are both part of what I was. You see, during Anaphase, I split in two at my centromere. My last minutes were spent with what now accompany you as other daughter chromosomes. Please do not be afraid of the double membrane, called the nuclear envelope, which will soon surround you. It is going to form in order to protect you while you replicate and proceed through what I did. You will eventually split as I did in order to help form another duplicate cell. I write you to wish you luck and share with you my experience so that you may pass it on to others.

Sincerely,

Mr. Chromosome
Sally W. Snowflake, one week old, died suddenly on March 2, 2013. She is survived by billions of friends and family. Sally began as water vapor and was frozen into a tiny ice crystal on February 23, 2013 when temperatures dropped to 31 degrees Fahrenheit. Her life was full and beneficial. She served as a member of the insulation blanket that kept the Raccoon family warm for the winter. Her life was brought to an abrupt halt when temperatures rose to an excruciating 45 degrees Fahrenheit. However, her spirit will go on to travel the mountain streams. She will be sadly missed by the Raccoon family. A memorial service will be held on March 4, 2013 at 11:00 in the morning at Frosty Hillside Church.
<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced Water Drop</td>
<td>New Water Drops</td>
<td>Travel Guide</td>
<td>Journey through the Water Cycle</td>
</tr>
<tr>
<td>Lungs</td>
<td>Brain</td>
<td>Persuasive Speech</td>
<td>Why Quit Smoking</td>
</tr>
<tr>
<td>Acid</td>
<td>Base</td>
<td>Dear John Letter</td>
<td>Why we can’t be together</td>
</tr>
<tr>
<td>Cell</td>
<td>New Cells</td>
<td>Owner’s Manual</td>
<td>My Parts and How They Function</td>
</tr>
<tr>
<td>Rain Drop</td>
<td>Future Droplets</td>
<td>Advice Column</td>
<td>The Beauty of Cycles</td>
</tr>
</tbody>
</table>
## Social Science

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>President Franklin D. Roosevelt</td>
<td>His wife, Eleanor Roosevelt</td>
<td>Conversation</td>
<td>Why I issued Executive Order 9066</td>
</tr>
<tr>
<td>Neighbor of a Japanese American family</td>
<td>An uncle in New York City</td>
<td>Friendly Letter</td>
<td>What I think about the situation with the Japanese Americans</td>
</tr>
<tr>
<td>Young Japanese American girl or boy</td>
<td>Future generations of Americans</td>
<td>Poem of at least 8 lines</td>
<td>Why people should be judged on their merit, not their race, religion, or the way they look.</td>
</tr>
<tr>
<td>Guard at an internment camp</td>
<td>Writing in a personal diary</td>
<td>Diary entry of at least 8 sentences</td>
<td>Describing daily life in the internment camps</td>
</tr>
</tbody>
</table>
Dear Point Man,

I would like to introduce myself to you, my dear friend.

As a point, you are a location having no dimensions—no height, length or width. Since you have no dimensions, you need someone to help identify you. That’s where I come in. As your coordinate, I am a set of numbers or a single number that locates you on a line, a plane, or in space. If you known to be on a given line, I need only to be one number to locate you. If you are on a given place, I consist of two numbers. If you are out there in space, I am three numbers long. Thanks for being on line and making life easy for me.

Your Friend,

Five
Math RAFT Assignment

• You are a decimal. Write a letter to a fraction explaining how you are related.

• ROLE: Decimal
• AUDIENCE: Fraction
• FORMAT: Letter
• TOPIC: Don’t you get my point?
<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exponent</td>
<td>Jury</td>
<td>Instructions</td>
<td>Laws of Exponents</td>
</tr>
<tr>
<td>Acute Triangle</td>
<td>Obtuse Triangle</td>
<td>Dear John Letter</td>
<td>Our Differences</td>
</tr>
<tr>
<td>Percent</td>
<td>Student</td>
<td>How-To Guide</td>
<td>Mental ways to calculate percent</td>
</tr>
<tr>
<td>Prime Number</td>
<td>Rational Numbers</td>
<td>Club Membership Form</td>
<td>How to Join My Club</td>
</tr>
<tr>
<td>Parts of a Graph</td>
<td>TV Audience</td>
<td>Script</td>
<td>Which of Us Is Most Important?</td>
</tr>
<tr>
<td>Plus Sign</td>
<td>Multiplication Sign</td>
<td>Romantic Card</td>
<td>Why We Go Together</td>
</tr>
</tbody>
</table>
# Algebra RAFT

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coefficient</td>
<td>Variable</td>
<td>Email</td>
<td>We belong together</td>
</tr>
<tr>
<td>Scale / Balance</td>
<td>Students</td>
<td>Advice column</td>
<td>Keep me in mind when solving an equation</td>
</tr>
<tr>
<td>Variable</td>
<td>Humans</td>
<td>Monologue</td>
<td>All that I can be</td>
</tr>
<tr>
<td>Variable</td>
<td>Algebra students</td>
<td>Instruction manual</td>
<td>How and why to isolate me</td>
</tr>
<tr>
<td>Algebra</td>
<td>Public</td>
<td>Passionate plea</td>
<td>Why you really do need me!</td>
</tr>
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<td>Audience</td>
<td>Format</td>
<td>Topic</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------</td>
<td>-------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Semicolon</td>
<td>student</td>
<td>Diary entry</td>
<td>I Wish You Really Understood Where I Belong</td>
</tr>
<tr>
<td>Huck Finn</td>
<td>Tom Sawyer</td>
<td>Note hidden in a tree knot</td>
<td>A Few Things You Should Know</td>
</tr>
<tr>
<td>Prepositional Phrase</td>
<td>Author</td>
<td>Persuasive Speech</td>
<td>How I Can Help You Express Yourself</td>
</tr>
<tr>
<td>Grendl</td>
<td>Beowulf</td>
<td>Letter</td>
<td>You need to see my side of the story</td>
</tr>
<tr>
<td>NY times</td>
<td>The Public</td>
<td>Op Ed Piece</td>
<td>How our language defines who we are</td>
</tr>
</tbody>
</table>
**Possible Role or Audience:** Choose ideas that advance the learning goals.

<table>
<thead>
<tr>
<th>Possible Role or Audience</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Characters from a story</td>
<td>• Public service job, • Key terms</td>
</tr>
<tr>
<td>• Historical figures</td>
<td>• Musical instruments, • Diseases</td>
</tr>
<tr>
<td>• Vocabulary words</td>
<td>• Cartoon characters, • Types of fabric</td>
</tr>
<tr>
<td>• Instruments or tools</td>
<td>• Shapes or colors, • Authors or inventors</td>
</tr>
<tr>
<td>• Minerals or chemical elements</td>
<td>• Cities, countries, continents, • Brand name object</td>
</tr>
<tr>
<td>• Tradesman or other job</td>
<td>• Animals, birds, pets, • Body systems</td>
</tr>
<tr>
<td></td>
<td>• Scientists or politicians, • Geographic formations, • Composers or artists, • Business or industry person, • Technical terms, • Celebrity or talk show host</td>
</tr>
</tbody>
</table>
# Possible Formats

<table>
<thead>
<tr>
<th>Written</th>
<th>Visual</th>
<th>Oral</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>• diary entry</td>
<td>• cartoon/comic</td>
<td>• song</td>
<td>• model</td>
</tr>
<tr>
<td>• bulleted list</td>
<td>• crossword puzzle</td>
<td>• set of discussion ?s</td>
<td>• cheer</td>
</tr>
<tr>
<td>• obituary</td>
<td>• map</td>
<td>• conversation</td>
<td>• mime</td>
</tr>
<tr>
<td>• invitation</td>
<td>• scale plan or drawing</td>
<td>• monologue</td>
<td>• reenactment</td>
</tr>
<tr>
<td>• product guide</td>
<td>• graphic org.</td>
<td>• sermon</td>
<td>• wax museum</td>
</tr>
<tr>
<td>• game rules</td>
<td>• concept web</td>
<td>• radiocast</td>
<td>• demonstration</td>
</tr>
<tr>
<td>• recipe</td>
<td>• illustration</td>
<td>• museum guide</td>
<td>• sales pitch with demo elements</td>
</tr>
<tr>
<td>• movie critic</td>
<td>• print ad</td>
<td>• commercial</td>
<td>• physical analogies</td>
</tr>
<tr>
<td>• FreqAskQues</td>
<td>• photograph</td>
<td>• reader’s theater</td>
<td>• taste tests</td>
</tr>
<tr>
<td>• editorial</td>
<td>• powerhouse</td>
<td>• interview</td>
<td>• ‘how to’ video</td>
</tr>
<tr>
<td>• character monologue</td>
<td>• ‘how to’ diagram</td>
<td>• tasting</td>
<td>• game</td>
</tr>
<tr>
<td>• job application</td>
<td>• fashion design</td>
<td>• political speech</td>
<td>• sew, cook, build</td>
</tr>
<tr>
<td>• gossip column</td>
<td></td>
<td>• puppet show</td>
<td>• design a ....</td>
</tr>
<tr>
<td>• mag. article</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## My Question:

<table>
<thead>
<tr>
<th>Know</th>
<th>Resources</th>
<th>Questions</th>
<th>Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I know that will help me assume this role?</td>
<td>What resources are available to help me research my role?</td>
<td>What do I need to know about this role in order to do a good job?</td>
<td>What have I learned from my sources?</td>
</tr>
</tbody>
</table>
**Rubric:** When you have finished your discussion, you may begin writing. Your RAFT assignment should be at least one page in length and will be judged on the following criteria

<table>
<thead>
<tr>
<th>Completed on Time</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Appropriate for</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Format Followed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Information Accurate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Grammar and Mechanics</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Neatness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Creativity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

*Taken from:* Strategies for Content Area Learning, (2002), pg. 87,
• RAFT is a writing strategy that can be used in all content areas and offers students a choice in their writing assignment.

• A RAFT allows for differentiated instruction because students get choice in their assignment based on their interest.

• After RAFTing, students are more likely to know the topic, be able to manipulate information, and retain it.
Multimodal Output Strategies
Table Groups: Questions to Consider

- What steps are involved in the preparation, delivery, and critique of student work?
- What does Mr. Van Owen mean by accountable talk?
- Why is it important for students to receive peer feedback and also critique themselves?

Common Core Standard Addressed
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Examples

– Read through the procedures and example provided.
  • + This is new information.
  • * I already knew this information.
  • ? I wonder…or I don’t understand…
  • ! Wow! That’s interesting!

– In your table group discuss ways that you might use this activity in your classroom for fostering academic output.
Still-A Digital Story by Anisa Ibrahim
Gather your content—Import existing photos, audio, and video from your iPhone's Photo Library, even photos taken with other photo apps or start a story on the go with your iPhone camera.

Edit and arrange—Easily edit your story with familiar tools like rotate, crop, scale, and by moving the photos in the sequence.

Customize your style—Choose from five different background colors and seven fonts for captions.
ELA— Visual Poetry

You are a book publisher and have been hired to connect teen readers with classic poetry helping them love it AND learn it! Chose one of the four poems provided. Chose the poem you think will draw in new readers.

1. Read the poem and discuss with your partner
2. What images/aspects of the artwork are strongest in helping you understand the poem?
3. What would teenagers find most interesting about this poem? Something with the artwork? Something with the story/narration of the poem? Explain:
4. Script (write a script for your 60 second visual representation and practice it) – be sure to include what you think is most interesting and really SELL this version of the poem:
Science—Argue from Evidence

1. Develop a 1-2 minutes argument for or against cloning. The following are guiding questions
   1. What are the reasons why people might want to clone themselves or someone else?
   2. What are the major differences between how an organism is conceived by cloning vs. natural means?
   3. If you were to meet a clone, could you tell that person was a clone by his/her appearance?
   4. If you were to clone yourself, would that person be identical to you? Why is cloning such a difficult thing to accomplish, technically?
   5. What are the major ethical dilemmas facing scientists who do cloning?

2. Using images and narration create your argument in Blurb Mobile
Using New Technologies

Learning with new technologies
• Contextualized, authentic learning opportunities
• Formative assessment of students academic language proficiency
• Interaction with, and production of multi modal texts
• Incorporation of linguistic scaffolds
• Oral language production through authentic language tasks
• Connections among text, images, video, sound and animation
• New ways for teachers to model academic language
Connections from Videos—CCSS and ALLIES

- **CCCS** Provide an oral summary of the text
- **CCCS** Engage effectively in a range of collaborative discussions
- **CCCS** Come to discussions prepared
- **CCCS** Quote accurately from the text
- **CCCS** Reading informational texts to find evidence
- **CCCS** Express ideas and build on others ideas
- **CCCS** Explain and draw inference from the text
What teacher moves do we see?

• Provides *extended opportunities* to use academic language in *authentic ways*
• Provides *extended opportunities* to interact with complex texts
• Uses *small group discussion* in preparation for *whole group discussion* and both of these in preparation for *writing*
• Provides *linguistics scaffolds* (eg: visuals on the wall; sentence frames) to *clarify language*
• *Guides* and facilitates academic language learning with questions
• *Models* academic language use and conversation skills
• Carefully *designs language and literacy tasks* and activities plans (eg: establishes routines for discussion with hand signals)
Individually or In Content Teams...

1. Identify language that students need to learn
   • Consider an upcoming lesson/activity and the materials that will be used in the lesson. Look for language challenges at all three academic language levels (word; sentence; message). Try to focus on the message dimension--not just the words that students don't know.
   • Zoom in on the most important language that students will need to learn and to show their learning of complex ideas. In particular, think about the types of language you want students to acquire and then use in oral or written explanations.
   • Describe the most important language that you identified for the upcoming lesson and the rationale for choosing it.

2. Develop an instructional activity that fortifies oral, written or multimodal output

3. Return to your site team, share your activities and discuss supports needed to implement them.
4. Teach the lesson and reflect on the role of language in learning

- Which language features or skills (ideally in the message dimension) most supported the learning and students' demonstration of learning of content concepts? Did this language line up with what you pre-identified in Prompt 1 above?
- How effectively did students use this language to learn and show their learning?
- What might you do differently next time to teach language like this?
Day 2

5. Debrief your lesson with your content area group
   – Explain the language demands you identified
   – Share the activity you developed and implemented
   – Provide samples of student work that help illustrate what you learned

6. Use the Ladder of Feedback when discussing your group’s activities
   – I think…
   – I see…
   – I wonder…