Disrupting Classroom Discourse: Preparing English Learners for Common Core Academic Language Demands

2012 OELAS Conference Keynote 12.13.12

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Keynote Objectives

Participants will:

- Consider attributes of an academic register required by Common Core Era curriculum.
- Explore practical resources to help diverse students effectively code switch from everyday English to academic English.
- Set goals for an academic register campaign.
- Experience techniques to increase academic oral language during all classroom interactions.

Academic Discourse is . . .

- . . . the presentation of ideas in academic or scholarly contexts that exhibits conventional characteristics in form and expression -- traditionally, such communication has been objective, analytical, and expository, and has advanced an argument for a thesis
- . . . can also refer to the conventions of academic communication followed within individual disciplines

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Academic Discourse Pop Quiz

- What tense would a Social Scientist use to write a formal summary of an article detailing a current international event?
- What should be omitted when presenting a formal summary of an article in speech or writing?
- What are examples of verbs used across the academic disciplines to cite findings of a researcher in a formal report?
- What are terms used to reference authors when referencing an individual or team in a formal evidence-based research report?

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Academic Discourse is Characterized by Use of…

- **complete, complex, and often lengthy sentences with embedded clauses** (e.g., Due to the recent Japanese tsunami, the county has experienced a significant decline in output within the automotive industry, seriously impacting hybrid exports to the U.S. as well as European countries plagued by exorbitant fuel costs.)
- **precise and technical phrasing and vocabulary** utilized infrequently in everyday interactions (e.g., due to, thereby, impacting, decline, factor, productivity, significant)
- **a high degree of nominalization** (e.g., career and college readiness; reduction in productivity)

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Casual Verbal Responses are Characterized by Use of…

- brief phrases instead of complete sentences
- imprecise, quotidian word choices
- limited or no elaboration; reliance on context
- Subject + Verb +Object sentence structures: *Teens don't sleep enough on school nights. And it causes a lot of problems.*
- Academic Discourse: *The chronic sleep deprivation experienced by adolescents leads to an array of health and behavioral issues.*

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Areas of Emphasis in the Common Core State Standards

- **Reading: Informational Text** Analysis, Evidence Gathering, Comprehension of Domain-Specific and High-Use Vocabulary
- **Writing:** Informational Text Summary, Justification, Argumentation, Research
- **Language:** Academic Discourse/Register
- **Speaking:** Discussion, Formal Presentation

ELA Administrator Snapshot CA County Sups. Ed. Services Ass.

AREA OF EMPHASIS

- **Focus on Text Complexity**
  Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.
- **Emphasis on Reading and Writing Across the Curriculum**
  The standards emphasize the connection between reading and writing and the purposeful use of each to gain both general knowledge and discipline-specific expertise.
- **Emphasis on Informational Text**
  The structure of the standards highlights the emphasis on informational text. In all grades there are an equal number of standards for Literature and Informational Text. Additionally, the set of standards for history/social studies, science, and technical subject teachers in Grades 6-12 allows for students to read an increased percentage of informational text.

The Standards aim to align instruction with the National Assessment of Educational Progress (NAEP) framework.

Distribution of Literacy and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literacy	Information
4	50%	50%
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- **Emphasis on Collaborative Conversations**
  Speaking and Listening standards call for students to engage effectively in a range of collaborative discussions.
- **Emphasis on Writing Arguments and Drawing Evidence from Sources**
  The standards place an emphasis on writing to persuade and explain; less emphasis is placed on narrative writing.
- **Emphasis on Integrating Media Sources**
  Research and media skills are incorporated in all four strands of the standards rather than being called out as a separate strand.

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Language Magazine ~ Oct. 2012

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Language for Classroom Collaboration

Gathering Contributions
- What should we write?
- What do you think makes sense?
- Do you have a suggestion?
- We haven't heard from you yet.

Confirming Contributions
- I see what you mean.
- That's an interesting example.
- Now I understand your perspective.
- I share your point of view.

Clarifying Contributions
- I don't quite understand what you mean by _.
- I have a question about _.
- Will you explain what you meant by__?
- What makes you think that?_____

Rephrasing Contributions
- In other words, you think _.
- So, what you are saying is that _.
- So, you are recommending that _.
- If I understand you correctly, your idea is _.

Reporting Contributions
- My partner , ____, and I discussed _____.
- My partner and I/group decided/agreed on this response: __.
- One example my partner offered was _____.
- As a group, we determined that the correct _____is ____.

Language: Discussing Info. Text

Q & A for Main Idea and Supporting Details

Q: What is the **topic** of this article/report/paragraph/section?
A: The **topic** of this _____ is _____.

Q: What is this paragraph/section/selection/article/report **mainly about**?

A: It is **mainly about** _____.

A: This _____ **focuses on** _____.

A: This _____ is **primarily about** _____.

A: This _____ **addresses** the topic of/reasons for _____.

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Language: Discussing Info. Text

Q: What is the **author's main idea/point**?

A: The **author's main idea/point** is that _____.

Q: What is/are the **most important detail(s)** in this paragraph/section?

A: One **important detail** in this paragraph/section is _____.

A: An **essential detail** in this paragraph/section is _____.

A: Another **significant detail** in this paragraph/section is _____.

A: The most **critical/vital detail** in this paragraph/section is _____.

A: An interesting but **nonessential detail** in this paragraph/section is ___

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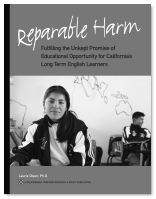
Long-Term English Learners

- Lived most/all of their lives in the U.S.
- Verbally bilingual
- Struggling academically
- Accumulated learning gaps
- Stuck in a language proficiency band
- Demonstrate habits of non-engagement
- Unrecognized and unaddressed need



Laurie Olsen, Ph.D
Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners (2010)

Academic Discussion: Think

- As you observe the video clip, listen to the four 8th grade long-term English learners discuss their favorite class and most challenging class.
- *How would you characterize their vocabulary use?*

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Sentence Frame

I would characterize their vocabulary use as __ (adjective: imprecise)

Everyday	Precise, Academic
fine	weak, _____
OK	average, _____
casual	_____
boring	_____

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Academic Discussion: Interact

- Discuss your observation with your partner.
  1) Read your sentence fluently using the frame.
  2) Make eye contact and say it with expression.
- Add your partner's adjective to your list.
- Keep discussing until I say: ***"1-2-3, eyes on me."***
- If you don't have a second idea, use the teacher's idea or repeat your idea.

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Academic Discussion: Report

- Use your **public voice** if you are called: 3x louder 2x slower than your **private voice**.
- Listen attentively to your classmates' ideas.
  My observation is similar to _'s.
- Add one new idea to your brainstorming list.
  The adjective I added to my list was _'s.
  The adjective that I appreciated was _'s.

Long-term Adolescent English Learners

What do we notice about these student's English language use?

- Lack of **precise topic vocabulary** (***data, citations, calculations, physical fitness***)
- Lack of **high-utility academic vocabulary** (***prefer, analyze, opportunity, support***)
- Run-on simple sentences
- Lack of clarity in the explanation
- An informal conversational register

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Academic Discussion - Routine

Dr. Kinsella's Academic Discussion Routine & Sample Language

Phase 1: Think

Establish purpose

1. **Visibly display** the discussion topic/prompt
2. **Students repeat question/prompt**
3. **Model brainstorming process and response(s)**
4. **Prompt students to reflect** and record brief responses

Phase 2: Write

Transition to sentence writing

1. **Introduce frame(s)** *(visibly displayed, include model response)*
2. **Students repeat first model response** *(silently, phrase-cued, chorally)*
3. **Direct attention to grammatical target** *(underline, highlight)*
4. **Prompt students to select an idea** from the brainstorming list
5. **Prompt students to include words from the academic word bank**
6. **Direct students to write an academic response** using the first frame
7. **Circulate** reading sentences, providing feedback
8. **OPTIONAL: Introduce second frame and repeat process**
9. **Circulate** reading sentences, providing feedback, and to identify strong/weak responses
10. **Cue students to select their strongest response**
11. **Preselect one or two students to report**

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Academic Discussion – Steps

- **Think** (Brainstorm)
- **Write** (Record)
- **Discuss** (Interact)
- **Report** (Contribute)

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A 2012 Report by Laurie Olsen, Ph.D. Detailing LTEL Curricular Needs and Options

Essential Curriculum Components:

- A focus on oral language
- A focus on student engagement
- A focus on academic language
- Expository text (reading & writing)
- Consistent instructional routines
- Goal setting
- Empowering pedagogy
- Rigor
- Community and relationships

Download: www.californianstogether.org

The Goal of Lessons Focused on Academic Language Engagement

- How can we dramatically increase **the quality and quantity of academic verbal and written engagement** each student experiences, through 1) explicit instruction, 2) consistent routines, and 3) structured, accountable responses?

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A Research Brief Synthesizing Principles to Guide ELD/ALD

A Focused Research Brief Addressing Academic English Language Development for Upper-Elementary and Adolescent English Learners

In the STARlight: Research and Resources for English Learner Achievement

www.elresearch.org

Register: A Linguistic Definition

- The words, syntax, style, and grammar used by speakers and writers in a particular situation or in a particular type of writing:
  - Writing a text message to invite a friend to a party
  - Writing an email message to a teacher requesting an extension on a research report
  - Asking a coach for permission to miss practice
  - Asking a manager at an internship to clarify expectations for a task

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Demands of an Academic Register

What challenges do recent immigrants face?

Students' Default Conversational Register
Jobs. The language. Learning English.

Formal Academic Discussion Register
One challenge that recent immigrants face is learning an entirely new language.

Formal Academic Text
One challenge faced by recent immigrants is learning an entirely new language. English communication and literacy skills are critical for adult immigrants if they want to have jobs that pay well or attend college.

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A Sentence Frame to Promote Use of Academic Register

- What challenges do recent immigrants face?
- *One challenge that immigrants face is ____* (verb + ing) *learning a new language.*
- **Verb Bank**:

Everyday	Precise
finding	_____
knowing	_____
dealing with	*adjusting to*
making	*earning*

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Terms to Discuss Register

- Everyday
- Casual
- Spoken/Conversational
- Playground
- Basic
- General
- Private/Familiar
- Slang/Inappropriate
- Unprofessional

- **Academic**
- **Formal**
- **Written**
- **Classroom**
- **Advanced**
- **Precise**
- **Public**
- **Appropriate**
- **Professional**

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Terms to Refer to Students

Familiar Register
- Kids / Niños
- Guys / You guys
- Boys and girls
- Folks / People
- Sweetie / Darling
- Freshmen / Seniors

Academic Register
- **Students/Scholars**
- **Researchers/ Investigators**
- **Collaborators**
- **Authors/Editors**
- **Apprentices**
- **Scientists/Historians**

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Sample Academic Direction Words

Everyday Terms
- Answer
- Finish
- Repeat
- Talk about
- Share
- Think about

Academic Terms
- **Respond, Elaborate**
- **Complete, Develop**
- **Restate, Review**
- **Discuss, Interact**
- **Report, Contribute**
- **Consider, Contemplate**

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Academic Discussion – Steps

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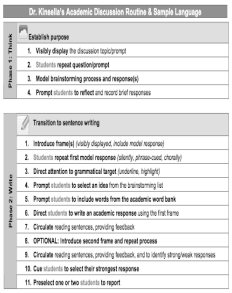
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Phrases to Launch Informal Classroom Interaction

- Let's do a Think-Pair-Share.
- Who'd like to share out?
- Does anyone want to share?
- Buddy buzz…
- Chat with your neighbor.
- Turn and talk.

Phrases to Launch an Academic Discussion

- We're going to engage in an academic discussion regarding __.
- In preparation for discussing __, I would like you to contemplate the reasons for __.
- Let's explore the issue of __ by first considering __.
- Take a minute to reflect on this question: __.

Precise Terms to Contribute to a Lesson Discussion

Everyday Terms	Academic Terms
Answer	**Contribution, Response**
Idea/Thought	**Opinion, Perspective**
Information	**Evidence, Data, Facts**
Guess	**Prediction, Hypothesis**
Reason	**Justification, Evidence**
Steps	**Solution, Process**

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Alternatives to Asking *Who has an idea? Who wants to share?*

- Does anyone have **an opposing view**?
- Did anyone **approach this in another manner**?
- Who has **an alternative perspective**?
- Who arrived at **a different conclusion**?
- Who **located evidence** to support the claim that …?
- Can anyone **elaborate on this stance**?
- Who would like to **respond to that statement**?

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Superficial Responses to Student Contributions

Positive	Neutral/Negative
Great	OK
Excellent	Anyone else?
Interesting	Not exactly
Thank you (upbeat)	Thank you (quizzical)
That's right	Hmm…Interesting
Very good	I'm not sure about that
Fine	I don't think so
That's correct	That's not correct

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Sample Productive Feedback During Academic Discussions

- I am equally impressed with the insight in your analysis and your conscientious use of precise lesson terminology.
- That is a very thoughtful observation, well justified with concrete data from your research.
- I am not certain I fully grasp your perspective. Would you mind elaborating?
- A point well taken. But what specifically led you to that conclusion?

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Overused Words: Rest in Peace

- Good
- Nice
- Awesome
- Interesting
- Bad
- Hard
- Really
- Fun

Elicit Audible Contributions

Everyday English

- What?
- Huh?
- Come again?
- What did you say?
- I didn't get that.
- Speak up. We can't hear you.

Academic English

- Please repeat that using your **public voice**.
- Please say that again **audibly** so __ can hear.
- Thank you. This time, sit up and **project your voice**.
- Three times louder, using **professional voice**.

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Language Functions (Purposes) Within Academic Interaction

- Expressing an opinion
- Stating a claim
- Asking for clarification
- Paraphrasing
- Soliciting a response
- Agreeing/Disagreeing
- Affirming
- Holding the floor
- Drawing conclusions
- Comparing
- Justifying
- Predicting
- Summarizing
- Offering a suggestion
- Reporting
- Citing a source

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Academic Language to Ask for Assistance

- **Could you please explain_____?**
- **I don't quite understand _____?**
- **I'm unsure about _____?**
- **Will you please explain ___ again?**
- **I have a question about _____.**
- **Did you say to _____?**
- **If I understand you correctly, you'd like me to _____?**
- **What do you mean by _____?**
- **Can you provide an example of __?**

- ***the homework directions***
- ***this direction word***
- ***where I should write***
- ***the listening task***
- ***the word __***
- ***record or restate my idea***
- ***restate his/her idea before I write it down***
- ***a past-tense verb, a myth***
- ***a bias, a metaphor***

Academic Language to Express an Opinion

Everyday English

- I think __. I don't think __.

Academic English

- I firmly believe __ / I'm inclined to believe __.
- In my opinion, __.
- Based on my experience, __.
- From my perspective, __.
- From my vantage point, __.

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Academic Language to Solicit an Opinion

Everyday English

- What do you think?

Academic English

- What is your perspective?
- What is your point of view?
- What is your vantage point?
- What are your thoughts (on this issue/topic)?
- How do you see it?

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Academic Language to Verify Understanding

Everyday English

- So you think __.
- So you're telling me that _.

Academic English

- So your example, perspective, approach is __.
- So what you are saying/suggesting is __.
- In other words, you believe that __.
- If I understand you correctly, you think that __.

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Academic Language to Ask for Clarification

Casual English

- Huh? What? I don't get it.

Academic English

- I don't quite understand (the directions, the task).
- Could you explain what you mean by __?
- Could you provide another example of __?
- Could you define the term __?
- Could you show me how to _?

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Academic Language to Compare

Everyday English

- Mine's the same.

Academic English

- My idea is **similar to __'s (Monica's)**.
- **I agree with __ (John Carlos)**.
- My idea **builds upon __'s (Eric's)**.

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Academic Language to Report/Cite Someone Else's Idea

Casual English

- __ said that …
- __ told me that …

Academic English

- __ pointed out that … According to __,
- __ indicated that …
- __ observed that …
- __ emphasized that …

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Academic Language to Report a Pair's/Group's Idea

Casual English

- We think …
- We said …

Academic English

- We decided that … We agreed that …
- We determined that … We concluded that …
- We observed that … We believe that …
- We have come to a consensus that …

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Lesson Observation Task

English Learner Instruction using Academic Register

- Observe Dr. Kinsella instruct long-term English Learners. Take note of precise terms she uses while setting up the lesson task and establishing expectations.

One precise term I recorded was _____.

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Precise Instructional Word Choices Using an Academic Register

- First
- Learn about
- Reading
- Find
- Good
- Look at
- Reread
- Speed

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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Planning & Observation Tool: Academic Language Engagement

ACADEMIC LANGUAGE ENGAGEMENT ~ PLANNING & OBSERVATION TOOL

Teacher: _____ **Observer:** _____

Date: _____ **Period:** _____ **Subject:** _____ **Observation Duration:** _____ **minutes**

Directions: *Record a tally mark after planning a lesson or observing instruction utilizing structured student engagement strategies. Record notes during the observation to expand upon on using the Observation Feedback Frames provided on page 2.*

	Students . . .	***Tally***	***Notes***
Physical	*direct attention as cued (looking, turning, focusing, etc.)*		
	mark text (underline, circle, highlight)		
	point/track with finger/object (text, directions, image)		
	hand signal (thumbs up, raised hand, finger rubric, etc.)		
	clap/tap (syllables, intonation, etc.)		
	stand/sit (partner 2s stand; sit down if your idea is similar)		
Verbal	**Whole class** *(chorally, phrase-cued, oral cloze)*		
	Partner/group to brainstorm, respond using frame		
	Partner/group to read text passages		
	Individually respond as **preselected** reporter		
	Individually respond as **random** reporter *(meme cards, popcorn, partner 1s stand, white board selector)*		
	Individually respond as **volunteer** reporter *(partner nomination, raised-hand)*		
Written	*record information (mini white board, notebook, text)*		
	complete provided response frame		
	incorporate precise words *(word bank, frame, paragraph)*		
	respond to a framed prompt *(justification, summary, etc.)*		
	complete unstructured task *(journal entry, free write, etc.)*		

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Planning & Observation Tool: Explicit Instructional Practices (1)

The teacher…

- arranges seating and pairs students appropriately
- **consistently uses an academic register**
- refers to visible display of expectations and procedures for partnering and/or group tasks
- cues partner 1/A or group member 1 to start task

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Instructional Priorities ~ 2012-2013

- Consistently model an academic register.
- Partner students appropriately.
- Use consistent terms in lesson discussions.
- Structure at least two academic interactions in <u>every</u> lesson with clear language targets.
- Vary your strategies to elicit participation.
- Assign accountable listening tasks.
- Explicitly teach high-utility vocabulary.
- Guide reading and writing with info. text.

Goal: Developing Register

I plan to support development of academic register in my classroom/school to promote student success in the Common Core era by _____

_____

The End

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California Common Core Standards
Introduction to the *English Language Arts* Administrator Snapshot

The content of the California Common Core Standards are similar to our current standards. Outlined below are some of the major shifts and areas of emphasis in the California Common Core Standards seen across all grades, K-12.

SHIFTS

Organization of Writing Applications
While our current standards specifically identify various writing applications, the California Common Core Standards organize the writing applications into three categories:

- Write Opinions (K-5); Write Arguments (6-12)
- Write Informative/Explanatory Texts
- Write Narratives

Shared Responsibility for Teaching the Standards

- A single set of K-5 grade-specific standards
- Two content-area specific sections for grades 6-12
  - One set of standards for English language arts teachers
  - One set of literacy standards for history/social studies, science, and technical subject teachers

AREA OF EMPHASIS

- **Focus on Text Complexity**
  Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read.
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"Music is used for many purposes today, and not all of them involve entertainment. It is used in advertising to attract attention and to promote products. Huge amounts of money are spent to create clever thirty second "hits," which subliminally pressure consumers to make purchases. Music is also a pacifier; the music piped into elevators, airplanes, supermarkets, and shopping centers is designed to be ignored. It serves its purpose best when it is least obvious. This music encourages listeners to relax, slow down, and buy. Business firms provide background music for their workers in order to blot out distracting noises and increase efficiency. Farmers supply the same "canned" music to livestock to increase milk and egg production. The unfortunate aspect of all this background music is that it has conditioned the listener not to listen. Almost in self-defense, one learns to block out such music automatically."

Source: Hickok, R. (1991). *Music Appreciation*. New York: Appleton Century Crofts.

Casual Summary Notes For A Study Aid

Uses of music besides entertainment

1. Advertising: jingles to remember products
2. Businesses
   - Retail: relax shoppers so they will buy more
   - Industry: get workers to get more accomplished
3. Farming: get livestock to produce more

Negative impacts

1. Overexposure
2. Listener blocks out music in self-defense

Casual Written Summary For A Study Aid

Music is used in many ways besides entertainment. Advertising firms create jingles to get people to remember products. Businesses use music to relax people so they will shop more or work productively. Farmers play music to get their livestock to produce more. This overexposure is conditioning us to ignore music.

Formal Written Summary For An Exam/Assignment

According to Robert Hickok, in his book *Music Appreciation*, music is being used today in a number of ways not related to entertainment. One use of music that Hickok cites is in advertising, where music is used to attract attention to products. The author also maintains that another popular use of music in business and industry is to soothe or pacify to encourage shopping and worker productivity. He concludes, however, that one unfortunate consequence of this chronic exposure to music is that people are being conditioned not to listen to it.

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Informational Text Summary ~ References

Academic Language for Summarizing
Use the following academic phrases, verbs and terms to effectively write your summary of an article.

Citation	Verbs	Summary
1st: author's full name: first/last (Michelle Gomez) 2nd, etc.: author's last name (Gomez) *or* the author the writer the reporter the researcher the journalist	*discusses* *examines* *explores* *investigates* *focuses on* *addresses*	(the specific topic/issue)
	points out *states* *emphasizes* *reports* *describes* *explains*	*that/how* (important detail)
	concludes	*that* (conclusion)

Formal Written Summary For An Exam/Assignment

In the article entitled "LAUSD Goes 'Sweatfree'," Lawrence Gable investigates Los Angeles Unified School District's decision to not purchase products from vendors that were manufactured in sweatshops. First, Gable reports that LAUSD, the second-largest school district in the country, spends millions annually on furniture, uniforms, and equipment. The powerful district is placing pressure upon vendors to only obtain merchandise from factories that offer safe and legal working conditions. The article also describes the working conditions LAUSD requires. No children may be employed, and all laborers must earn a "non-poverty" wage and have the right to form a union. In addition, Gable explains LAUSD's main reason for taking this action. The large urban district serves thousands of immigrant families, with many parents and relatives employed by sweatshops in Southern California. Finally, Gable concludes that the district plans to enforce its "sweatfree" policy by charging a $1,000 penalty for any violation, and by working with unions and community members who will inform the district about any manufacturers who ignore labor laws.

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Name Date

Informational Text Summary ~ Writing Frame

A

In the (article/essay/chapter/report) _____ entitled (title) _____

_____

(the author/writer/reporter) _____

(verb: explores, investigates, discusses) _____

(topic) _____

_____

B

First, (the author/writer)_____

(verb) _____ (important detail) _____

_____

_____

The reading also (verb: includes, compares, describes) _____

(important detail) _____

_____

_____

C

In addition, _____(verb) _____

(important detail) _____

_____

_____

Moreover, (writer/author) _____(verb) _____

(important detail) _____

_____

D

Finally, (the author/writer) _____concludes that

_____

_____

_____

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Excerpt: Adolescent Sleep Research - Findings for Secondary Schools

Larry Gable & Kate Kinsella, Ed.D October, 2009

(boldface: *high-utility academic vocabulary*; capitalized: *domain-specific vocabulary*)

(1) In **recent** years **researchers** have **concluded** that the **average ADOLESCENT** in America does not get **sufficient** sleep during the week. Many f**actors** can **influence** an adolescent's ability to get a good night's sleep before tackling a **challenging** school day. However, no matter what the **specific** reasons are, it is clear that **insufficient** sleep can **lead to** a **variety** of physical, emotional and academic problems.

(2) People need different amounts of sleep in different **stages** of life. Babies and children **require** many hours of deep sleep. Until age ten most children wake up fresh and energetic. At **PUBERTY**, however, the body's clock which **regulates** sleeping and waking hours changes. This **delay** in the body's "**CIRCADIAN CLOCK**" causes teens to be wide awake at 9 or 10 p.m. when people of other ages are **typically** getting tired. As a result, adolescents **tend to** fall asleep later. If they get up early for school, they are losing **critical** hours of sleep night after night.

(3) For many years scientists have **assumed** that after people are awake for a long time, they naturally get sleepy and fall asleep. Now they **acknowledge** that circadian clocks set our sleeping patterns. Many teens experience something **similar to** the jet lag of long distance travelers. Even though teens may have experienced a physically active and intellectually demanding day, falling asleep can be **challenging**. The circadian clock keeps them alert just when other people start feeling sleepy.

(4) The National Sleep Foundation **contends** that American teenagers actually **require** more than nine hours of sleep every night, not just on weekends. However, surveys **indicate** that only 15% of teens sleep 8.5 hours or more on a **regular basis**. Moreover, more than 25% of adolescents **routinely** sleep 6.5 hours or fewer on school nights.

(5) Going to bed earlier does not **necessarily assure** that a teenager will get **additional sleep**. The circadian clock **creates "FORBIDDEN ZONES"** when falling asleep is almost impossible. For many teens the forbidden zone is in the evening hours. Therefore, even if teens go to their rooms **relatively** early, they do not usually go to sleep **promptly**. Instead, they **tend to** read, play games, listen to music or send text messages to friends until they start to get tired at 11 p.m. or later.

(6) Surprisingly, sleeping for a long time on weekends does not **remedy** the problem. Researchers **refer to** that as "binge sleeping." Teens catch up on sleep, but they do not **establish** a healthy sleeping **pattern**. If a teen sleeps until noon or 2:00 p.m., the brain **recognizes** that as a time for sleep. When Monday morning comes again, the brain is still on the wrong **schedule**. Thus, schools may begin bright and early, but teenage brains do not wake up until **considerably** later in the day.

(7) When people get too little sleep on a **routine basis**, negative things are bound to happen. Chronic sleep loss has **numerous impacts** on a teen's health. A youth who **averages** only 5 to 7 hours of sleep will definitely feel tired and irritable. Being tired **produces MOOD SWINGS**, so it causes many teens not to get along well with others at school or at home, and to have **arguments** over **fairly** unimportant things. Furthermore, **SLEEP DEPRIVATION** often **contributes to** a feeling of helplessness and **DEPRESSION**. Finally, being tired slows down teens' mental **reactions**. Sleep deprived teens don't **react** quickly and struggle to follow directions, pay attention and learn, especially in their earliest classes.

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Academic Discussion Topic: *Adolescent Sleep Habits*

THINK: **Consider reasons adolescents fail to get sufficient sleep on a regular basis during the school week. Draw from background knowledge and unit reading.**

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

WRITE: **Rewrite two ideas using the sentence frames. Include precise word choices. Prepare to elaborate upon your idea verbally if you are asked to report.**

Frame 1: Based on my experience, many/some adolescents don't get sufficient sleep during the school week because they ___ (present tense: *spend, work*)

Response: _____

_____

Frame 2: According to the article, many/some adolescents fail to get sufficient sleep on school nights due to _____ (noun phrase: *their household responsibilities)*

Response: _____

_____

Word Bank:	**Everyday**	**Precise**
	long (ADJ)	*extensive,* _____
	non-stop (ADJ)	*incessant, continuous*
	work (NOUN)	*responsibilities,* _____
	worries (NOUN)	*issues,* _____

DISCUSS: **Listen attentively to, restate, and record notes on your classmates' ideas. Start by listening attentively, restating, and recording your partner's idea.**

Classmates' names	**Ideas**
1.	
2.	
3.	

REPORT: **Prepare to report your idea during the whole group discussion. Listen attentively, and utilize frames to highlight similarities.**

•*My idea is similar to*_____*'s.* •*My idea builds upon* _____*'s.*

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Language for Classroom Collaboration

Gathering Contributions

- What should we write?
- What do you think makes sense?
- Do you have a suggestion?
- We haven't heard from you yet.

Confirming Contributions

- I see what you mean.
- That's an interesting example.
- Now I understand your perspective.
- I share your point of view.

Clarifying Contributions

- I don't quite understand what you mean by _.
- I have a question about _.
- Will you explain what you meant by__?
- What makes you think that?

Rephrasing Contributions

- In other words, you think _.
- So, what you are saying is that _.
- So, you are recommending that _.
- If I understand you correctly, your idea is _.

Reporting Contributions

- My partner , ___, and I discussed _____.
- My partner and I/group decided/agreed on this response: __.
- One example my partner offered was ____.
- As a group, we determined that the correct _____is ___.

Academic Language to Discuss Nonfiction Text

Key Vocabulary for Main Idea and Details in a Nonfiction Text:

main idea	point/message	topic sentence	title
mainly	primarily	addresses	focuses on
details	support/supporting	examples of	reasons for

Key Vocabulary for Referring to a Nonfiction Text:

paragraph	section	chapter	article	reading selection
selection	text	report	informational text	nonfiction text

Q & A for Main Idea and Supporting Details

Q: What is the **topic** of this article/report/paragraph/section?

A: The **topic** of this _____ is _____.

Q: What is this paragraph/section/selection/article/report **mainly about**?

A: It is **mainly about** _____.

A: This _____ **focuses on** _____.

A: This _____ is **primarily about** _____.

A: This _____ **addresses** the topic of/reasons for _____.

Q: What is the **author's main idea/point**?

A: The **author's main idea/point** is that _____.

Q: What is/are the **most important detail(s)** in this paragraph/section?

A: One **important detail** in this paragraph/section is _____.

A: An **essential detail** in this paragraph/section is _____.

A: Another **significant detail** in this paragraph/section is _____.

A: The most **critical/vital detail** in this paragraph/section is _____.

A: An interesting but **nonessential detail** in this paragraph/section is ___.

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ACADEMIC LANGUAGE ENGAGEMENT ~ PLANNING & OBSERVATION TOOL

Teacher: _____ **Observer:** _____
Date: _____**Period:** _____ **Subject:** _____ **Observation Duration:** _____**minutes**

Directions: *Record a tally mark after planning a lesson or observing instruction utilizing structured student engagement strategies. Record notes during the observation to expand upon on using the Observation Feedback Frames provided on page 2.*

	The students . . .	***Tally***	***Notes***
Physical	direct attention as cued *(looking, turning, focusing, etc.)*		
	mark text *(underline, circle, highlight)*		
	point/track with finger/object *(text, directions, image)*		
	hand signal *(thumbs up, raised hand, finger rubric, etc.)*		
	clap/tap *(syllables, intonation, etc.)*		
	stand/sit *(partner 2s stand; sit down if your idea is similar)*		
Verbal	**Whole class** *(chorally, phrase-cued, oral cloze)*		
	Partner/group to brainstorm, respond using frame		
	Partner/group to read text passages		
	Individually respond as **preselected** reporter		
	Individually respond as **random** reporter *(name cards, popcorn, partner 1s stand, white board selector)*		
	Individually respond as **volunteer** reporter *(teacher pre-invited, raised-hand, partner nomination)*		
Written	record information *(mini white board, notebook, text)*		
	complete provided response frame		
	incorporate precise words *(word bank, frame, paragraph)*		
	respond to a framed prompt *(justification, summary, etc.)*		
	complete unstructured task *(journal entry, free write, etc.)*		

The teacher . . .	***Tally***	***Notes***
arranges seating and pairs students appropriately		
consistently uses an academic register		
refers to visible display of expectations and procedures for partnering and/or group tasks *(4Ls, fast-finisher options, collaborative language)*		
sets up tasks with visible displays, clear explanations, and modeling		
visibly displays an academic response frame and a model response		
identifies and explains vocabulary and grammatical target(s) in frame		
leads verbal rehearsal with model response(s): *(phrase-cued, choral)*		
cues partner 1/2 to speak 1st (*read 2x fluently, say it with expression)*		
monitors interactions & writing, offers feedback, preselects reporters		
uses varied strategies to elicit additional reporters for discussion *(partner nomination, name cards, all partner As stand, voluntary, etc.)*		
requires active listening during all lesson phases and assigns tasks		
requires, models, and coaches use of an audible public voice		

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Observation Feedback Frames

The teacher facilitated physical, verbal, and/or written responses by . . .

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Instructional goal(s) for ***physical, verbal, and/or written responses*** *include:*

- _____
- _____
- _____
- _____
- _____
- _____

The teacher set up the lesson/tasks, used response frame(s), and monitored tasks by. . .

- _____
- _____
- _____
- _____
- _____
- _____

Instructional goal(s) for ***setting up lesson/tasks, using response frames, and/or monitoring*** *include:*

- _____
- _____
- _____
- _____
- _____
- _____
- _____

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