Beyond Sentence Frames: Academic Language for Life

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Password: enter info
Symposium webpage:
http://www.elachieve.org/symposium.html

Who’s at Your Table?
- Introduce yourself to others at your table
- Share your name, district, and role
- Share a favorite academic word!
  - brick word: tangent, iconoclastic; OR
  - mortar word: whereas, penultimate
Session Objectives

- Reflect on different types of language supports and their specific purposes
- Determine an appropriate language pattern for a given task
- Review the purposes of structured student talk and identify appropriate routines for the purposes within the lesson

Agenda

- Welcome and Introduction
- Language Patterns Sort
- Theoretical to Practical
- Creating Effective Language Patterns
- Language Patterns in SST Routines
- Reflection and Next Steps

Constructing Meaning
Refining Our Practice

1. Backward Design
Design instruction that addresses the cognitive and linguistic demands required to meet the student learning goal.

2. Language as Part of Content Teaching
Teach both content ‘brick’ and functional ‘mortar’ throughout instruction.

3. Structured Student Talk
Structure peer interaction for students to use the target language in the goal.

4. Interactive Reading and Note-taking
Use comprehension strategies and note-taking tools to increase student independence.

5. Academic Writing Support
Provide tools and facilitate processes that support students in producing complex text.

6. Assessment to Refine Instruction
Assessment results inform instructional next steps to support student learning.

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What's Your Experience?

- Are language supports always beneficial for students? When can they become a hindrance?
- Discuss key considerations teachers should follow so that language supports are helpful.

Language Pattern Sort

1. Form a pair or trio with people at your table
2. Sort the frames into categories that your group determines
   - Choose any categories with this exception: do NOT sort them by language function
3. Discuss your group strategy and rationale for why certain frames belong in each category
4. Combine with another group to share and discuss the categories
5. Whole-group debrief

Understanding Language Patterns

A sewing pattern is a suggestion of one person’s idea of how to create an article of clothing. With practice, one can modify the pattern to create something with a different size, shape, and style to better match the occasion and audience.

Language patterns are a resource that students can internalize and modify to fit their purposes.
### Ways We Teach Language Patterns

<table>
<thead>
<tr>
<th>Sentence Frames</th>
<th>Both __ and __ have __.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence Stems</td>
<td>After the experiment, we concluded that …</td>
</tr>
<tr>
<td>Signal Words</td>
<td>Due to, / Consequently,</td>
</tr>
<tr>
<td>Drafting Templates</td>
<td></td>
</tr>
</tbody>
</table>

*The goal of these resources is the internalization and flexible, fluent use of target language.*

### True Sentence Frames Teach Patterns

**They are not:**
- fill in the blank
- too specific to the task
- rigid

**They are:**
- open-ended, more than one possible answer
- portable across content areas
- flexible

### Characteristics of Constructing Meaning Language Patterns

- **High leverage** – useful language that students will regularly encounter and use in academic discourse (avoid esoteric terms)
- **Portable** – used across contexts
- **Flexible** – multiple options are given, and students are shown how to modify the pattern to fit their needs
One Criteria at a Time...

Improve These Patterns

- With a partner, critique the provided language patterns using the criteria shared.
  - high leverage, portable, flexible
- Listen to the example and modify the language patterns as needed. We will debrief each criteria as a whole group.
- Be prepared to share your modifications and why you made them.

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With a partner, read through the Sample Student Response and the language patterns provided.

The language patterns were intentionally written so that they could be improved using the three criteria.

We will examine the patterns for each criteria separately.

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High-Leverage Language

- Useful – Words and/or syntax that students will regularly encounter and need to use in academic discourse
- Authentic – Would you say it this way when speaking or writing in an academic register?
- Not esoteric – Don’t teach the sequence word ‘penultimate’ (which is a fun word that I love) until students have mastered more common academic terms such as ‘initially’ and ‘subsequently’
How did you make it **high leverage**?

- Briefly discuss any changes you made to create high-leverage language patterns.
- Be prepared to share your modifications and rationale.

**Portable Language**

- **Functional language** – Is it based on a language function that students can use in other circumstances?
- **No bricks** – Model how the pattern works using appropriate brick terms, but give them the broad pattern as a language resource.
- **Open ended** – Is there more than one way to create a sentence using the pattern?
  - … even in another lesson or content area?

**Portability – Cross-Content Check**

- Meet with another table group that worked on a different content area example.
- Try to use your language patterns to talk about their content. Then switch roles.
- Adapt your language patterns as needed to make them usable for both content areas.
- Be prepared to share changes and rationale.
Flexible Use of Language

- **Horizontal** choice – provide multiple language patterns to offer variety
- **Vertical** choice – provide language patterns at multiple proficiency levels, considering your students
- **Metalinguistic awareness** – model how to modify the patterns and create new patterns in order to adequately express ideas in a way appropriate to the context

Flexibility – Think-Write-Pair-Square

- Reflecting on your own students, are these language patterns at the right level of language proficiency?
- Will these patterns help students develop their academic language to the next level?
- If the patterns’ proficiency level is too high or too low, how would you change them?
- Discuss changes with your partner and then share ideas with another group at your table.

The Purpose of Constructing Meaning Language Patterns

- It is **NOT** to get students through the current assignment.
- It is to give students new language choices over which they can take ownership and use the rest of their lives in school, work, and social settings.
- The goal is to support college and career readiness by giving students practice entering into academic discourse.

Teachers should explain the purpose so that students will think critically about their language choices.
Craft Your Own Language Patterns

With a new partner, read through the Student Learning Goal, Sample Student Response, and Brick terms provided.

Create language patterns for this lesson and write them in the Mortar section.

Use the mortar in the Sample Student Response as a starting place.

Crafting Effective Language Patterns

Social Studies Task Analysis for Language Production

Sample Student Response – What do you expect students to say and/or write?

There were many reasons that led to the Dust Bowl in the 1930's. Because of many years of drought and strong winds, the topsoil/dirt blew away. Clouds of dust filled the sky and blocked out the sun. The farmers also plowed up the prairie to plant more wheat to help feed the soldiers during World War One. As a result, the prairie grasses were no longer there to hold the soil in place. This caused erosion since there was no moisture left in the soil. Crops dried up and blew away, trees and animals died, because there was no food or water. The effects of the drought devastated farmers. Consequently, many families moved to California to look for work and start over.

Function – Which language function(s) will students be expected to use?

Cause and Effect

Proposition and Support

Compare and Contrast

Sequencing

Description and Elaboration

Bricks – What content-specific language will students be expected to know and use?

Dust Bowl, drought, soil/topsoil, prairie, plowed, erosion, moisture, crops, devastated

Mortar – What functional words and phrases will students be expected to know and use?

Student Learning Goal – For what content and language will students be held accountable?

Students will write a cause and effect paragraph about the causes that led to the Dust Bowl period of the Great Plains in the United States during the 1930's.
**Give One, Get One**

- Meet with another pair working in the same content area to share your language patterns.
- Check that the language patterns meet the three guidelines.
- Add one of their language patterns to your Task Analysis.
- At the signal, meet with a different pair in your content area and repeat the steps above.

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**Give One, Get One Cross Content**

- Meet with a pair working in a different content area to share your language patterns.
- Check that the language patterns meet the three guidelines – with a focus on *portability*.
- Add one of their language patterns to your Task Analysis.
- Return to your original table to debrief this section.

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**Structured Student Talk**

*Skill 3*
Constructing Meaning
Refining Our Practice

1. Backward Design
   Design instruction that addresses the cognitive and linguistic demands required to meet the student learning goal.

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   Teach both content ‘brick’ and functional ‘mortar’ throughout instruction.

3. Structured Student Talk
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6. Assessment to Refine Instruction
   Assessment results inform instructional next steps to support student learning.

Now that we have created strong language patterns for this lesson …

- How do we include them in the lesson sequence?
- Where do we put them and how do students practice the language?

Let’s commit this to memory!

Ensure each student practices target language multiple times throughout every lesson.
Know Your Purpose

- Consider the purpose for interactive activities. It may be for:
  - Fluency: Getting “miles on the tongue”
  - Flexibility: Putting sentences together in different ways to express different ideas
  - Depth: Supporting conversations to elaborate and grow ideas
  - Shine: Collecting assessment data

Structured Student Talk
Throughout a CM Lesson

- Building Background Knowledge
  - SST purposes are fluency and flexibility
  - More sharing than collaborating
  - Example routine: Give One, Get One

- Learning the Material
  - SST purpose is depth of understanding
  - More collaborating than sharing
  - Example routine: Numbered Heads Together

- Closing the Lesson (Lesson Task)
  - SST purpose is to shine (assessment)
  - Example routine: Trading Cards

Complete the Lesson Summary

- Review the partially completed lesson summary.
- Decide which language patterns to provide at the various stages of the lesson.
- Choose a SST routine with the appropriate purpose for each stage of the lesson.
Complete the Lesson Summary

- In your group, review the partially completed lesson summary.
- Decide which language patterns to provide at the various stages of the lesson.
- Choose a SST routine students will use to practice the target content and language at each stage.
- Note any modifications to the routines necessary to match the purpose at that stage of the lesson.

Be sure to match the routine to the purpose:

- Fluency
- Flexibility
- Depth
- Shine

Collaborate on a Lesson Poster

- Meet with another pair/trio in your same content area.
- Compare your work from the previous step explaining the rationale for the choices.
- Using the combined ideas from the group, modify the lesson to create a poster with the new consensus lesson sequence.

Include the names of the SST routines and at least four language patterns.

Collaborative Poster

<table>
<thead>
<tr>
<th>Topic: Causes of the Great Depression</th>
<th>Grade: 11th</th>
</tr>
</thead>
<tbody>
<tr>
<td>SST Routine:</td>
<td>Purpose(s)</td>
</tr>
<tr>
<td>Building Background Knowledge</td>
<td>Fluency, Flexibility</td>
</tr>
<tr>
<td>1. Building Background Knowledge</td>
<td></td>
</tr>
<tr>
<td>Three, write, Par, Share</td>
<td></td>
</tr>
<tr>
<td>Students brainstorm events from previous units that contributed to the Great Depression</td>
<td></td>
</tr>
<tr>
<td>2. Learning the Material</td>
<td>Depth</td>
</tr>
<tr>
<td>Share, show, Gain, Share</td>
<td></td>
</tr>
<tr>
<td>Students share information to complete a jigsaw about various causes using notes from reading</td>
<td></td>
</tr>
<tr>
<td>3. Closing the Lesson</td>
<td>Shine</td>
</tr>
<tr>
<td>Trading Cards</td>
<td></td>
</tr>
<tr>
<td>Students read, finalize, and present paragraphs in class to paragraph the next piece</td>
<td></td>
</tr>
</tbody>
</table>

Language patterns provided:

1. One reason ______ was because of ______.
2. ______ caused / led to / contributed to ______.
3. A critical factor leading to ______ was ______.
4. As a result / Ultimately, ______.
**Gallery Walk**

- Stroll around the room with your group.
- When examining a poster from the same content lesson, look for similarities and differences compared to your own poster.
- When examining a different lesson, look for the variety of routines used and the portability of the language support across content areas.
- Be prepared to share your insights with the whole group.

**Practice the Language**

**Throughout a CM Lesson**

- **High leverage** – useful language that students will regularly encounter and use in academic discourse (avoid esoteric terms)
- **Portable** – used across contexts
- **Flexible** – multiple options are given, and students are shown how to modify the pattern to fit their needs

**Reflection and Closing**
Session 1: Closing Reflection

What key points do I want to remember? How does this help me move my practice forward?

Leading
How does this support me in being a leader for my team? How can I contribute these ideas to the District Plan?

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