

Group 4-EDINA: What are the components of academic language

Task 2: View “A Crash Course in Academic Language”—a Prezi presentation (Essential Questions B)

Pre-Posting – The Prezi presentation is a review of the different components that make up academic language. View the presentation while taking notes. Pay close attention to:

- What is meant by language function
- What is meant by lexicon
- What is meant by discourse
- What is meant by syntax
- What is meant by language supports

Posting – There are six (6) major areas on the edTPA that need to be addressed (Language Demand Objective(s); Prior Academic Language Development; Language Function; Content Specific Vocab (lexicon); Syntax, Discourse, and language supports. As a group you will create several graphic clarifying tables for the essential areas of the Academic Language Demands section on the edTPA. Together on a shared Google Doc you will be invited to explore each of these areas in depth and to take up, together, the important work of coming to a better understanding of these concepts. This will essentially be a working document as you all work together to develop a tool to help you determine what needs to be represented in each area. I encourage each of you to print this document off after it is completed to use when working on your edTPA. Each person must contribute to EACH area. I expect each person to contribute at least one sentence/thought/idea to each area. **IMPORTANT: Each person MUST CLEARLY IDENTIFY THEIR WORK BY PUTTING THEIR NAME UNDER “AUTHOR”.**

Together, as a group, you will go to the Google Link below and do the following:

1. Define: Each member of the group will provide a definition from a different source or area of the edTPA. The first member to start the process will copy/paste the definition from the edTPA. Group member number two (who ever is the second person within the group to work on this document) will look within the pages of the edTPA to find what is said about this concept (It is located in the Planning Commentary section, usually around pg. 12). Group members #3 & #4 will find outside sources to define the concept. Group members #3 & #4 will need to cite their source and give the link to the source.
2. List the core ideas—a summary statement of the definition.
3. List the clarifiers or critical attributes that explicate the concept.
4. Brainstorm for knowledge connections—personal links from prior knowledge.
5. Give an example of the concept; link to clarifiers, “Why is this an example of _____?”
6. Construct a sentence that shows you know.

Below you will find an example of a clarifying table. In this table the author is defining the word: Satire.

Term: SATIRE

Core Idea: Any Work That Uses Wit to Attack Foolishness

Example

A story that exposes the acts of corrupt politicians by making fun of them

Nonexample

A story that exposes the acts of corrupt politicians through factual reporting

Example sentence

Charles Dickens used satire to expose the problems of common folks in working-class England.

Clarifiers

- Can be oral or written.
- Ridicule or expose vice in a clever way.
- Can include irony exaggeration, name-calling, understatement.
- Are usually based on a real person or event.

Knowledge Connections

- Political cartoons on the editorial pages of our paper.
- Stories TV comics tell to make fun of the President—like *Saturday Night Live*.
- My mom's humor at dinner time!

Language Function:

Author (your name)	Define: Each member will bring to the group a definition from a different place. Together you will try to develop a deeper meaning. Person #1: Definition from edTPA handbook Glossary 2) Definition from planning commentary section of edTPA Handbook (about pg. 12) 3 & 4) Do a web search: What are	Clarifiers or Critical Attributes	What are the core ideas?	Knowledge Connections	Give an example of the concept.	Construct a sentence that shows you know.

	Language Functions" The two members of the group completing this task needs to include the link to the source they found as well as give definition.					
Sara Stein	The content and language focus of the learning task represented by the active verbs within the learning outcomes. Common language functions in English-Language Arts include reading/listening for main ideas and details; analyzing and interpreting characters and plots; writing narrative, informational, or	*can include the words: compare, categorize, describe, interpret, model, signal, argue, sequence, analyze, explain, question, recall, summarize, justify, or retell... *can be multiple language functions, but central focus should be on one	The core idea is that you're finding a verb to describe what you're teaching in academic language that is different from what the student would do in day-to-day activities with friends/family/outside of academic work...	There are a lot of potential knowledge connections - some that come to mind, using the verbs provided by the clarifying section include: analyzing literature in essays, comparing and contrasting movies and other media to novels, questioning the motive behind author purpose - or even teacher purpose! Also, perhaps retelling a	A student uses sequencing to help them understand the complicated plot line in a long work such as "The Odyssey" by Homer.	Josie proves she knows how to sequence events when she constructs a timeline showing what order the flashbacks and flashforwards and current events are taking place in Homer's "The Odyssey".

	poetic text; using presentation skills to present a play, a speech, or do a dramatic reading; evaluating and interpreting an author's purpose, message, and use of language choice, setting, mood, tone, and other literary strategies; comparing ideas within and between texts; and making sense of unfamiliar vocabulary through pictures, word parts, and contextual clues.			story in a new and different way which would require description, interpretation, and retelling, as well as perhaps sequence and analysis - retooling works makes a lot of language functions into play!		
Michelle O'Connor	A verb used to describe what academic function		What language do students need in order to		analyze, define, design	Students will be able to analyze influences on eating behavior

	the students will be able to accomplish as a result of the lesson.		accomplish the task.			and list them in written form.

Syntax

Author (your name)	Define: Each member will bring to the group a definition from a different place. Together you will try to develop a deeper meaning. Person #1: Definition from edTPA handbook Glossary 2) Definition from planning commentary section of edTPA Handbook (about pg. 12) 3 & 4) Do a web search: "What is syntax" These two group members need to include the link to the source they found as well as give definition.	Clarifiers or Critical Attributes	What are the core ideas?	Knowledge Connections	Give an example of the concept.	Construct a sentence that shows you know.
Sara Stein	The set of	*examples	The core	*sentence	An	Josie used

	conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).	of syntax include: graphs, conventions, symbols, numbers, models, diagrams, tables, illustrations, and calculations *syntax also contains how one puts together sentences (as explained in definition to the left)	idea of syntax is simple: it's just the way information is being organized - or, for fear of repeating the definition, the structures used to organize miscellaneous information	structure *pie charts *business presentations usually need a lot of syntax to flow well *or any presentations, really, require skilled use of syntax	example of using syntax would be constructing complex sentences for an academic paper, versus using casual vernacular in a story with dialogue	elevated sentence structure because she knew the syntax for her paper on "The Odyssey" required that she do so.
Michelle O'Connor	Predictable patterns of language use.		Grammar, sentence frames, Textual organization		Students will respond to questions about the article in written format.	Student A responded to the questions from the article by writing her answers on a piece of paper.

Discourse

Author	Define:	Clarifiers	What are	Knowledge	Give an	Construct
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(your name)	Each member will bring to the group a definition from a different place. Together you will try to develop a deeper meaning. Person #1: Definition from edTPA handbook Glossary 2) Definition from planning commentary section of edTPA Handbook (about pg. 12) 3 & 4) Do a web search: "What is discourse" These two group members need to include the link to the source they found as well as give definition.	or Critical Attributes	the core ideas?	Connections	example of the concept.	a sentence that shows you know.
Sara Stein	Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline-	*any writing or speaking during an activity *will vary from discipline to discipline *includes structure (syntax?) *specific to academic participation/construction of knowledge < more	Discourse is pretty simple - it's the writing and speaking that goes with a lesson - and what various discourses will require will be different, discourse in a math classroom will require different	*oral class debate (written argumentative paper) *discussion of academic themes, often using verbs from language function section *academic writing *personal writing that is edited *QUESTION	*A journal entry considering whether or not Odysseus is a hero or not in "The Odyssey" *This would encompass language functions analyze & explain, as well as interpret and argue and	Josie engages in discourse as she writes out her journal entry considering whether Odysseus is a hero or not (in both academic terms and her personal language).

	specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.⁸ In English-Language Arts, language structures include words, grammar and mechanics, text structures, writing processes, and genres. If the language function is to persuade, then appropriate language structures include claims,	details on discourse in ELA, specifically, to the left	things from students than discourse in a Language Arts classroom	N: does the text we would be working with count? i.e. is “The Odyssey” part of our discourse, or only in so far as the students take words from the text in their own speech and writing?	describe...It seems as I go through this that there is more overlap between the language functions than I at first noticed - which is odd, because I felt from the presentations that we were mostly supposed to be focusing on just one aspect of language function per lesson - but they are all so interrelated!	
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	supporting evidence, and counterarguments.					
Michelle O'Connor	Predictable patterns of language use		Grammar, sentence frames, Textual organization		Students read an article as a class out loud.	Student B read the article out loud to the class.

Language Supports

Author (your name)	Define: Each member will bring to the group a definition from a different place. Together you will try to develop a deeper meaning. Person #1: Definition from edTPA handbook Glossary 2) Definition from planning commentary section of edTPA Handbook (about pg. 12) 3 & 4) Do a web search: "What language supports can you give to support academic language?" These two group members need to include the	Clarifiers or Critical Attributes	What are the core ideas?	Knowledge Connections	Give an example of the concept.	Construct a sentence that shows you know.
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	link to the source they found as well as give definition.					
Sara Stein	Strategies that are used to build students' academic language within a learning task. Strategies involve both modeling the appropriate language for the students to use in a learning task as well as opportunities for guided practice and independent practice. Strategies include think pair share, choral response, word walls, modeling, graphic organizers, and so on.	*provided by the instructor *often would involve scaffolding instruction *any supports provided to the student to help with language *modeling is a big one here - do the assignment with the students/in front of them first to make sure they understand the language	The core idea is language supports are the steps to help students with academic language	I think any of these following examples from the edTPA definition would work: *think independently and then discuss as class... *pair-share *choral response *word walls (I don't actually know what these are?) *modeling, *graphic organizers	The class is assigned a list of terms to find dictionary definitions for, after students have looked them up, we go over them as a class and I help the students put the words into new sentences to increase comprehension/retention	Josie was confused by the word "hecatombs," a sacrifice to the gods of 100 cattle, until we put it into a sentence relating to modern day - "John was a farmer whose crops were suffering from an extended drought, so he sacrificed a hecatomb, even though it minimized his livestock greatly, in the hopes that the rain would come water his crops."

Michelle O'Connor	How will you teach and support student's language before, during, and after the learning task.		How will you teach and support student's language before, during, and after the learning task.		A verbal description will be given to students to identify vocabulary words by the bold words, followed by definition in italics.	powerpoint presentation, text book for support, verbal describing directions on how to perform a task.