Module 7

Defining and Setting Up Structures for Academic Language
By the end of the session we will:

• KNOW what academic language is all about

• BE ABLE TO create the environment for academic conversations

• UNDERSTAND why productive, accountable academic talk enhances learning
“There are no native speakers of academic language.”

Defining Academic Language

Mix, Freeze, Pair, Share

• When you hear the word “mix,” walk quietly around the room.

• When you hear the word “freeze,” stop where you are.

• When you hear the word “pair,” turn to the person closest to you and “share” your definition of academic language.

• We will do three rounds of this activity.
Academic Language

Vocabulary of Content

Syntax of Content

Discourse of Content
## Syntax of Content

<table>
<thead>
<tr>
<th>Cause and Effect</th>
<th>Compare</th>
<th>Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>consequently</td>
<td>compared with</td>
<td>in contrast</td>
</tr>
<tr>
<td>subsequently</td>
<td>as well as</td>
<td>although</td>
</tr>
<tr>
<td>as a result of</td>
<td>both</td>
<td>whereas</td>
</tr>
<tr>
<td>if.....then</td>
<td>likewise</td>
<td>even though</td>
</tr>
<tr>
<td>when...then</td>
<td>similarly</td>
<td>as opposed to</td>
</tr>
<tr>
<td></td>
<td>equivalent</td>
<td>however</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on the other hand</td>
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Academic Language

Vocabulary of Content

Syntax of Content

Discourse of Content
Creating the environment
Learning floats on a sea of talk

How do rich academic conversations promote academic learning?

Conga Line (same as Inside-Outside Circle with limited space)

• Face each other in two lines.

• Participants in Line A address the prompt with their partner. B can ask for clarification and examples.

• Participants reverse roles and Line B shares with their partner. A can ask questions.

• First person from Line A goes to end of Line A and the whole line shifts forward. Address the prompt.

• Do 3 rounds.
History of School Talk

• Industrial Age

• Compliant students for factory work
College and career readiness standards emphasize extensive use of academic language

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage with complex text</td>
<td>Explain</td>
<td>Explain</td>
</tr>
<tr>
<td>Argue</td>
<td>Construct viable arguments</td>
<td>Argue from evidence</td>
</tr>
<tr>
<td>Present ideas</td>
<td>Critique reasoning</td>
<td>Ask questions</td>
</tr>
</tbody>
</table>
The BIG 4: Key Uses of Academic Language

(WIDA, 2015)

- Discuss
- Argue
- Recount
- Explain
Have conversations about talking for learning

• How can talking with each other help us learn?

• What was a time you learned through talking with others?

• Others?
“Telling isn’t teaching and students must be actively engaged in the academic discourse of the classroom if they are to understand the content.”

Carousel of Learning

Talking Points

• How does this structure encourage academic talk?

• If you’ve used this before, what results were achieved?

• How can this be used in future?

• What routines should be in place?

Who speaks first? Need timer?
Prompt: How are South Dakota and North Dakota the same or different?

Simulation Activity

• No writing, just talking

• Everyone contributes

• Reach consensus on one similarity or difference to share
How are South Dakota and North Dakota the same or different?

• If you are making a comparison, use words such as:
  • similarly
  • in a similar way
  • likewise
  • in the same manner
  • as well as

• If you are contrasting, use words such as:
  • in contrast
  • although
  • even though
  • as opposed to
  • conversely
  • however
  • whereas
Comments? Questions?