

Group 3-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.					
Kris Latcham	The content and language focus of the learning task represented by the active verbs within the learning outcomes. Common language functions in the performing arts include describing techniques or methods used in a given period or style of performance, using analysis to reproduce or reinvent performances, making comparisons based on common attributes, summarizing information, justifying conclusions, evaluating performances, classifying based on attributes, explaining processes, drawing conclusions, and so on.	The use of specific action verbs will determine the focus of the task created. Action verbs may include: Analyze Describe Define Summarize Classify Draw a conclusion	The core idea of these verbs is to create a clear expectation of the task assigned. The action verbs need to convey clear direction so that the student is understanding the language and has a clear idea of what to do.	The connections come in when students compare new concepts or added information to past knowledge. They learn new concepts based on prior knowledge and build their skill base.	. Example: Rhythm - students learn basic notes such as a quarter note and then they build their knowledge by breaking down the quarter note into eighth notes... they learn to count and to recall the note values... from here, they are able to create different rhythm patterns by adding these notes together in different sequences. Later, students are able to add other note values to their rhythm sequence as they learn additional notes such as half notes and whole notes.	Rhythm is made up of notes with different values including eighth, quarter, and half notes.

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.
Kaylee Wiens	1. The set of conventions for organizing symbols, words, and phrases together	sentences, patterns, words, lists, etc.	This is the way something looks when the symbols, etc. are organized together	Any way that symbols, words, phrases are organized that convey a	Food Label List of recipe ingredients List of materials needed for a sewing project	It is important to see how the syntax can be used to determine what is needed to

	into structures (e.g., sentences, patterns, food labels, tables)			message.		complete the task.

Discourse

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 discourse" 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.
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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 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.
