AVID Academic Language and Literacy:

A Schoolwide Approach

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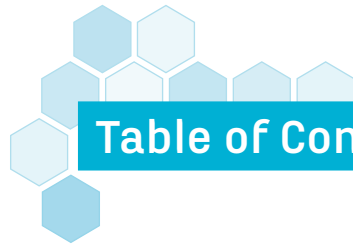
Table of Contents

HOW TO **Use This Book**

AVID Academic Language and Literacy: A Schoolwide Approach was developed to provide content teachers with instructional practices and instructional delivery strategies that intentionally support all students as Academic Language Learners schoolwide. In an educational setting that is continually introducing, and expecting comprehension of, increasingly rigorous content *and language* throughout students' educational careers, academic language and literacy are critical to success. The resources in this book are meant to support educators who possess content-specific or grade-level-specific expertise, yet who are not language or literacy experts, and to provide instructional practices that support Academic Language Learners on their path of language development and literacy.

The strategies within this resource—along with the supplemental resources online and professional learning opportunities—will guide educators as they support students in a systematic way across the AVID College Readiness System. Academic literacy is realized by building a positive culture within the classroom, increasing language skills, and then applying those skills through listening, speaking, reading, and writing across all content areas and all educational levels.

Educators are encouraged to attend AVID professional learning opportunities related to this resource, review the materials and instructional practices within it, and intentionally implement and sustain them based on curriculum and the needs (individual and collective) of their students.

Chapter Structure

Chapter and Section Introductions: These introductions provide background information about the chosen instructional practices highlighted within each chapter and section. Additionally, connections are made to research that supports the efficacy of the practices, and to the AVID mission of preparing all students for college and career readiness.

Instructional Practices and Educator Resources: Each instructional practice in this resource includes an overview of the practice, the instructional goals, notes on preparation for instruction, instructional strategies, and often an additional educator resource designed to support implementation of the practice with students in the classroom.

Educator Vignettes: Each chapter includes three educator vignettes. Through these vignettes—one for each level of the AVID College Readiness System (elementary, secondary, and higher education)—a representative view of how each chapter's instructional practices might look when implemented in a single classroom is offered. The vignettes are based on real classroom experiences and are not intended to be "perfect" representations of implementation; rather they are designed to be viewed with a coaching lens. In this way, educators may wish to access these vignettes as samples for instructional rounds, team meetings, and/or coaching sessions to identify and develop ways to implement within classrooms and school sites that are at once culturally relevant and authentic to the site and students.

Digital Version and Online Resources

A digital version of this book is available via the *AVID Academic Language and Literacy* webpage on MyAVID. In the digital version, related instructional practices and educator resources are linked. The *AVID Academic Language and Literacy* webpage offers additional supporting materials and resources.

https://my.avid.org/curriculum

AVID **History and Philosophy**

HISTORY

What started with just one dedicated teacher and 32 students is today the largest college-readiness system in the nation, impacting over 800,000 students annually in 44 states and 16 countries and territories. With more than three decades of research, AVID proves that low-income students from limited educational backgrounds in their homes, communities, and schools can succeed at the highest levels when given support. The first AVID class assembled in 1980—led by English teacher Mary Catherine Swanson—is a testament to the efficacy of teachers everywhere. Today, the average enrollment rate in two- and four-year colleges the first fall after high school for AVID students is 69%, compared to a national rate of 68%. This is exceptional considering that AVID students come from low-socioeconomic-status households at a rate almost two times higher than the nation overall. Because AVID is a system of "good teaching," its practices resonate with all students and teachers, creating impressive schoolwide results.

Beginnings/Origin

The impetus for the creation of Advancement Via Individual Determination (AVID) was federal court-ordered integration of the San Diego Unified School District after the courts ruled that 23 San Diego area schools were "racially isolated." When the mandate took place, Swanson was the English Department Chair at Clairemont High School, which had a highly academic, upper-middle income, Anglo student body. In 1980, 500 low-income, largely ethnically diverse students were bused to the campus, creating disruption at this suburban, middle-class school. Not wanting to deal with the problems that they foresaw with the incoming students, many students and teachers fled to a brand new high school, leaving Clairemont in upheaval. Teacher expectations were low for these new students. Many assumed that they lacked parental support, motivation, and study habits to qualify for college, and most assumed that they would need watered-down curriculum to graduate. Swanson thought differently. She believed that with individual determination, hard work, and support, capable—but underachieving—students could succeed in rigorous curriculum and in college. From that belief, and despite resistance and doubt from her colleagues, AVID was born.

Swanson started her teaching career in 1966, teaching both remedial and advanced English classes. Her experience taught her that there was "less a difference between students' abilities, than differences in their experiences at home and at school." In her 1977 master's thesis, she outlined what she believed were the practices that would support student acceleration and would later become the foundation of AVID: "a non-traditional classroom setting meeting the academic and emotional needs of individual students; the teacher

as advisor/counselor/student advocate; emphasis on objective data; students at the center of decision making regarding educational goals; student contracts outlining a willingness to work and setting learning goals; student support from teachers and skilled, trained tutors; a rigorous curriculum emphasizing academic reading and writing; and reliance on the Socratic process."

With the help of her colleague and mentor, Jim Grove, Swanson created a program where underachieving students in the academic middle could succeed. In the fall of 1980, Swanson recruited 32 low-income, diverse students in the academic middle and enrolled them in college preparatory courses and the first AVID Elective class. They agreed to work hard and enroll in the most rigorous curriculum that the school offered. The AVID Elective included development of study skills, a curriculum focused on reading and writing for learning, and tutoring in collaborative study groups. The AVID signature tutorial groups incorporated writing for learning, inquiry, collaborative learning, organizational skills, and academic reading—later dubbed WICOR. In a letter to the superintendent of schools, the original AVID students wrote, "We have almost every minority group represented within our program, and we all [have] become really close, because we are all striving for the same goal—academic excellence. This is the key to AVID; we are like a supportive family where there is concern for us both academically and as people. We are proud to be AVID students and wish that students everywhere could have a program such as ours." In 1984, 30 of Swanson's original AVID students graduated, with 28 enrolling in four-year universities and two in community colleges.

The AVID strategies were so successful that one teacher accused the original AVID students of cheating, assuming "those kids" were capable of only D's and F's. Angry, the teacher demanded that the students retake the test, and Swanson and her students readily acquiesced. To the teacher's surprise, the students passed again with flying colors. She not only apologized to the students, but she went on to become one of the most vociferous champions of AVID at Clairemont High School, telling other teachers, "You can't believe what these kids can do!"

Early Vision of Schoolwide and AVID Curriculum

Following the cheating accusation, Swanson realized that she needed to educate teachers about AVID, so they knew that it wasn't an elaborate cheating scheme, but a sound educational strategy. This realization led to the formation of the first site team. She knew that once teachers saw the strategies in practice and heard the testimonies of the students, they would support it. With help from Swanson, students led the site team meetings, explaining to teachers what worked to help them learn and what was a hindrance.

Teachers began to share methods and lessons based on the site team discussions. College professors of freshman courses were invited to join the site team, and together, the educators developed a compendium of materials based on the AVID tutorial practices. These content-specific materials were used for the first California statewide direct assessment of writing exams and became the basis for AVID's curriculum.

Building off of the elective core curriculum, the curriculum expanded and focused on academic reading and writing for language arts-based classes and writing about science and mathematics through explanations of mathematical and science processes, clarifying that students understood the underlying tenets of the courses. Since teachers schoolwide used AVID strategies and curriculum with all of their students, in 1986, the San Diego Unified School District's Testing and Evaluation Department found that Clairemont High's schoolwide standardized test scores had improved 46% in language arts and 35% in mathematics—an increase higher than any of the other 16 high schools in the district. AVID was on its way to changing the face of education in America.

Growth

Since AVID was so successful at Clairemont High School, the California Department of Education gave Swanson money to disseminate AVID throughout San Diego County in 1986. By 1987, 30 sites were implementing AVID, serving over 14,000 students. By 1996, AVID was in all regions of California, but it wasn't until 1991—when AVID was thrust onto the national stage—that the program would expand beyond California's borders. News of AVID's success had traveled to the Charles A. Dana Foundation in New York, and in 1991, Swanson was awarded the $50,000 Dana Award for Pioneering Achievement in Education, making her the only public school teacher ever so recognized. The award received publicity in the *New York Times,* as well as many other publications, and states across the nation began clamoring for AVID in their schools. AVID soon spread throughout the nation and to the Department of Defense Dependents Schools overseas. This rapid growth led to the establishment of the associated nonprofit organization, AVID Center, in 1992.

Focus on Quality and Fidelity

As AVID expanded, Swanson realized the importance of maintaining program quality and fidelity to ensure that wherever AVID was in place, the teaching methods and outcomes were the same. The first way that she accomplished this was through professional development to ensure that all teachers were properly trained in AVID strategies and given the support that they needed. Starting in 1986, AVID coordinators would gather monthly, delve into research that supported AVID, and share practical classroom issues that were then solved collaboratively. Site teams met to work on WICOR strategies specific to their curriculum. When California state monies for professional development—which paid for substitutes—dried up in 1989, Swanson began AVID's first Summer Institute, which would allow teachers to attend without having to miss school. The first Institute lasted six days and was attended by approximately 260 educators. Today, AVID trains more than 28,000 educators each summer and countless more throughout the year, while continuing to provide world-class professional development opportunities to teachers across the nation.

The second way that Swanson assured fidelity to the AVID model was through the development of a Certification process—which was called Validation in 1987. Ten "Essentials" for implementing the program were in the study (an 11th, active site teams, was added later). The two most important points of data were increasing the percentage of all students enrolling in college preparatory curriculum and increasing the number of students enrolling in college. In both categories, schools involved in AVID increased their success by more than 100%. At present, the Certification process continues to provide schools with an annual opportunity to assess the effectiveness of their AVID program. It allows AVID schools to achieve student results, measure those results, and institutionalize successful methodologies throughout the school community. The Certification process and AVID's 11 Essentials continue to evolve to better meet the needs of teachers and students.

Today, through decades of quality professional development and fidelity of implementation, AVID has grown into the largest, most comprehensive college-readiness system used by schools to improve the academic preparation and performance of all students, especially those who are underrepresented in higher education institutions. What began in one high school classroom now spans elementary through higher education and impacts nearly one million students all over the globe. AVID is not just another program; at its heart, AVID is a philosophy. Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge.

Focus on All Students

At the core of AVID's mission is the belief that all students can successfully achieve when they are held to high expectations and properly supported. Woven throughout AVID's curriculum and philosophy are the Culturally Relevant Teaching (CRT) practices that help educators build authentic relationships, hold high expectations, empower student voices, engender self-advocacy, respect experiences, and build on assets. Together, these practices help foster a learning environment that is safe and empowers students to grow intellectually. In addition, all of AVID's curriculum incorporates a wide variety of English Language Learner (ELL) strategies to purposefully support English language acquisition and promote the utilization of academic language in order to develop literacy and ensure college readiness.

THOUGHT LEADERS

Although AVID was developed through the teaching experiences of founder Mary Catherine Swanson, an early and ongoing research base for AVID testifies to the excellence of its practices.

Early Influences

An early influence for Swanson was William Glasser. In *Control Theory in the Classroom*, Glasser (1986) advocated for learning teams that allow students to work together to achieve a goal, rather than working in isolation. According to Glasser, learning groups satisfy the four basic psychological needs for students: belonging, power, freedom, and fun. Learning groups are successful because students know that they are no longer alone in their struggles, and they often perform better for their peers than for their teachers. Glasser's work supported the collaborative work that was, and still is, the heart of the AVID classroom.

Another early influence was Dr. Philip Uri Treisman, a mathematics professor at University of California, Berkeley. Swanson met Treisman in 1986 and learned that he, too, experimented with collaborative study groups. Treisman was struck by the high rate at which African American students failed his Calculus classes and the high rate at which Chinese students excelled at the same coursework, so he set out to determine why. What Treisman (1986) discovered was that while Chinese students worked collaboratively—studying together and critiquing each other's work—the African American students worked in isolation for fear of being thought of as unintelligent. They also maintained a sharp distinction between their academic and social lives. As a solution, Treisman developed a pilot math workshop, through which students worked in collaborative groups where they struggled with difficult Calculus problems.

His results paralleled Swanson's: When students work together to clarify understandings, they conquer coursework. Treisman became a founding board member of AVID Center in 1992.

As AVID grew, it continued to evolve its practices based on research.

Growth Thought Leaders

Learning to think and thinking to learn are both key concepts in the AVID classroom. Arguably the biggest influencer of the inquiry method at AVID is Dr. Arthur Costa, professor of education emeritus at California State University, Sacramento. Costa's Levels of Thinking range from lower order thinking skills (Level 1: gathering information) to higher order thinking skills (Level 2: processing information and Level 3: applying information). According to Costa (2001), "Meaning making is not a spectator sport. It is an engagement of the mind that transforms the mind. Knowledge is a constructive process rather than a finding" (p. 12). To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions,

students deepen their knowledge and create connections to the material being presented. Higher level questions are at the heart of the tutorial because they prompt inquiry—a process that enables students to become independent thinkers who master their own learning. With the help of Costa's Levels of Thinking, AVID is able to develop students who are fluent in the thinking process—students who know not just *what* to think, but *how* to think.

In *What Works in Classroom Instruction*, Marzano, Gaddy, and Dean (2000) offered nine categories of effective instructional strategies that produce "the highest probability of enhancing student achievement for all students in all subject areas at all grade levels" (p. 10):

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting goals and providing feedback
- Generating and testing hypotheses
- Activating prior knowledge

These best teaching practices are embedded and incorporated throughout the curriculum and across the AVID System.

Current Thought Leaders

Today, AVID is highly influenced by the work of Carol Dweck, one of the world's leading researchers in the field of motivation and professor of psychology at Stanford University. Her research focuses on why people succeed and how to foster success. In *Mindset: The New Psychology of Success,* Dweck (2006) posited that we look at the world with either a "fixed mindset" or a "growth mindset." The former is characterized by the belief that talents and abilities are fixed, and no amount of work can change them. The latter is characterized by the belief that talents and abilities can be developed through hard work and education. She argues that students can, and should, be taught that effort can lead to positive changes and success; students will rise to the challenge if they know that success is not the province of the naturally gifted, but is available to all through hard work and individual determination. Dweck's work supports AVID's central philosophy that *all* students—no matter their backgrounds—have not only the right, but the ability to succeed.

AVID began with a strong research base and continues today to strengthen and validate its practices with research-based strategies and theories from today's best and brightest minds in the arena of education and brain research.

For a more complete list of AVID's Thought Leaders, visit http://www.avid.org/research.ashx.

AVID SCHOOLWIDE

What began decades ago with one teacher in one classroom preparing students for the rigors of postsecondary education quickly outgrew the confines of just one class. The successes of that teacher drove the expansion of the AVID Elective into a model of systemic reform that empowers schools to prepare more college-ready students on their campuses.

How It Works

AVID Schoolwide works through transforming four key domains of operations: Instruction, Systems, Leadership, and Culture. By focusing on these domains, AVID's philosophy and methodologies become deeply ingrained, and the benefits of AVID are widely experienced.

Instruction

It is instruction that incorporates the cornerstones of AVID's foundational tools—Writing, Inquiry, Collaboration, Organization, and Reading. When teachers participate in professional learning opportunities, implement WICOR strategies in their classrooms, and commit to success, they produce a learning environment where all students are equipped to tackle complex issues, problems, and texts.

Systems

AVID Schoolwide works to implement or reform systems that open access to the most rigorous courses in order to support college readiness beyond the AVID Elective. Data collection and analysis, opportunities for teachers to learn and refine their instructional practice, master schedule development, and student and parent outreach are examples of systems touched by AVID Schoolwide.

Leadership

Leadership sets the vision and tone that promotes college readiness and high expectations for all students in the school. The principal and a calibrated leadership team—including representatives from the AVID site team—work together to ensure that the school's mission and vision statements align with AVID's philosophy of open and equal access to rigorous courses and that resources are allocated to promote college readiness and high expectations for all students.

Culture

It is evident that AVID Schoolwide transforms a school when the AVID philosophy progressively shifts beliefs and behaviors, resulting in an increase of students meeting college-readiness requirements. A site builds this intentional culture by engaging parents, students, and teachers; focusing on community support; and establishing a mindset that all students can benefit from rigorous and challenging coursework.

Outcomes

When implemented with intentionality and fidelity, the AVID Schoolwide approach results in a number of favorable outcomes. Short-term outcomes include an increase in: the number of students completing rigorous courses, student attendance, and the educational aspirations of students. Long-term outcomes include an increase in: high school graduation rates, the completion of college entrance requirements, the number of seniors applying to college, the number of students enrolling in college, and the number of rigorous courses. AVID Schoolwide provides a high-quality, equitable education for all.

WICOR

Throughout the decades since AVID's founding, through a continual cycle of improvement, the curriculum framework has been expanded and enhanced to ensure success for all students. One of the products of these decades of research is AVID's foundational strategies for helping students succeed: writing to learn, inquiry, collaboration, organization, and reading to learn—WICOR. Based on what we know through brain research, learning has to be organized in such a way that students can build on existing schema to create new neural pathways. Pathways are only built if the brain has an opportunity to "wrestle" with new information—to figure out how the new fits with the old. This "wrestling" is best accomplished when we ask students to work actively with new information—they have to think, talk, write, read, and ask questions. When students are passive recipients of information, there is very little cognitive wrestling and critical thinking, and therefore, very little long-term learning—new pathways are unlikely to be formed. The AVID Center curriculum and learning team continues to review, improve, and refine the WICOR framework to support educators in reaching all students.

W: Writing to Learn

As an English teacher, Swanson firmly believed that writing was essential to help students process and retain their learning and that if students couldn't explain something in writing, they didn't know it well enough. Today, AVID is a still a proponent of "writing to learn," which allows students the opportunity to use writing—be it Cornell notes, learning logs, or quickwrites—to make sense of information.

I: Inquiry

The process of inquiry is also at the heart of the AVID class. Inquiry is "the question" that moves the learner to action, whether that be an explicit question or implicit questions that drive the process of working through ideas to a solution. Students uncover their understanding by asking critical questions. The goal is for students to analyze and synthesize materials or ideas to clarify their own thinking, probe others' thinking and work through ambiguity. The key is for teachers to establish an environment where it is safe for students to engage in authentic inquiry—where wondering, questioning, and hypothesizing are fostered, and students recognize how to push each other's thinking to higher levels.

C: Collaboration

Collaboration was central to AVID from the beginning, when Swanson replaced all of the rows of desks with wide cafeteria tables to allow students to work in groups. Collaboration in AVID is about developing positive interdependence, working with others toward a common goal or goals, and tapping into the social, mammalian side of the brain in efforts to increase motivation and attention to rigor.

O: Organization

The very first AVID students were required to carry binders to keep their class work organized. Today, the AVID binder is one of the cornerstones of the AVID class. However, organization is not just about the ability to organize and manage "stuff"; it is also the ability to organize and manage learning and self. Teachers can teach organizational skills by helping students find systems for recording homework and organizing their materials in a binder, in their backpack, and online. AVID's primary focus, however, is teaching the more implicit organizational skills that help students see how their brains work, how they make sense of and organize information, how they apply specific strategies and monitor their outcomes, and how they take control of their learning.

R: Reading to Learn

To develop the necessary college-readiness skills, students have to practice close and critical reading. The goal is to help students read for meaning, versus reading for identification, and to strategically gain meaning, understanding, and knowledge from print and other media.
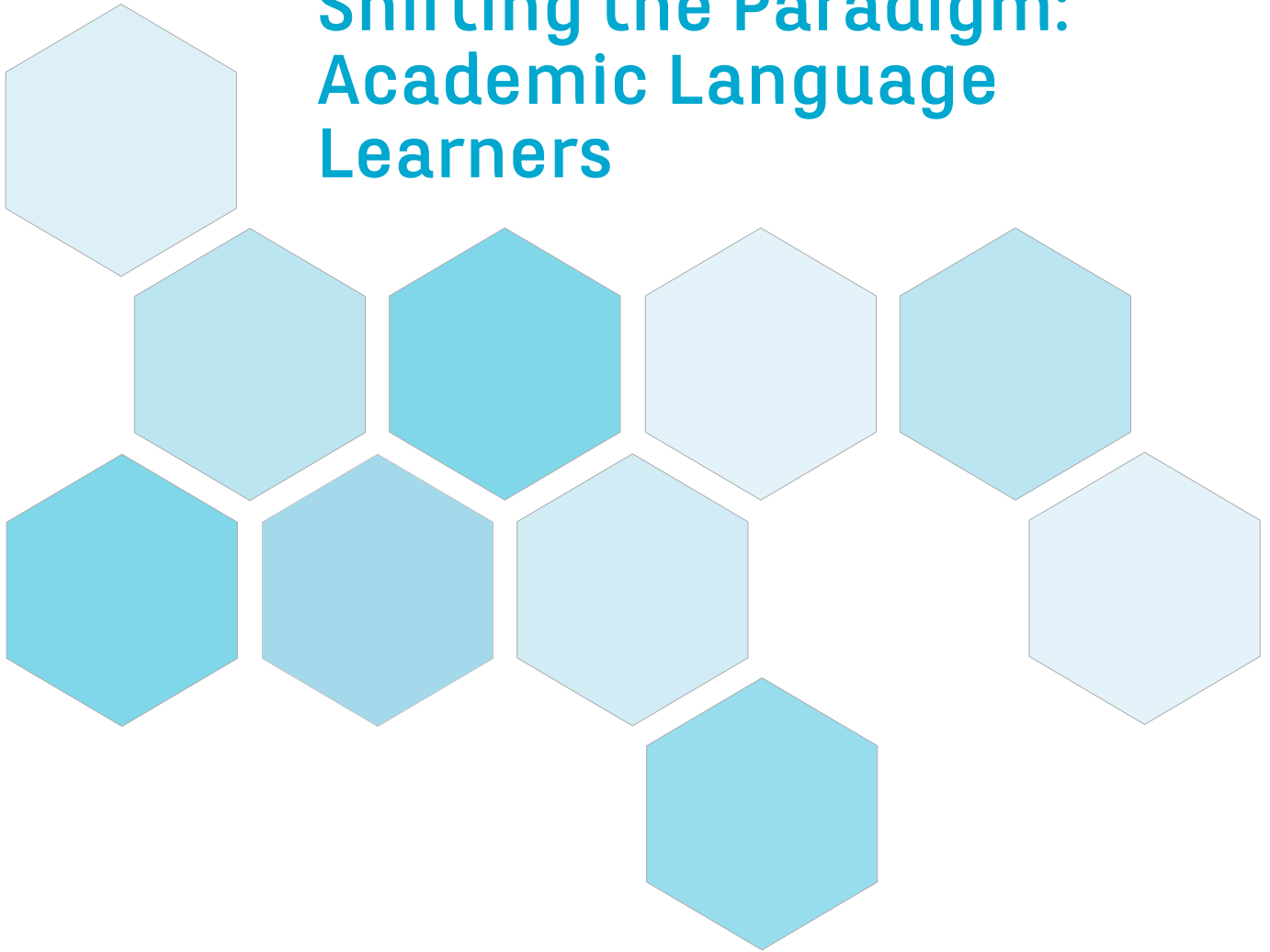
Shifting the Paradigm: Academic Language Learners

Visit the *AVID Academic Language and Literacy* webpage
on MyAVID for additional materials and resources.

Shifting the Paradigm:
Academic Language Learners

All Means ALL:
A Paradigm Shift for All Students

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. This mission is the driving force behind efforts to move AVID schoolwide—in schools across the globe—to empower all teachers, and to reach all students.

Every year, educators, students, and families begin a new academic year, bringing with them a rich variety of experiences, backgrounds, and cultural influences. AVID professional learning prepares educators for these new beginnings, with trainings and strategies to work together to reach all students and unite their classroom efforts into a fully developed AVID College Readiness System.

The "all" in the AVID mission truly means all, and this resource provides the foundational steps necessary to support all students as they move through their academic journey and into their careers. To meet the demands of college and career readiness, explicit instruction and support of academic language and literacy are required across all grade levels and in all content areas. The paradigm shift from standards focused primarily on content knowledge to the present expectation that all students access multiple forms of communication, analyze, problem solve, and clearly articulate reasoning warrants investing much energy in, and never losing focus on, language and literacy development. Jeff Zwiers, researcher at Stanford and co-director of the Academic Language Development Network, encourages educators to work alongside students "to develop and add new forms of cultural and linguistic capital" (2014, p. 18) in order to ready them to meet these new standards and enter the college and career landscape.

Culture and language shape our world, and today's classrooms are prime examples of this. Our goal is to create classroom environments in which students are respected, supported, engaged, and successful. Many of our extremely capable students find the scholastic struggle overwhelming and simply give up on the possibility of academic success because they are not explicitly taught how to use language in ways that are expected in academic settings (Zwiers, 2014). The intent of AVID Schoolwide is to reach and positively impact all students on campus, across all content areas, with the goal of providing the rich language and communication skills required to pursue academic success and achieve college and career readiness. In this resource, we explore the benefits of focusing on academic language and literacy development in the schoolwide context to reach every Academic Language Learner (ALL).

What are academic language and academic literacy?

For our students to be adequately prepared for the challenges of the 21st century, they must—perhaps above all else—be critical and creative thinkers and effective communicators and collaborators. In order to hone those skills, students must receive explicit and intentional instruction in academic language

and literacy, including instruction in listening, speaking, reading, writing, and the functions of language.

Literacy and fluency in academic language collectively refer to an ability to access and engage in rigorous curriculum through the language specific to the discipline area or content. If we want students consistently using the language of math, science, or any other content in their active listening, daily speaking, reading, and writing, then we must ensure that they acquire academic language and literacy. This happens through explicit instruction in language functions as they relate to the content, through learning and then using precise vocabulary, through reading rigorous texts, through writing to express complex thought and ideas, and through engaging in rich academic discussions. No one comes to school having done this already, which makes all students Academic Language Learners (ALL). The development of strong language and literacy skills across the disciplines allows ALL students to have the confidence and competence required for full participation in our global society.

Who is this resource designed for?

AVID recognizes that the most significant factor impacting student achievement is teachers working diligently in all of the many courses offered in schools across this country. Providing educators with time, tools, and strategies for ensuring ALL students access to the academic language and literacy of rigorous curriculum is the purpose of this resource. However, as powerful as it is for a teacher to make the commitment to teaching their content through academic language, the acceleration of student achievement that occurs when an entire site or district makes such a commitment illustrates why collaboration is one of the core principles of the AVID philosophy. When an entire school or district takes ownership of the AVID mission and commits to explicitly teaching academic language and literacy schoolwide—ensuring college and career readiness for ALL students—that is an environment where students and educators equally thrive.

Objectives of This Resource

This resource will prepare content teachers to:

- Teach students to effectively use the language of the discipline, as well as general academic language, to communicate complex thoughts and ideas in speaking and writing.
- Provide opportunities for students to build confidence and competence in oral communication in order to increase their ability to engage fully and actively listen and participate in content-area conversations.
- Embed language and literacy development into lesson design and delivery, including opportunities for language coaching throughout daily instruction.
- Teach and require the use of critical reading strategies to access complex texts.
- Provide the structures needed for students to produce increasingly sophisticated writing, expressing complex thoughts and ideas.

AN OVERVIEW **of the Chapters**

We wrote this resource to provide educators with instructional practices for teaching content through academic language and literacy, and establishing and maintaining a classroom culture that prioritizes language and a safe space to experiment with it. We believe that all of these components are necessary to accelerate academic language development.

In the chapter addressing culture, we explore the vital importance of establishing both the physical and philosophical environments as a place and space for students to safely learn from and communicate with each other. Classroom walls are viewed as prime real estate where the integration of intentional scaffolds, word walls, and resources related to the current unit of study can augment learning, and furniture is arranged for the purpose of creating an environment that fosters collaboration—all to reflect a philosophy of community, accountability, growth, and respect.

Building on the cultural foundation, we then move into the chapter addressing language and outline language coaching as an essential practice for developing academic language and literacy. In addition to coaching students in their use of language, we provide practical steps for teaching academic vocabulary. Finally, the language chapter introduces the use of language functions as an essential organization and critical thinking tool for reading, writing, listening, and speaking.

In the chapter outlining listening and speaking as essential components for language development, we provide practical strategies for incorporating active listening and speaking into academic content. Rich academic conversations build content knowledge.

Reading informational texts, citing textual evidence, and accessing rigorous content requires students to see reading as a process, not an action. This chapter incorporates scaffolds and strategies into the critical reading process for the purpose of supporting Academic Language Learners.

Finally, the chapter addressing writing within content outlines academic writing as a process that must be intentionally taught, and then practiced regularly. Writing synthesizes learning and brings all of the language domains together.

Included at the end of this book is an extensive reference list, which includes many resources worth exploring. Specific works that influenced chapter content are noted at the conclusion of each chapter, as well as in the overall reference list. A variety of AVID resources from the secondary schoolwide library, as well as the elementary and higher education libraries, were also drawn from.

EDUCATOR **Vignettes**

Appearing throughout each chapter are fictional vignettes that tell three stories—elementary, secondary, and higher education—meant to bring the content to life.

Elementary Vignette Scene 1

First, we meet Ms. Garcia, a Grade 4 teacher whose story provides insight into the instructional practices embedded throughout the academic day.

- Ms. Garcia is embarking on her fifth year as an educator and her second year teaching Grade 4. She has attended three AVID Summer Institutes and is a member of the districtwide AVID feeder pattern site team. Ms. Garcia teaches a self-contained, multi-subject Grade 4 classroom and is responsible for instruction of all content areas.
- The classroom has a typical elementary population, ranging from students who are excelling academically to those who are struggling. The classroom composition includes students with Individual Education Plans (IEPs) and students with Section 504 plans, as well as students who are learning academic English as a second language.
- Ms. Garcia does not have an instructional aide, so she designs her classroom to significantly cut down on the number of classroom management instances. For example, Ms. Garcia develops a social contract with her students that outlines how they can support each other in learning. The contract includes agreed-upon expectations for scholarly student behavior during whole-group instruction, small-group instruction, partner work, group work, and independent work. Ms. Garcia also uses "classroom callbacks" or "attention getters" that let students know when they need to stop, look, and listen.

Secondary Vignette Scene 1

Moving into the secondary level, we watch Mr. Singh incorporate strategies into his mathematics classes to encourage language development.

- Mr. Singh has been teaching at the high school level for three years. He teaches three sections of Algebra I and two sections of Math Intervention. He has a range of grade levels, as well as a large percentage of long-term English language learners in his classes. He is a member of the AVID site team and recently attended his first Summer Institute.

Higher Education Vignette Scene 1

At the higher education level, Professor Perata guides her college students through sociology, while providing online and face-to-face support to strengthen student listening, speaking, reading, and writing skills for college completion.

- Professor Perata is entering her tenth year teaching at the higher education level and her fifth year teaching Sociology 101. The classroom is comprised mostly of students completing their first or second year of college-level coursework. The majority of the students graduated from high schools within the United States, though international students from Asia, Africa, and Europe are also represented.
- Professor Perata attended Summer Institute this past summer. She has begun to incorporate AVID strategies into her course lesson plans and will be receiving onsite coaching and additional professional learning during this academic year.

A **Schoolwide Approach**

Academic language and literacy support students in achieving the objectives outlined in the college and career readiness standards. When schools commit to language development as a priority in and across all content areas, the resulting schoolwide effort increases ALL students' academic achievement. The strategies provided here are meant to serve as components of a schoolwide approach to teaching academic literacy and are applicable in any classroom, at any level, with only minimal modification.

Schoolwide can perhaps be taken even one step further. When educators and students adopt an **apprenticeship mindset**—the belief that students and teachers work side-by-side to move from apprentice to master—classrooms and schools become communities of learners. With a schoolwide commitment to this type of learning community, students receive the instruction and support needed to nurture efforts geared toward future success and prosperity in a global society. When individuals understand the notion that language is indeed power and acquire strong literacy and language skills in every discipline, the mission of AVID is on its way to being realized.

Apprenticeship mindset refers to the belief that students and teachers can work side by side to move progressively from minimal knowledge of a specific discipline or concept to mastery of that specific discipline or concept.

Developing a Supportive Culture

Visit the *AVID Academic Language and Literacy* webpage
on MyAVID for additional materials and resources.

CHAPTER **Introduction**

The culture of a school or class is its attitudes and beliefs manifested into environments and actions. More specifically, it is the set of commonly held values and mindsets, the norms and practices that result from them, and their reflection in the philosophical and physical environments that have been established. According to the social cognitive theory pioneered by Dr. Albert Bandura (1986), attitudes and beliefs are the cornerstone of classroom culture, which is why culture is a cornerstone of AVID. AVID's approach to culture specifically focuses on beliefs about:

- The role of students, parents, and teachers
- How teachers and students should work together and treat each other
- What is and what isn't important
- How all students benefit from rigorous and challenging coursework

Explicit and strategic academic language instruction is vital for Academic Language Learners, and that instruction is most effective in an environment that fosters community, allows students to feel safe, and empowers them to be accountable for their own learning. Intentionally building a positive and supportive culture is foundational to content and language instruction. Students will challenge themselves, take risks, persist, and succeed in rigorous coursework and personal learning when they are taught:

- How to believe in their own abilities
- How to form relationships with their peers and teachers
- How to recognize the expectations of the classroom
- How to meet those expectations

This chapter includes instructional practices to embed in the classroom in order to establish safe and supportive philosophical and physical environments, and thus, a safe and supportive culture. In classrooms that incorporate these practices, students work in a language-rich setting where they view themselves as scholars. The Philosophical Environment section guides teachers to examine the beliefs that they hold and the expectations that they communicate to students, and to build positive relationships among the class. The Physical Environment section presents practices that will reflect the philosophical culture, expressing high expectations and a love of language.

CHAPTER **Objectives**

As a result of this chapter, teachers will be able to:

- Construct a philosophical environment and a physical environment that support the academic and emotional wellbeing of all students.
- Build a classroom culture that cultivates safety, learning from mistakes, and academic risk-taking in order to accelerate language and literacy development.

Pre-Reflection Questions

What adjectives describe the philosophical environment of your classroom?

How has **relational capacity** been developed among all members of the class?

- How are beliefs about students' ability and potential communicated?

- Are all students intentionally integrated into the culture of the classroom?

AVID defines **relational capacity** as the degree of trust and level of safety between members of a group. In an educational context, this specifically refers to the established level of trust and safety between teachers and students, as well as directly between students.

What adjectives describe the physical environment of your classroom?

- Which elements of the physical environment of the classroom intentionally support the academic growth of all students?

- How does the physical environment support or hinder purposeful collaboration?

ELEMENTARY Vignette Scene 2

Given that it is the first month of school, Ms. Garcia is purposeful about building individual relationships with her students and providing opportunities for them to feel a sense of ownership and inclusion within the classroom. Ms. Garcia has established classroom jobs that rotate each week.

Ms. Garcia greets her students at the door while welcoming, upbeat music is playing, and she reminds them to review the job board to determine their classroom roles and responsibilities for the week.

Table captains remind students to copy down the weekly/daily schedule from the board into their individual planners. The first 10 minutes of the morning are designated for table groups to get organized for the day, review homework with their study buddies, and clarify any points of confusion that they may have with their assignments or projects. During this time, Jasmine approaches Ms. Garcia with a question.

Jasmine: "Miss, Miss...I did not understand this."

Ms. Garcia: "Good morning, Jasmine! I see you have your vocabulary list in your hand; what is the most confusing point for you?"

Jasmine: "Oh, I **does** not understand how to do it."

Ms. Garcia: "Let's take a look at your vocabulary journal and review the directions so that we can identify what you **do** not understand. *[While modeling, Ms. Garcia uses a physical cue to reinforce the appropriate academic language.]* Simone is your study buddy, right?"

Jasmine: "Yes, Miss."

Ms. Garcia: "Simone and Jasmine, please bring your planners, notebooks, and academic word logs and let's meet at the back table to review the expected objectives and steps for our assignment."

While Ms. Garcia reviews the vocabulary directions with Jasmine and Simone, she notices that several students have migrated to the back table to listen in on the conversation.

Ms. Garcia: "Scholars, may I have your attention." *[Ms. Garcia snaps her fingers three times, which is one of the "classroom callbacks" agreed upon in the social contract.]*

When students hear these verbal and auditory cues, students know that they need to stop, look up, and listen to Ms. Garcia.

Ms. Garcia: "Please show me with a thumbs-up, thumbs-down, or thumbs-sideways your response to this question: Are you able to use the new academic words in your academic word log this week?"

The students respond with a majority of thumbs-down and a few thumbs-sideways, but no thumbs-up. Ms. Garcia quickly adjusts and continues.

Ms. Garcia: "Scholars, we are going to review the new words we have added to our academic word log assignment together as a whole group this morning. Let's thank Jasmine with three claps and a whoosh, for letting Ms. Garcia know that the assignment was confusing."

In unison, the class claps three times and sends a power whoosh in Jasmine's direction, celebrating her willingness to advocate for herself.

PHILOSOPHICAL **Environment**

Engaging in a growth mindset—a theory about beliefs outlined by Dr. Carol Dweck (2006)—guides teachers, administrators, counselors, and parents to influence their school culture in a positive way. They can begin by working together to develop and carry out a shared vision through (Conley, 2010):

- Placing a high value on teaching and learning
- Building relational capacity to engage all students in the learning community
- Fostering high expectations for the rigor of college and career readiness
- Communicating the belief that all students will be guaranteed equitable access to a high-quality education

When purposefully incorporated every day, the instructional practices in this section:

- Foster constructive relationships among students and teachers
- Establish a growth mindset in the classroom
- Foster cultural awareness and mutual respect
- Motivate students to see themselves as scholars

"There is no power for change greater than that of a community discovering what it cares about."

Margaret J. Wheatley,
Turning to One Another

INSTRUCTIONAL PRACTICE:
Building Relational Capacity

Building relational capacity establishes and builds an environment conducive to taking academic risks, learning from mistakes, and supporting growth. Within the classroom, this creates an environment of shared vision and mutual accountability.

Instructional Goals

Teachers will:

- Create a welcoming classroom environment full of enthusiasm and positive energy.
- Build a culture of safety, honesty, and mutual trust.
- Engage students in creating and monitoring high expectations and norms for the classroom.
- Explain how diversity is one of the greatest assets of the educational community.

Preparation for Instruction

- Examine the current class dynamics to assess the level of relational capacity.
- Examine areas of conflict and social-emotional discomfort in the class and consider how they can be addressed in a way that will not compromise trust and comfort.
- Develop a plan to bring the relational capacity of the class to a higher level (i.e., to deepen trust and increase willingness to try new things).

Instructional Strategies

After assessing the current status of relational capacity in the classroom and considering opportunities for increased community building, foster relational capacity through these strategies:

- Create a class mission statement and social contract, outlining the expected and desired environment conducive to vocabulary building and language development.
- Conduct activities that meet students where they are on the continuum of relational capacity and that specifically target growing relational capacity. (Routine implementation builds relational capacity over time and keeps it strong.)
- Implement celebrations, such as AVID claps, snapping fingers in "applause," or a fun and affirming call-and-response chant when students take risks (e.g., when they risk making a mistake in front of peers by trying out new academic language).
- Create purposeful themes, related to a unit of study, to build enthusiasm around rigorous content and further support academic language acquisition.

INSTRUCTIONAL PRACTICE:
Communicating High Expectations

Holding high expectations for all students, and consistently communicating these expectations, is foundational to AVID classroom culture. High expectations affirm the belief that Academic Language Learners will be prepared for college and career readiness and future success in a global society.

Instructional Goals

Teachers will:

- Communicate and nurture mutual accountability to high expectations related to academic success, behaviors, and attitudes.
- Foster an environment of positive **reciprocal determinism**, where all members of the classroom benefit from each other's beliefs and high expectations.

Reciprocal determinism is the theory that a person's behavior both influences and is influenced by personal factors and the social environment. (Bandura, 1986).

Preparation for Instruction

- Examine beliefs and expectations of Academic Language Learners.
- Determine how to most effectively communicate high expectations.

Instructional Strategies

Support high expectations through these broader strategies:

- Give specific feedback to students on their progress toward learning objectives. (See Instructional Practice: Incorporating Daily Learning Objectives in this chapter for more information.)
- Offer praise and recognition, being mindful of the many metacognitive steps involved in the learning process.
- Allow and encourage processing and responding time for students, while providing space and opportunities for all students to meet expectations.
- Maximize opportunities to support students' goal-setting, sense of self-efficacy, and aspirations.
- Explicitly address any elements of the environment, attitudes, or behaviors of the classroom that impede student success.
- Model the behaviors that support student success.

INSTRUCTIONAL PRACTICE:
Fostering Growth Mindset

Growth mindset is the belief that a person's talents and abilities can be developed over time, rather than being fixed, or set, attributes (Dweck, 2006). Modeling and fostering growth mindset in the classroom allows students to see gaps and deficiencies as temporary hindrances that can be overcome, rather than defining attributes of who they are as students or individuals.

Instructional Goals

Teachers will:

- Recognize that students' talents, abilities, and intelligence are not fixed assets, but rather, are attributes that can be developed.
- Model, communicate, and support a growth mindset for students.

Preparation for Instruction

Targeted feedback refers to opportunities to intentionally provide students with corrective and constructive information so that they can perform a task(s) with higher accuracy.

- Conduct self-inventory on approaches to Instructional Strategies, paying attention to language choice, level of engagement, and **targeted feedback.**
- Examine content to identify hurdles or obstacles to understanding.
- Determine how to most effectively communicate the importance of a growth mindset and how it can be developed.

Instructional Strategies

Foster a growth mindset through these broader strategies:

- Monitor language and behaviors as evidence of current mindset and beliefs, and address any instances of a fixed mindset (e.g., redirect, provide opportunities to rephrase).
- Provide growth praise to students and positively reinforce students who exhibit and communicate a growth mindset.
- Allow and encourage processing and responding time and reaffirm that a slower response is not a reflection of ability or aptitude.

Fixed Mindset Language	Growth Mindset Language
"I knew that would be easy for you."	"That was a very challenging assignment, and you persevered and finished. Your effort is outstanding!"
"You are so great at _____ (content area)!"	"I appreciated all the strategies you used to complete this task. Your perseverance is commendable."
"Nice job! You got a perfect score without even trying."	"I see that it is time for us to identify more challenging work for you."

INSTRUCTIONAL PRACTICE:
Creating an Environment of Cultural Responsiveness

An environment of cultural responsiveness is created when the cultural nuances of each student are valued, honored, and reflected in the materials of the classroom. Being culturally responsive communicates to Academic Language Learners that they are valuable members of the classroom community and gives them a voice to appropriately advocate for themselves and others.

Instructional Goals

Teachers will:

- Respect the experiences and heritage of each student.
- Create an inclusive environment through the language that is used and the materials that are present in the classroom.
- Empower student voice by celebrating culture and heritage.
- Recognize the learning challenges faced by Academic Language Learners.

Preparation for Instruction

- Survey and consider the content and resources utilized in lessons.
- Integrate culturally relevant resources into lesson design and classroom resources.

Instructional Strategies

Foster an environment of cultural responsiveness through these strategies:

- Address any comments or materials that are oppositional to cultural responsiveness immediately, as they arise.
- Utilize **inclusive language** throughout instruction and encourage students to do the same.
- Empower student voice by fostering an environment of open sharing, mutual respect, and safety.
- Provide processing, response, and rehearsal time to maximize diverse contributions to the class.

Inclusive language refers to an awareness of using language that is respectful, relevant, and intentional in guiding word choice. Language should avoid generalities, stereotypes, or negativity.

SECONDARY **Vignette Scene 2**

For the first few weeks of the year, Mr. Singh has reminded his Algebra students that they should "speak like mathematicians." During their unit on solving single-step equations, he has placed students in heterogeneous groups, based on the results of their pre-assessment, and assigned five equations for the group to solve. As he monitors the class, he hears Ashley explaining something to her group.

Ashley: "Then, you just divide by **the number that is in front of x**."

Seeing an opportunity for language coaching, Mr. Singh pauses Ashley's group.

Mr. Singh: "It sounds like your group's thinking is right on track, but remember that in this class, we want to speak like mathematicians. What term from our interactive word wall do you see that Ashley could use instead of '**the number that is in front of x**?'"

Manny *[another student in the group]*: "I'm pretty sure that's what 'coefficient' means."

Mr. Singh: "Manny, you're exactly right. Ashley, can you restate your sentence?"

Ashley: "Oh, so you just divide x by its **coefficient**, which in this case, is 3."

Mr. Singh: "Fantastic! Group, let's give Ashley three celebration snaps for using academic language and for speaking like a mathematician."
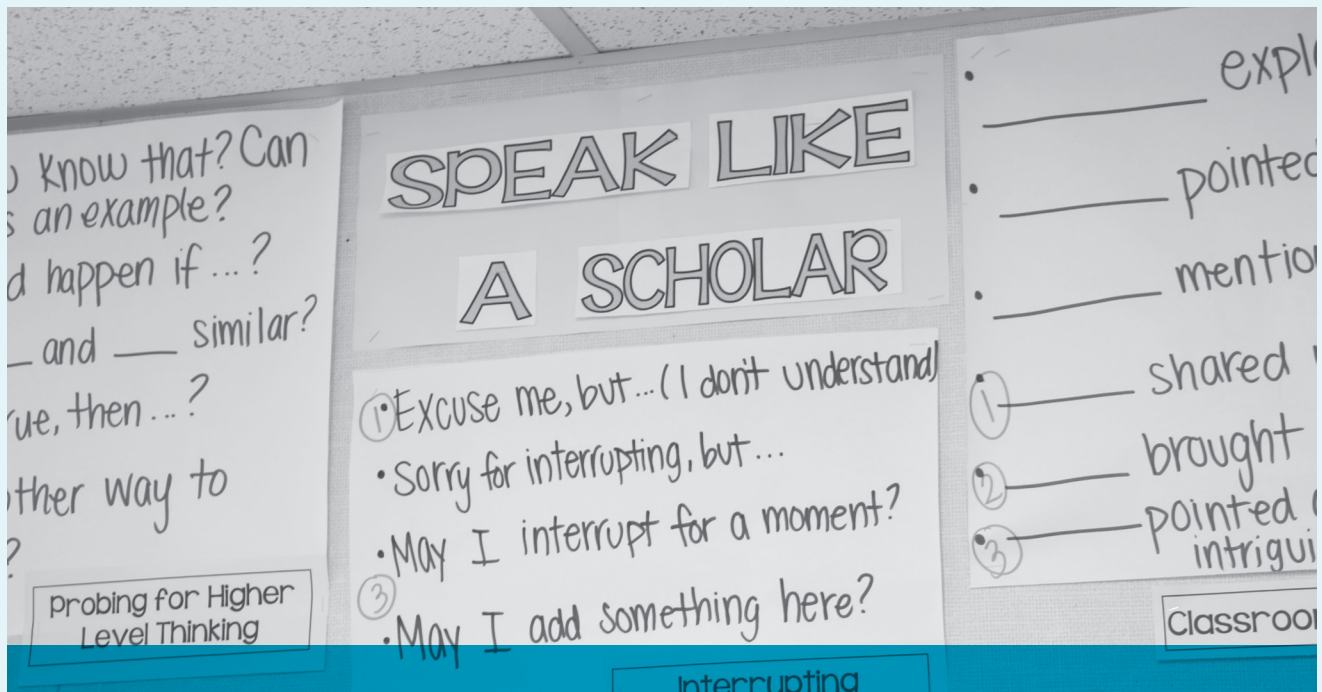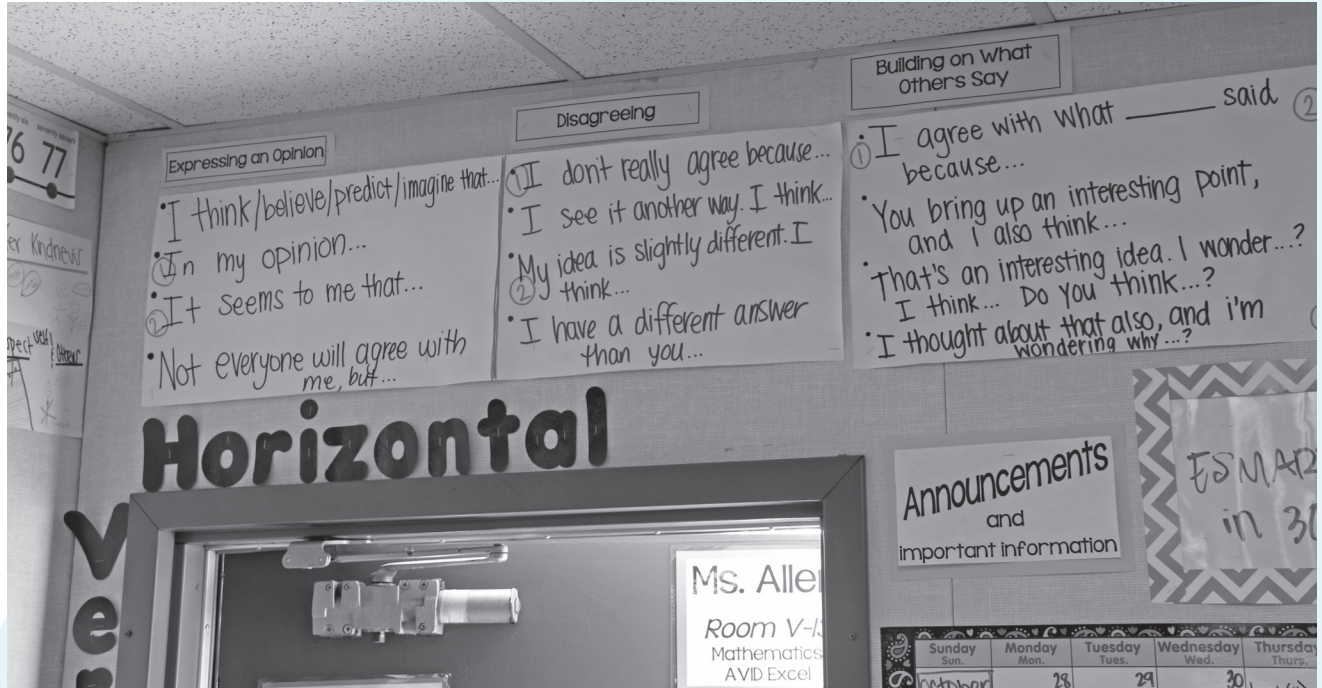
PHYSICAL **Environment**

The physical attributes of a classroom environment are the tangible expression of beliefs and values about learning and place the philosophy of culture into action. Physical environments supporting academic literacy do not happen by chance. They require a teacher's effort to create the conditions that communicate the importance of spoken and written language. Interactive word walls, word banks, sentence frames, and language scripts serve as resources and scaffolds for students as they acquire and use academic language in all content areas.

Prioritizing collaboration when planning room design enables students to move intentionally into accountable, structured academic conversations. As students begin to build trust, they learn from each other and internalize the importance of their language contributions to building on their ideas and on the ideas of their peers. It is within these collaborative structures that students are accountable to themselves and the learning community.

INSTRUCTIONAL PRACTICE:
Creating a Language-Rich Environment

Language-rich classrooms are environments that provide students with access to a wide variety of content-specific written language—both on the walls and in student resources. By creating a language-rich environment, teachers support their students' academic language development, as well as provide a welcoming and comfortable environment.

Instructional Goals
Teachers will:
- Create a dynamic environment with resources that foster academic language and literacy.
- Leverage the classroom environment as both a resource and a support for daily student learning.

Preparation for Instruction
- Consider what is on the walls of the classroom, including:
  - An interactive word wall (See Instructional Practice: Utilizing Interactive Word Walls in this chapter for more information.)
  - Bulletin boards and other visual fields related to the current unit of study
  - Rubrics, **Essential Questions**, and clearly articulated objectives (See Instructional Practice: Incorporating Daily Learning Objectives in this chapter for more information.)
  - Student work, especially exemplars from previous assignments
  - **Academic Language Scripts**
  - **Sentence frames**
  - Thought-provoking quotes related to the current unit of study
- Consider what language-rich print resources are available to students, such as:
  - Academic Language Scripts
  - Magazines, books, audiobooks, primary source documents, and teacher- or student-made books related to the content area and/or current unit of study
  - Resources for writing
  - Technology for research and creating language-rich/communicative products

Instructional Strategies
Support academic language development through these broader strategies:
- Model how to use classroom walls and print resources to support reading, writing, listening, and speaking activities whenever opportunities to do so arise.
- Activate prior knowledge by asking questions that require students to reference completed work on classroom walls and print resources to support their answers.
- Develop authentic learning tasks that require students to use classroom walls and print resources in a meaningful way, especially word walls and content-related books.

Essential Questions are text-based, student-generated, or teacher-generated questions appropriate to a particular lesson/unit or concept, which students use to guide thinking and frame note-taking and summarization in order to accomplish an assigned task.

Academic language scripts are sentence starters that can be used in a variety of scenarios for a variety of purposes.

Sentence frames are open-ended structures that are created for specific content or a particular activity.

Creating a Language-Rich Environment with Academic Language Scripts

Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do/write/ draw/pronounce/solve. . . ?

Interrupting

- Excuse me, but. . . .(I don't understand.)
- Sorry for interrupting, but. . . .(I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: . . . ?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood _____. Could you please give us another example?
- So, do you mean. . . ?

Probing for Higher Level Thinking

- What examples do you have of. . . ?
- Where in the text can we find. . . ?
- I understand _____, but I wonder about. . .
- How does this idea connect to. . .?
- If _____ is true, then. . . ?
- What would happen if. . . ?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Expressing an Opinion

- I think/believe/predict/imagine that. . . .
- In my opinion. . . .
- It seems to me that. . . .
- Not everyone will agree with me, but. . . .

Building on What Others Say

- I agree with what _____ said because. . . .
- You bring up an interesting point, and I also think. . . .
- That's an interesting idea. I wonder,. . .? I think. . . . Do you think. . .?
- I thought about that also, and I'm wondering why?
- I hadn't thought of that before. You make me wonder if. . . ? Do you think. . .?
- _____ said that. . . . I agree and also think. . . .
- Based on the ideas from _____ , _____ , and _____ , it seems like we all think that. . . ."
- That's an excellent point, and I would add. . . .

Soliciting a Response

- Do you agree?
- _____ (name), what do you think?
- Can someone else ask a question or offer an opinion?
- _____ (name), what did you understand from that answer?

Disagreeing

- I don't really agree with you because. . . .
- I see it another way. I think. . . .
- My idea is slightly different from yours. I believe that _____ I think that. . . .
- I have a different answer than you. . . .

Offering a Suggestion

- Maybe you/we could. . . .
- Here's something you/we might try:. . . .
- What if you/we. . . ?

Classroom Reporting

- _____ (name) explained to me that. . . .
- _____ (name) pointed out that. . . .
- _____ (name) mentioned that. . . .
- _____ (name) shared with me that. . . .
- _____ (name) brought to my attention that. . . .
- _____ (name) pointed out something (interesting/intriguing/surprising);. . . .

INSTRUCTIONAL PRACTICE:
Utilizing Interactive Word Walls

An interactive word wall is a dynamic space where students can display, refer to, and engage with academic language from the content and/or current unit of study. By prominently displaying student-generated **general academic vocabulary** and **content-specific vocabulary** in the classroom, teachers can create an ongoing opportunity for students to practice using vocabulary in context.

Instructional Goals

Teachers will:

- Establish an interactive and dynamic word wall in the classroom.
- Support students' ongoing understanding and integration of general academic and content-specific vocabulary through interaction with the word wall.

Preparation for Instruction

- Select general academic and/or content-specific vocabulary terms from the unit of study.
- Integrate the creation of the word wall and word wall cards into lesson design.
- Determine materials and resources that students will need in order to create the word wall cards.
- Decide if students will create word wall cards for selected terms individually, in partners, or in groups.
- Plan how word wall cards will be presented to the class before posting.

Instructional Strategies

Support academic vocabulary development through these broader strategies:

- Model for students how to create a word wall card for a given term. Cards should include the term, a visual, a definition, and an example. Additional information might include variations of the word, word origin, and **cognates**.
- Assign students their word/term.
- Provide students the materials, resources, and time that they will need to create their word wall card.
- Incorporate oral language development through students presenting their word wall term, while classmates record the word, definition, and example.
- Post the completed word wall cards on the interactive word wall, and then intentionally refer back to the cards in subsequent lessons and units.

General academic vocabulary and phrases refer to high-frequency, as well as more precise, forms of words or phrases used across grade level and subject areas.

Content-specific vocabulary refers to relatively low-frequency domain- and discipline-specialized words and phrases that appear in textbooks and other instructional resources.

A **cognate** refers to a word in English that looks the same or similar to a word in another language and has the same meaning.

For example: Showing students the English word 'carnivore,' and then asking if there are any words in Spanish that look similar, might elicit them to say "carne" (Spanish word for meat).
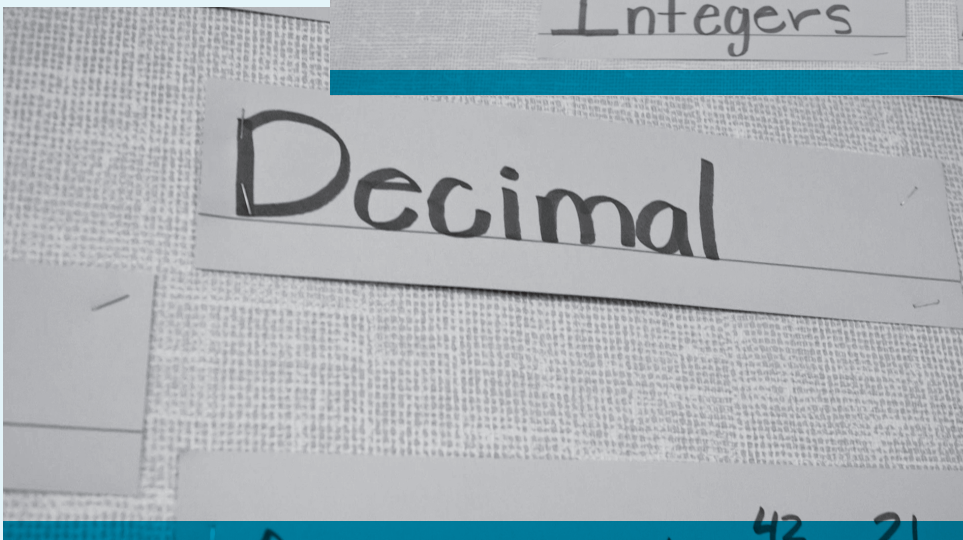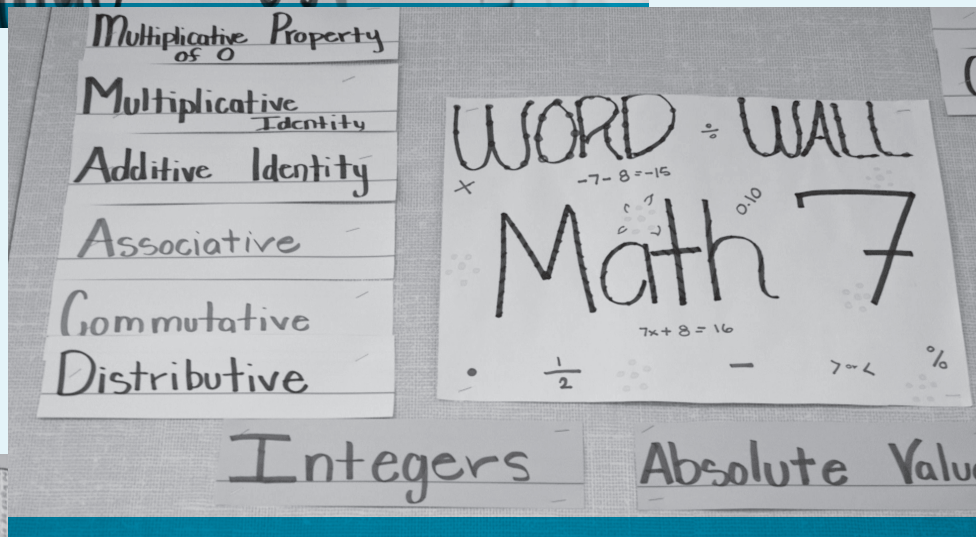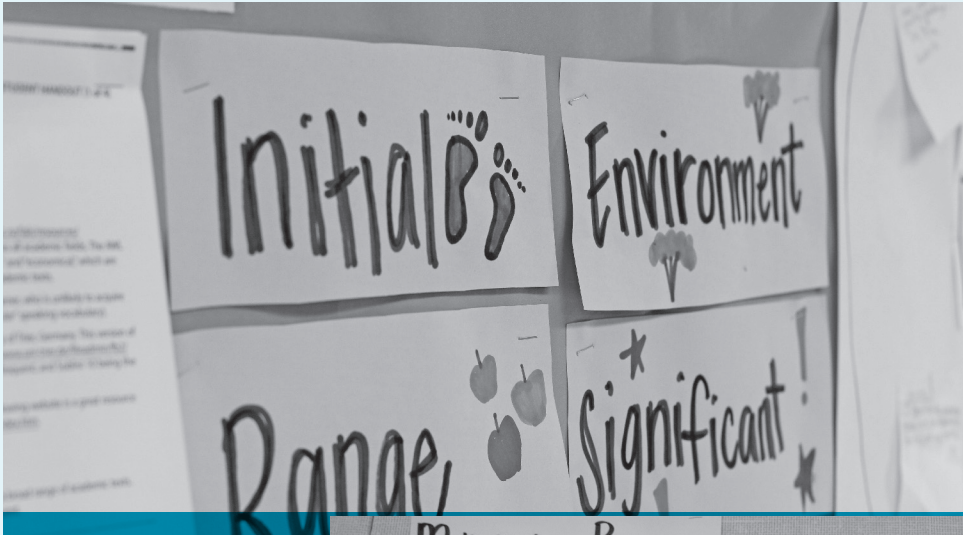
INSTRUCTIONAL PRACTICE:
Incorporating Daily Learning Objectives

Clearly articulated learning objectives are a way to communicate what students are expected to know and be able to do as a result of a lesson. When teachers provide daily learning objectives that include content and language goals, teachers and students are able to measure and reflect on learning progress. Integrating daily learning objectives supports access to, as well as ownership of, rigorous content and further development of academic language.

Instructional Goals

Teachers will:

- Create learning objectives that clearly state the content and language expectations for students.
- Post and articulate the objectives for the current lesson in the classroom.
- Check for student understanding during and at the end of the lesson to evaluate progress toward the learning objectives.

Preparation for Instruction

- Based on the source of the lesson/unit of study (e.g., standards, district/site expectations), determine the content and language objective for the lesson.
    - **Content objectives** focus on the concepts and skills associated with particular content (e.g., evaluate an equation, diagram the parts of a cell).
    - **Language objectives** focus on building academic vocabulary and the use of academic language to communicate the content (e.g., use targeted vocabulary to write a summary, use language constructions that persuade, explain a process using complete sentences).
- Decide how success will be measured related to the objectives and how students will understand what success looks like.

Instructional Strategies

Support the use of developed, articulated, and utilized learning objectives through these broader strategies:

- Clearly articulate the learning objectives (for both content and language) at the beginning of each lesson so that students come to expect this clarity.
- Model and provide opportunities for students to connect the learning objective to past and future objectives.
- Check for understanding related to the learning objectives throughout lessons.
- Conclude lessons by having students summarize their learning and reflect on their progress toward the learning objectives, in writing, verbally, or both.

INSTRUCTIONAL PRACTICE:
Structuring for Purposeful Collaboration

Structuring for purposeful collaboration is the process of intentionally arranging the classroom in a format conducive to students working collaboratively in varied grouping formats. Not only can purposeful collaboration scaffold how students engage in a learning activity, it also supports the relational capacity, high expectations, and inclusivity components of the philosophical culture.

Instructional Goals

Teachers will:

- Utilize strategies of intentional grouping to support students' attainment of learning goals.
- Provide variation in grouping in order to meet the needs of all students and to build relational capacity among all students. (See Instructional Practice: Building Relational Capacity in this chapter for more information.)

Preparation for Instruction

- Examine upcoming lessons and units to identify opportunities for purposeful collaboration.
- Identify the phase of instruction that is conducive to releasing the students into collaborative work.
- Establish the purpose of collaboration in supporting learning goals.
- Determine how students will be grouped.
    - Consider the degree of trust and level of safety among the class and between students.
    - Consider what students need to understand about working collaboratively.
    - Consider student ability.
- Determine which structure for collaboration will be used. (See the "Structured Listening and Speaking Routines" section in Chapter 4 for more information.)
- Determine which aspects of the lesson will be collaborative, which will be individual, and how both will be utilized to facilitate learning.

Instructional Strategies

Implement collaboration routinely through these broader strategies:

- Provide the purpose of collaboration and identify the collaborative structure.
- Establish group norms or consider how students might create their own (depending on their experience level of working in groups).
- Stay actively involved in group conversations, while coaching language development. (See Instructional Practice: Coaching Language in Chapter 3 for more information.)
- Debrief the effectiveness of the collaborative structure.

HIGHER ED **Vignette Scene 2**

Professor Perata has made it a priority to incorporate more collaboration and interaction into her course this semester. Her philosophy aligns with AVID's framework, as her instruction has always integrated an inquiry-based approach to the coursework, and she reinforces that concept within her lectures and assignments.

Her biggest takeaway from AVID Summer Institute, which she attended this past summer, was the realization that the academic language and literacy needed to access the rigorous content of college impedes many students' pathways to obtaining a degree. In light of this, she made the commitment to view every student as an Academic Language Learner and is determined to enhance the culture of her classroom so that her students will have a place where they can safely develop the academic language and literacy skills needed for successful college completion.

Professor Perata incorporated icebreakers and teambuilding activities into the first few weeks of the semester. Several students voiced their surprise to engage in collaborative work at the college level and commented in their feedback that they were excited to participate in such an active college-level course.

Professor Perata conducted a pre-assessment online with her students the first week of the term. Using the assessment data, she strategically organized students into groups, with each group assigned a case study to discuss during their unit on social behavior. One of their assignments was to create a social contract that included agreed-upon norms for working together in an online environment.

Her students were provided with an outline of expected readings, as well as due dates for discussions, essays, and quizzes [which may feel familiar for those who took Advanced Placement® (AP®) classes in high school]. The university utilizes Blackboard® as their online platform, and Professor Perata has uploaded the syllabus, articles, and conversation threads designed to engage the students and provide outlets for discussion and collaboration outside of the classroom.

Professor Perata monitors the online discussion threads and interjects when necessary for content clarification and language coaching to align online expectations in relationship to face-to-face interactions.

One such thread is on the topic of informational conformity. Professor Perata notices that several responses have strong details, and the students understand the concept, yet are not using the formal register in the discussion thread. Their interactions have remained in the informal register (i.e., "casual" language).

Seeing this as an opportunity to interact and engage students in the expectations of academic literacy, she provides language coaching for the group by posting the following response:

Professor Perata: "Wonderful details and facts around the topic of informational conformity! In the responses, I appreciate that there is discussion surrounding the definition of informational conformity with real-world examples. As discussed by the group in this thread, the theory highlights individual motivation and desire to be 'right' or 'correct' and explains why people succumb to norms.

"With this mindset of informational conformity, I would like to challenge the group to break out of their 'texting and email norms' in their responses to the class threads. Imagine that you are addressing a group of sociologists in a traditional brick-and-mortar classroom setting when responding to the threads. Let us practice utilizing the academic theories and vocabulary both within and outside of our class to enhance our sociological lens of the world."

Post-Reflection Questions

After incorporating instructional practices for developing a supportive culture in both the philosophical and physical environment of the classroom:

What adjectives describe the philosophical environment of your classroom?

- · How has relational capacity changed among all members of the class?

- · How have clearly communicated beliefs about students' ability and potential been reflected in their self-concepts and the class culture?

- · Are all students intentionally involving themselves in the culture of the classroom?

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Building a Foundation of Academic Language

Visit the *AVID Academic Language and Literacy* webpage on MyAVID for additional materials and resources.

Building a Foundation of Academic Language

Basic Interpersonal Communicative Skills (BICS) refers to language skills needed in social situations.

Cognitive Academic Language Proficiency (CALP) refers to language skills needed in formal, academic settings.

CHAPTER **Introduction**

A student proficient in academic language has the ability to (Dutro and Moran, 2003):

- Build understanding from oral and written language
- Make connections between complex thoughts and factual details
- Select appropriate linguistic strategies needed to effectively communicate

According to Zwiers (2014), "Academic language may be the most complicated 'tool set' in the world to learn how to use" (p. 1). However, it is the most essential tool set for our school systems to reinforce in our daily academic environments.

It is not enough for our students to merely possess Basic Interpersonal Communicative Skills **(BICS)**; the demands of higher education and career success require Cognitive Academic Language Proficiency **(CALP)**. Developing academic language improves literacy, and much research shows that language and literacy work in tandem for academic success.

Though vocabulary building is not the only component of language development, it is critical to have robust vocabulary instructional routines to develop this aspect of language. In the Building Academic Vocabulary section of this chapter, Vocabulary Building Steps provide a series of strategies to address the immense vocabulary development needs of Academic Language Learners. In addition, the Understanding Language Functions section introduces language functions, while highlighting sentence frames, signal words, and word banks as key academic language development tools.

The instructional practices shared in this chapter are foundational in supporting students in meeting the high expectations of the literacy standards: listening, speaking, reading, and writing. To that end, language coaching becomes an essential core practice, as we continuously support students in their journey to academic language proficiency.

CHAPTER **Objectives**

As a result of this chapter, teachers will be able to:

- Cultivate students' understanding and use of academic vocabulary through intentional vocabulary development.
- Support students' organization of thoughts through the systematic use of language functions.
- Coach students consistently and intentionally to use accurate and precise academic language.

Pre-Reflection Questions

What is the current method for building students' understanding and use of academic vocabulary?

- What are the specific scaffolding steps involved?

- Is the difference between content-specific vocabulary and general academic vocabulary clearly delineated for students?

- What opportunities are provided for students to use academic language in context?

How do we support students in their use of language to organize their thoughts and ideas?

- Do students understand different functions that drive the organization of language (e.g., cause and effect, compare and contrast)?

ELEMENTARY **Vignette Scene 3**

Ms. Garcia's class has been in session for two months. The students have developed a safe environment in which to learn and have adjusted quickly to the high expectations and quick pace of the curriculum and standards.

The class is engaged in the novel, *Island of the Blue Dolphins*. Knowing that the assessments indicated that several students were struggling with sequencing and inferences, Ms. Garcia intentionally develops a sequencing activity for today's lesson.

Given that vocabulary and characters' names are often challenging for a majority of students, each student has created personalized "novel journals" in which to capture their notes relating to key literary elements, such as character analysis, themes, and plot, as well as identified academic language vocabulary. Ms. Garcia's word wall serves as a permanent reference and resource for students when identifying key vocabulary for their novel journals. For today's lesson, the students are paired up with their language arts study buddies.

Ms. Garcia: "I would like each set of buddies to write out the sequence of events in the story by using our sequencing frames."

She models the first event under the document camera, thinking aloud as she weaves key academic language into the frames utilizing the word bank as an idea generator. During her think-aloud, she highlights words from the word bank in order to support students with making connections concerning how each work is used in context.

Ms. Garcia: "With your elbow partner, share what you learned from watching and hearing me do the first event. *[Ms. Garcia pulls three **equity sticks** to check for understanding before releasing the students to join their partner.]* As you are working through this next part of the assignment, please remember to utilize the 'expressing an opinion' and 'building on what others say' academic language scripts when creating your sequence of events."

Equity sticks/cards refer to a strategy that uses a tangible item to represent each student (e.g., one Popsicle® stick/playing card/etc. per student, with the students' names written on them) to ensure that all students participate and are engaged in the lesson.

Ms. Garcia places the question and the instructions for the assignment on the document camera and circulates around the room, observing and interjecting as appropriate, to provide language coaching and to clarify points of confusion for the groups.

Student: "Miss, does authentic definition mean we make up the definition ourselves?"

Ms. Garcia: "Authentic definition is one of our key academic language words. Where would you be able to look or check in the room to confirm your understanding of the definition?" *[Ms. Garcia smiles and points to a few places in the classroom that might assist the group.]*

Several students shout out incomplete sentences as responses.

"Our novel journal…"
"Our word wall…"
"Our notes…"

Ms. Garcia: "Wonderful, scholars!" [Ms. Garcia utilizes a physical cue for using a complete sentence.]

Several students now shout out responses in complete sentences.

"We can use our novel journals."
"Our word wall is a good resource."
"In addition, we can use our notes."

Ms. Garcia: *[Ms. Garcia celebrates the use of complete sentences with a quick finger snap/clap. The class quickly joins her in snap/claps, celebrating the use of academic language.]* "Now, utilizing one of those resources, define one of our academic language words or phrases found within the novel."

Student: "My buddy and I are using 'secret name.' It is an important part of the novel. Secret name has an authentic definition in our notes. It is the tribe-specific name that is only shared with people who are trusted. It represents a symbol of trust when you share your 'secret name.' It is an important event when Karana tells Tutok her secret name."

BUILDING **Academic Vocabulary**

An integral piece of language instruction is the support of academic vocabulary within content areas. Much research indicates that focusing only on isolated words and definitions out of context actually impedes student success within academic settings. In other words, vocabulary instruction that supports academic success is strategic, systematic, continually reinforced, and integrated into all aspects of lesson design and sequence.

Content-specific vocabulary and phrases

Content-specific vocabulary consists of relatively low-frequency domain- and discipline-specialized words and phrases that appear in textbooks and other instructional resources.

For example, a student is introduced to "addition" and "subtraction" as content-specific vocabulary beginning in kindergarten. The basic concepts of what each operation means and how to perform that operation are critical as students learn more content-specific vocabulary, such as "parentheses" and "exponents."

As the content-specific vocabulary builds, so must the student's academic language in order to make connections and move into content-specific phrases, such as "order of operations." At this point, a student must understand several individual vocabulary words, combined with specific mathematical rules, for academic literacy in a pre-algebra classroom.

General academic vocabulary and phrases

General academic vocabulary and phrases consist of words that appear frequently across academic domains and are more precise forms of familiar, high-frequency words. These words are consistently used across grade levels and subject areas.

For example, the words "concept," "evidence," and "principle" are all vocabulary words that are taught and then used in all content areas. An excellent source for building general academic vocabulary can be found in Averil Coxhead's (2000) *"A New Academic Word List" (AWL).*

INSTRUCTIONAL PRACTICE:
Coaching Language

Language coaching is the process of modeling, encouraging, correcting, probing, and pushing students in their usage of academic language and the formal register. (See Instructional Practice: Using Language Registers in Chapter 4 for more information.) The use of a holistic support like coaching—rather than simply correcting—holds students accountable for their own learning, allows them to practice the appropriate use of academic language, and provides the opportunity for them to reflect on the language skills that they have learned.

Instructional Goals

Teachers will:

- Incorporate language coaching into classroom culture so that students see it as a positive support intended to help them achieve their goals, instead of a corrective measure intended to draw attention to "shortcomings."
- Prompt students to say as much as possible, while building an environment in which students speak more than the teacher.
- Provide verbal and physical cues prompting students to utilize accurate academic language.
- Elicit critical thinking and elaboration by encouraging student responses.

Preparation for Instruction

- Review the section introductions for Building Academic Vocabulary (in this chapter) and Academic Conversations (in Chapter 4).
- Identify the specific language needs of all students.
- Create sentence frames, provide academic language scripts, and identify **signal words** to support academic language acquisition.

Signal words are academic terms that alert the learner to the purpose, meaning, and intent of the language.

Instructional Strategies

Coach language through these broader strategies:

- Model verbal and physical cues so that students understand them.
- Remind students that they are expected to do most of the speaking.
- Provide consistent opportunities for students to speak with a partner, in small groups, and/or to the whole class.
- While students are reading, writing, listening, and speaking, provide language coaching:
  - **Verbal Cues:** Consistently affirm proper use of academic language and the formal register and intervene to redirect incorrect language construction.
  - **Physical Cues:** Provide physical cues to support students in elaborating their language.

Verbal Cues/Prompts for Elaborating Language

Educators elicit academic thinking and language and guide students to elaborate by saying/asking. . . .	• You are on to something important. Keep going. • You are on the right track. Keep going. • What did you notice about. . . ? • I noticed that you mentioned. . ., tell me/us more about. . . • That's a good probable answer. How did you come to that point? • Tell me one thing you remember about. . . . • There is no right answer, so what would be your best answer? • Great thinking. Keep going. • Continue. . . . • Is there more? • What else do you remember about. . . ?

Physical Cues/Prompts for Elaborating Language

Language Coaching Target	Possible Physical Cue/Prompts	Expected Outcome
Speaker continues or elaborates	• American Sign Language (ASL) sign for "continue" • Two hands rolling around one another	Further explanation or elaboration
Speaker offers a contrasting viewpoint (e.g., "On the other hand. . . .," "However. . . .")	• ASL sign for "however" • One hand held out with palm down, then look at it while turning palm up; repeat with other hand	Additional contrasting information provided (contrasting opinion, argument, etc.) May sound like: "While I understand what _____is saying, I would like to add. . . ." "_____ believes. . .; however, I believe. . . ."
Speaker uses a formal register (more formal language choices)	• ASL sign for "example" • One finger down on upturned palm of other hand	Specific example(s) are provided
Speaker gives example(s)	• ASL sign for "formal" • Point to the head/brain with both hands	Informal statement(s) restated in formal register and/or using academic language appropriate to the content

For more information about American Sign Language, see Gallaudet University and the Laurent Clerc National Deaf Education Center "Learning ASL" webpage (http://www.gallaudet.edu/clerc-center/info-to-go/asl/learning-asl-books_media_classes.html).

INSTRUCTIONAL PRACTICE:
Determining Students' Prior Knowledge (Vocabulary Building Step 1)

By determining students' prior knowledge about a word or concept, teachers can support students in making connections between prior knowledge and new content. An understanding of prior knowledge also allows teachers to: know the baseline of students' understanding, foster student engagement by intentionally linking new learning directly to students' past experiences, and provide context for the new content.

Instructional Goals

Teachers will:

- Determine students' prior knowledge related to a new word or concept.
- Intentionally connect new learning with students' prior knowledge.

Preparation for Instruction

- Review the content material and identify academic vocabulary that is integral to a deep understanding of new content.
- Differentiate between content-specific and general academic vocabulary.
- Determine if academic vocabulary should be introduced at the beginning or integrated into the flow of the lesson, depending on the content, difficulty of words, and difficulty of content.

Instructional Strategies

- When introducing the academic vocabulary, ask students to reflect on their own prior knowledge or familiarity with the word. They should consider where they have been exposed to the word in their previous learning or experiences.
- Determine students' prior knowledge related to the specific content by using such strategies as:
  - **Fist-to-Five:** Share the word with students, and then ask students to hold up 0–5 fingers, the number corresponding with their familiarity with the word. Zero fingers (i.e., a fist) indicates that they've never heard the word before, five fingers up indicates that they know and use the word frequently, with 1–4 fingers up indicating degrees of intermediate familiarity.
  - **Elbow Partners:** Have students turn to a partner and discuss what they think the word means. During the conversation, monitor the class to gauge the level of familiarity and determine instructional next steps based on their conversations.
  - **Pre-Assessment:** Administer an anticipatory guide of what is the correct definition/visual representation of the vocabulary, and students respond as to which they think is the correct choice.

INSTRUCTIONAL PRACTICE:
Providing Visual Models and Total Physical Response (TPR) (Vocabulary Building Step 2)

Providing visual models and/or incorporating **Total Physical Response (TPR)** helps students connect new academic vocabulary. Students benefit from interacting with language utilizing multiple modalities.

Instructional Goals

Teachers will:

- Guide students to make connections by allowing them to generate visual and physical responses.
- Provide students with opportunities to create linguistic and nonlinguistic forms of key academic vocabulary.

Preparation for Instruction

- Determine students' prior knowledge related to the academic vocabulary. (See Vocabulary Building Step 1.)
- Choose visuals that will illustrate the academic vocabulary, allowing students to see the academic word or concept in action.
- Create a particular action or motion that students can perform routinely to ingrain knowledge (and use later to recall knowledge) each time that a specific academic word or concept comes up in a lesson or reading.

Instructional Strategies

Throughout instruction, support students' learning of academic vocabulary through:

Visual Modeling

- Provide images or diagrams to support students in understanding the meaning of academic vocabulary.
- Explain and contextualize significant elements to enhance the meaning of the visual model and its connection to academic vocabulary.

Total Physical Response (TPR)

- Physically model the literal meaning of an academic vocabulary word or concept. After modeling the Total Physical Response, have students mimic the actions for practice. As they do, reinforce the connection between movement and meaning.
- From this point forward, each time that the academic vocabulary word or concept is used, all students should physically respond using the actions.
- As students progress in TPR, allow them to begin developing their own physical responses and connections with new vocabulary and content.

INSTRUCTIONAL PRACTICE:
Breaking the Word Into Components (Vocabulary Building Step 3)

Breaking the word into components is a strategy that requires students to analyze words and infer meaning by using prefixes, suffixes, roots, and cognates. Teaching students to identify word parts in order to define unknown words is an important strategy for Academic Language Learners to navigate rigorous content.

Instructional Goals

Teachers will:

- Support academic vocabulary acquisition by modeling how to look inside of the word for clues to the meaning.

Preparation for Instruction

- Determine students' prior knowledge related to the academic vocabulary and provide visual models and/or TPR. (See Vocabulary Building Steps 1–2.)
- Identify root words and cognates used throughout content.

Instructional Strategies

- Assist students in identifying prefixes or suffixes in the academic vocabulary, and then connecting them back to the provided list of prefixes/suffixes.
- Ask students to identify root words or cognates associated with academic vocabulary.
    - Students with competencies in languages other than English may have unique insights, and these should be shared with the class collaboratively.
- If students aren't able to determine root words or cognates, model this process for them by sharing the cognates that you identified.
- Create a **word family list** based on the topic being studied and post it in the classroom by the word wall or as part of the word wall. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 for more information.)
- Students generate a list of prefixes/suffixes, such as common prefixes/suffixes used in the discipline and/or general academic vocabulary prefixes/suffixes.

A word family list is a list of words that have a common or similar pattern or feature. For example, they may have the same combination of letters or similar sounds, such as the word family of 'at' containing cat, hat, mat, etc.

Target Word or Word Part(s)

Prefix	Root	Suffix
_____	_____	_____
Meaning of Prefix	Meaning of Root	Meaning of Suffix
_____	_____	_____

Word and Meaning

_____
_____
_____

Word and Meaning

_____
_____
_____

Word and Meaning

_____
_____
_____

Word and Meaning

_____
_____
_____

Generating Authentic Definitions (Vocabulary Building Step 4)

Students generate their own definitions of words by synthesizing a formal definition, with prior knowledge and personal connections. This strategy solidifies ownership of vocabulary for Academic Language Learners.

Instructional Goals

Teachers will:

- Assist students in generating authentic definitions.

Preparation for Instruction

- Determine students' prior knowledge related to the academic vocabulary, provide visual models, and have students break the word into component parts. (See Vocabulary Building Steps 1–3.)
- Choose an academic vocabulary word and determine how you will "think aloud" and generate your authentic definition.

Instructional Strategies

- Model for students the process and share a prepared "think-aloud" on how to synthesize a formal definition, with prior knowledge and personal connections.
- Check for understanding through multiple interactions with the word and by utilizing collaborative structures.

INSTRUCTIONAL PRACTICE:
Utilizing Nonlinguistic Representations (Vocabulary Building Step 5)

Nonlinguistic representations are student-created images, visuals, or graphics to depict a term or concept independent of language. Engaging students in developing nonlinguistic representations, such as mind maps, concept maps, or symbols, will deepen students' comprehension and retention of their learning.

Instructional Goals

Teachers will:

- Add to, build upon, and connect student learning with prior knowledge and experiences.
- Model for students, clarifying conceptual understanding by creating and explaining nonlinguistic representations.

Preparation for Instruction

- Determine students' prior knowledge related to the academic vocabulary, provide teacher-generated visual models, break the word into component parts, and have students generate authentic definitions. (See Vocabulary Building Steps 1–4.)
- Design opportunities for nonlinguistic representation development.
- Create sentence frames and/or word banks for students to utilize when explaining their nonlinguistic representation.
- Determine if students should work in groups, with partners, or individually, based on the concept being studied and their competence at creating nonlinguistic representations.

Instructional Strategies

- Model for students how vocabulary is represented using a nonlinguistic representation.
- Explicitly make connections between students' prior knowledge, the nonlinguistic representation, and the academic word or concept.
- Introduce tasks that require the use of nonlinguistic representations to demonstrate their conceptual understanding.

Drawings	For example, students can create drawings to demonstrate academic literacy about historical events or historical moments.
Graphic Organizers	For example, students can utilize graphic organizers to demonstrate academic literacy about scientific theories or experiments.
Manipulatives or Other Objects	For example, students can utilize manipulatives to demonstrate academic literacy about math equations, formulas, or theorems.

INSTRUCTIONAL PRACTICE:
Using Academic Language in Context
(Vocabulary Building Step 6)

This strategy provides opportunities for students to interact with the current unit of study's academic vocabulary in the appropriate context and content. Students are using the vocabulary words in conversations, while seeking them out in the reading and incorporating them in the writing. Aligning with the class culture of celebration, teachers and students are acknowledging appropriate use.

Instructional Goals

Teachers will:

- Design opportunities for students to use academic vocabulary in context.

Preparation for Instruction

- Determine students' prior knowledge related to the academic vocabulary, provide visual models, break the word into component parts, have students generate authentic definitions, and utilize nonlinguistic representations. (See Vocabulary Building Steps 1–5.)
- Analyze content materials and resources for words in context.
- Create sentence frames that guide the accurate use of newly introduced academic vocabulary.
- Design tasks that incorporate new vocabulary into listening, speaking, reading, and writing.

Instructional Strategies

- Reinforce student accountability for appropriately using the academic language.
- Utilize resources from the physical environment to support students, such as directing students back to word walls/lists or their notes for the appropriate academic vocabulary.
- Celebrate accurate use of academic vocabulary.

Playing and Interacting With Academic Language (Vocabulary Building Step 7)

This strategy will further engage and build student confidence related to academic language and literacy. Students will interact in a variety of higher level, critical thinking academic games.

Instructional Goals

Teachers will:

- Design word games that allow students to deepen their understanding and connectivity to academic language.

Preparation for Instruction

- Determine students' prior knowledge related to the academic vocabulary, provide visual models, break the word into component parts, have students generate authentic definitions, utilize nonlinguistic representations, and support students in using the academic vocabulary in context. (See Vocabulary Building Steps 1–6.)
- Determine the academic vocabulary that will be included in the integration.
- Determine the type of interaction (academic interaction or game) that will best accomplish the instructional goals.

Instructional Strategies

Academic interactions refer to opportunities for students to interact with, add to, and deepen their understanding of language.

Academic Interactions

- Venn Diagram: Given two academic vocabulary words, students work to list the similarities and differences.
- Ranking/Prioritizing: Using a list of academic vocabulary, students work to rank or prioritize and be able to justify the order based on defined criteria.
- List–Group–Label: Using a list of academic vocabulary, students group the academic vocabulary into categories that they feel are similar, and then determine a label for each group.

Gamification refers to the application of typical elements of game playing to encourage engagement with a newly learned skill or content.

Gamification

- Pictionary®: Students are assigned academic vocabulary, and then illustrate it, while their teammates try to guess it.
- Charades: Students are assigned an academic word/concept, and then act it out, while their teammates try to guess it.
- Catchphrase®: Students are assigned an academic word/concept, and describe it (using academic language!) without actually using the word, while their teammates try to guess it.
- Variations of Gameshows (e.g., Jeopardy®, Family Feud®, The $25,000 Pyramid): Modify a common gameshow to use academic vocabulary as the source material. Be prepared to teach the rules, as students may not be familiar with the selected gameshows.

SECONDARY Vignette Scene 3

Mr. Singh's Algebra students are working on graphing inequalities on a number line. After accessing prior knowledge through connecting inequalities to equations and working through a few problems as a class, students are assigned a partner, and together, they have graphed four inequalities.

Mr. Singh: "Now that we're getting a feel for how to do this, I need each set of partners to write out the sequence of steps for how to graph inequalities utilizing our sequencing frames."

Mr. Singh models how to write out the steps under the document camera, thinking aloud as he weaves the academic vocabulary into the frames. After his think-aloud, he asks the students to describe how he put the sequence of steps into words. He calls on two student volunteers to share with the group what they observed during his think-aloud.

Mr. Singh: "Please describe how I used the academic vocabulary and the sequencing frames to express how to graph inequalities."

Satisfied with their descriptions, Mr. Singh polls the class to gauge their comfort level with moving on to the next problem. The majority of the class communicate that they are ready to attempt writing out the steps for the next inequality.

As the students begin working with their partners, Mr. Singh circulates throughout the class to make sure that students are accurately using academic vocabulary and the language frames when creating their steps, paying close attention to the students who expressed that they didn't feel confident to move on at present. When he hears one student misusing one of the words, he stops and asks that student to provide an authentic definition for the word she is struggling with in order to reinforce the correct meaning and usage of the word, and then guides her as she uses the word in context.

Upon completion of the first inequality, he uses his **equity cards** to call on three students to share their steps. After all three have shared, he prompts the class with a question.

Mr. Singh: "Which of the three responses was most effective in utilizing the sequencing language to express the steps involved in solving the inequality? Please provide evidence to justify. Talk to your partner and please respond using the oral frame, "I believe (name) was the most accurate because…."

Again, he pulls equity cards for responses. Based on the responses that he heard during the partner-talk and share-out, he feels confident that the students are ready to try another problem.

Equity sticks/ cards refer to a strategy that uses a tangible item to represent each student (e.g., one Popsicle® stick/playing card/etc. per student, with the students' names written on them) to ensure that all students participate and are engaged in the lesson.

UNDERSTANDING **Language Functions**

Once students have been coached to develop a strong foundation of academic vocabulary, they can begin to further build their academic language fluency by exploring language functions.

In the context of this resource, **language functions** are specific ways of organizing thought and structuring language to best accomplish the communication task at hand. Some common language functions in an academic setting are:

- Sequencing thoughts/ideas/events into a logical progression
- Comparing and contrasting ideas/concepts
- Describing a cause/effect relationship between phenomena or events
- Elaborating and describing to give more information (discussing important attributes)
- Supporting claims with evidence

Language functions refer to the responses that students are expected to express to demonstrate their comprehension of specific concepts or topics within a variety of content areas.

Language functions are exemplified in assignments that include compare and contrast, sequencing, cause and effect, elaboration or description, and supporting claims with evidence.

INSTRUCTIONAL PRACTICE:
Identifying Meaning in Context

This strategy focuses on unpacking the language of critical thinking. Students increase fluency in the language needed to be successful with the cognitive processes and abstract ideas embedded in a variety of academic settings.

Instructional Goals

Teachers will:

- Develop students' recognition of five language functions that are common across content areas: sequence, compare and contrast, cause and effect, description and elaboration, and claim and evidence.
- Design lessons for students to utilize academic language in increasingly complex communication patterns, resulting in deepening the academic literacy of students.

Preparation for Instruction

- Explore the current unit of study or content area to determine the language function that will be taught.
- Determine what product students will be expected to produce related to the language functions, such as a graphic organizer, a written or oral response, or a combination of multiple products.

Instructional Strategies

Provide support for students in:

- Identifying language functions through the use of **signal words**
- Creating **graphic organizers** to illustrate relationships between concepts and make abstract ideas concrete
- Responding to **guiding questions** to uncover details of content
- Choosing the appropriate language function to use in their written or verbal responses

Signal words help a learner see the relationship between the author's words and the functional purpose of a text.

Graphic organizers present information visually. They are used to help clarify relationships between concepts and make abstract ideas more concrete.

Guiding questions — asked either by the teacher to guide students' thinking or by students to guide their own thinking—help uncover the details of the text's function.

INSTRUCTIONAL PRACTICE:
Supporting the Use of Language Functions

The recognition and utilization of language functions can be a challenging process for students. Graphic organizers, guiding questions, signal words, and sentence frames support comprehension and critical thinking and provide an opportunity to process information about a topic as a springboard for listening, speaking, reading, and writing in all content areas.

Instructional Goals

Teachers will:

- Use graphic organizers, guiding questions, signal words, and sentence frames to illustrate content in a new and more sophisticated way.

Preparation for Instruction

- Preview the text to determine the signal words and function of the text.
- Select the type of graphic organizer that is the most appropriate for the text.
- Select or create the guiding questions that you will use as students interact with the material.
- Identify or create sentence frames that will be useful to students as they generate responses to prompts and questions.

Instructional Strategies

- Show students an example or two of a completed graphic organizer, model the construction of the graphic organizer, and discuss the various parts of the graphic organizer and its functions.
- Guide students through completion of the graphic organizer.
- Help students identify signal words within the text that indicate the function of the text.
- Using the sentence frames provided with the graphic organizer, help students determine which ones they can use to transform the information from the graphic organizer into a written response.

LANGUAGE FUNCTIONS: **Sequence**

Graphic Organizer

Topic

☐ → ☐ → ☐ → ☐ →

→ ☐ → ☐ → ☐ → ☐

Signal Words Word Bank

first, second	now	next, later, then
preceding	while	following
prior to	meanwhile	eventually
previously	during	finally
earlier	since	beginning, middle, end
initially	before/after	

Guiding Questions

- What are the major steps in this sequence?
- Did a pattern of chronological ordering emerge?
- What details should be included (people, places, etc.) with each step?
- Are any events in the sequence more important than others?
- Is there a conflict in this sequence? Where does it get resolved?
- Why is the sequence important?

Sample Sentence Frames

- In the beginning/middle/end, _____ .
- For the past _____ (set time frame), _____ .
- First, _____ . Then, _____ . Next, there was _____ and _____ .
- Before _____ , _____ .
- Initially _____ , then _____ .
- After _____ (action), _____ .
- Immediately after _____ , _____ .
- Immediately following the _____ , the _____ took place/occurred.
- First, _____ happened. Then, _____ occurred and _____ .
- Meanwhile, _____ was taking place/occurring/happening.
- Once _____ happened, then _____ .
- As a result of _____ , _____ happened.
- Initially _____ , then _____ .
- Previously, _____ .
- Preceding the events of _____ , _____ .
- Following _____ , _____ .
- Eventually, _____ .

LANGUAGE FUNCTIONS: **Compare and Contrast**

Graphic Organizer

How Alike?

How Different?

With Regard to
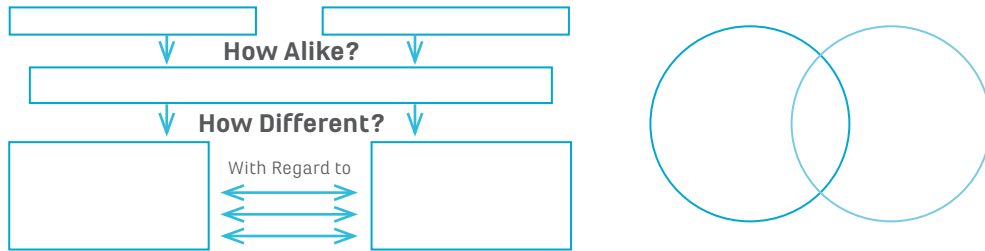
Signal Words Word Bank

however	on the contrary	just like
but	as opposed to	have in common
same as	share common traits	difference between
[-er], [-est]	both	whereas
are similar	different from	on the other hand
as well as	[-er] than	not only…but also

Guiding Questions

- What is being compared and contrasted?
- Why are these things being compared and contrasted?
- What categories of characteristics or attributes are used to compare and contrast these things?
- How are the things alike or similar?
- How are the things not alike or different?
- What are the most important contrasting characteristics or attributes?
- What are the most important comparable characteristics or attributes?
- What can we conclude about these things or items?

Sample Sentence Frames

- _____ is _____ [-er]/[-est] when compared to _____ .
- _____ and _____ are similar because they are both _____ .
- _____ and _____ are different because _____ is _____ and _____ is _____ .
- _____ is _____ ; however, _____ is _____ .
- While _____ is different from _____ , _____.
- _____ is _____ , as opposed to _____ , which is _____ .
- Although _____ and _____ have some similar characteristics, they are very different because _____ .
- The most important difference is that _____ has _____ , while _____ has _____ .
- By comparing _____ and _____ , it is clear that/I realized that/I learned that _____ .

LANGUAGE FUNCTIONS: **Cause and Effect**

Graphic Organizer

| cause | cause | cause | cause |

| effect |

| effect |

| cause | cause | cause | cause |

Signal Words Word Bank

because	nevertheless	may be due to
since	accordingly	effects of
therefore	if…then	due to
consequently	thus	the cause was
as a result of	subsequently	for this reason
this led to	because of	this led to (caused)
so that	in order to	

Guiding Questions

- What is the cause-and-effect process the author is describing?
- When did a cause-and-effect relationship emerge?
- What is it that happens?
- What causes it to happen?
- What is the effect?
- What are the important elements or factors that cause this effect?
- How do these factors or elements interrelate?
- Will this result always happen from these causes? Why or why not?
- How would the result change if the elements or factors were different?

Sample Sentence Frames

- _____ was caused by _____ .
- As a result of _____ , _____ .
- If _____ , then _____ .
- In order to _____ , _____ .
- For this reason, _____ .
  _____ has been caused by _____ , thus _____ .
- Due to the fact that _____ , it seems evident that _____ .
  _____ has led to _____ . For this reason, I believe that _____ .
- If _____ is _____ , then I predict that _____ .

LANGUAGE FUNCTIONS:
Description and Elaboration

Graphic Organizer
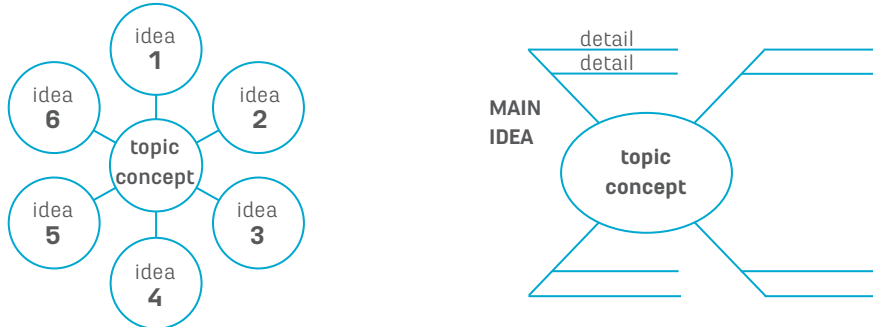
Signal Words Word Bank

includes	also	another	identified by
explains	in addition	reflects	associated with
to begin with	for example	first	between
shows	such as	second	near
for instance	to illustrate	in other words	characterized by
in fact	furthermore	most important	among

Guiding Questions

- What is the concept?
- To what category does the concept belong?
- What are the characters, places, and objects in the text passage?
- What are the most important attributes of the thing being described?
- How does the thing being described work or function?
- Why is this description important?
- How are the pieces related or connected?
- What are the functions of the pieces?
- What are examples of the thing being described?
- What are examples of things that share some of its characteristics/attributes?

Sample Sentence Frames

- _____ shows _____ .
- _____ can be described as _____ .
- Usually _____ .
- _____ is called _____ and is related to _____ .
- _____ is used to illustrate _____ .
- Characteristics of _____ include _____ and _____ .
- _____ can be characterized by _____ .
- _____ ; in other words _____ .
- _____ can be defined as first _____ and second as _____ .
- _____ is _____ ; for instance, _____ .
- An example of _____ is _____ .

LANGUAGE FUNCTIONS: **Claim and Evidence**

Graphic Organizer

```
        ┌─────────────────────┐
        │   Position/Claim     │
        └─────────────────────┘
          │                 │
          ▼                 ▼
    ╭───────────╮     ╭───────────╮
    │ Evidence 1│     │ Evidence 2│
    ╰───────────╯     ╰───────────╯
          │                 │
          ▼                 ▼
     ┌─────────────────────────┐
     │   Argument/Reasons      │
     └─────────────────────────┘
     ┌─────────────────────────┐
     │       Rebuttals         │
     └─────────────────────────┘
     ┌─────────────────────────┐
     │    Counterarguments     │
     └─────────────────────────┘
```
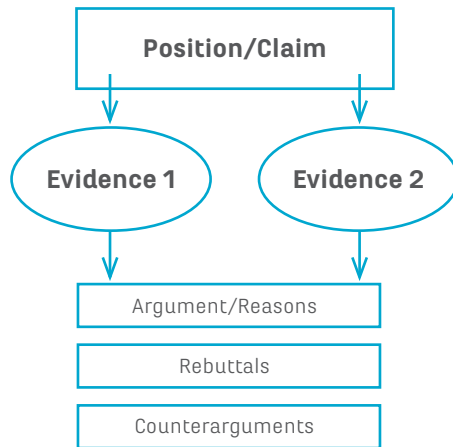
Signal Words Word Bank

believes	nevertheless	evidence
the question is	states	refutes
suggests	persuades	asserts
one answer is	position	against
reasons	opposes	claims
therefore	proposes	defends
for example	argues	

Guiding Questions

- What is the claim or position?
- Why is this important?
- Who will this impact?
- What evidence is given to support the position/claim?
- What reasoning is given using the evidence?
- What might an opponent say to argue against this position (rebuttals)?
- What arguments can be made against the rebuttals (counterarguments)?
- What are the consequences or benefits of this position?

Sample Sentence Frames

- I believe _____ . I believe this because _____ .
- I disagree with _____ because _____ .
- The evidence suggests that _____ .
- (author/proponent of a position) proposes that _____ . She/he/they supports her/his/their position by _____ .
- It is clear that _____ ; therefore, _____ .
  (author/proponent of a position) justifies this position by _____ .
- While she/he tries to persuade us that _____ , the evidence suggests _____ .
- Nevertheless, the evidence strongly points to _____ .

HIGHER EDUCATION **Vignette Scene 3**

Prior to the face-to-face class time, students were assigned video lessons that focused on social conformity and highlighted the following academic vocabulary: obedience, compliance, absolute conformity, informational conformity, and normative conformity.

Professor Perata conducts her lecture on social conformity and clarifies the difference between informational and normative conformity, citing Solomon Asch and Stanley Milgram, while highlighting their famous experiments. She intentionally makes connections to the course topics and syllabus online to provide tangible resources for students to connect the theorists, methods, and key thought leaders influencing sociology.

She uses visual cues within her slide presentations to stress content-area vocabulary words and has incorporated "pause and reflect" time during the lecture for students to generate authentic definitions for the academic vocabulary that she expects the students to retain and incorporate into their online response threads and assignments.

Working in the lab portion of the course, students collaborate in chat rooms and discuss their assigned case study. A graduate assistant monitors each chat room in order to promote academic language and clarify points of confusion.

The current assignment focuses on identifying and analyzing the case study, looking for evidence of social conformity behaviors and actions. To facilitate this discussion, some of the resources provided are overviews of the various language functions used in academic discourse. These language functions—sequencing thoughts/ideas/events into a logical progression, comparing and contrasting ideas/concepts, describing a cause/effect relationship between phenomena or events, elaborating and describing to give more information and discuss important attributes, and supporting claims with evidence—include signal words, guiding questions, and response frames.

Post-Reflection Questions

After incorporating instructional practices for building academic vocabulary and supporting language functions:

- How are students demonstrating proficiency after experiencing the steps of the vocabulary building instructional practices?

- Do the students know the difference between general academic and content-specific vocabulary and why it is important to distinguish between the two?

- How are students demonstrating academic literacy using the language functions scaffolds?

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Accelerating Academic Language in Listening and Speaking
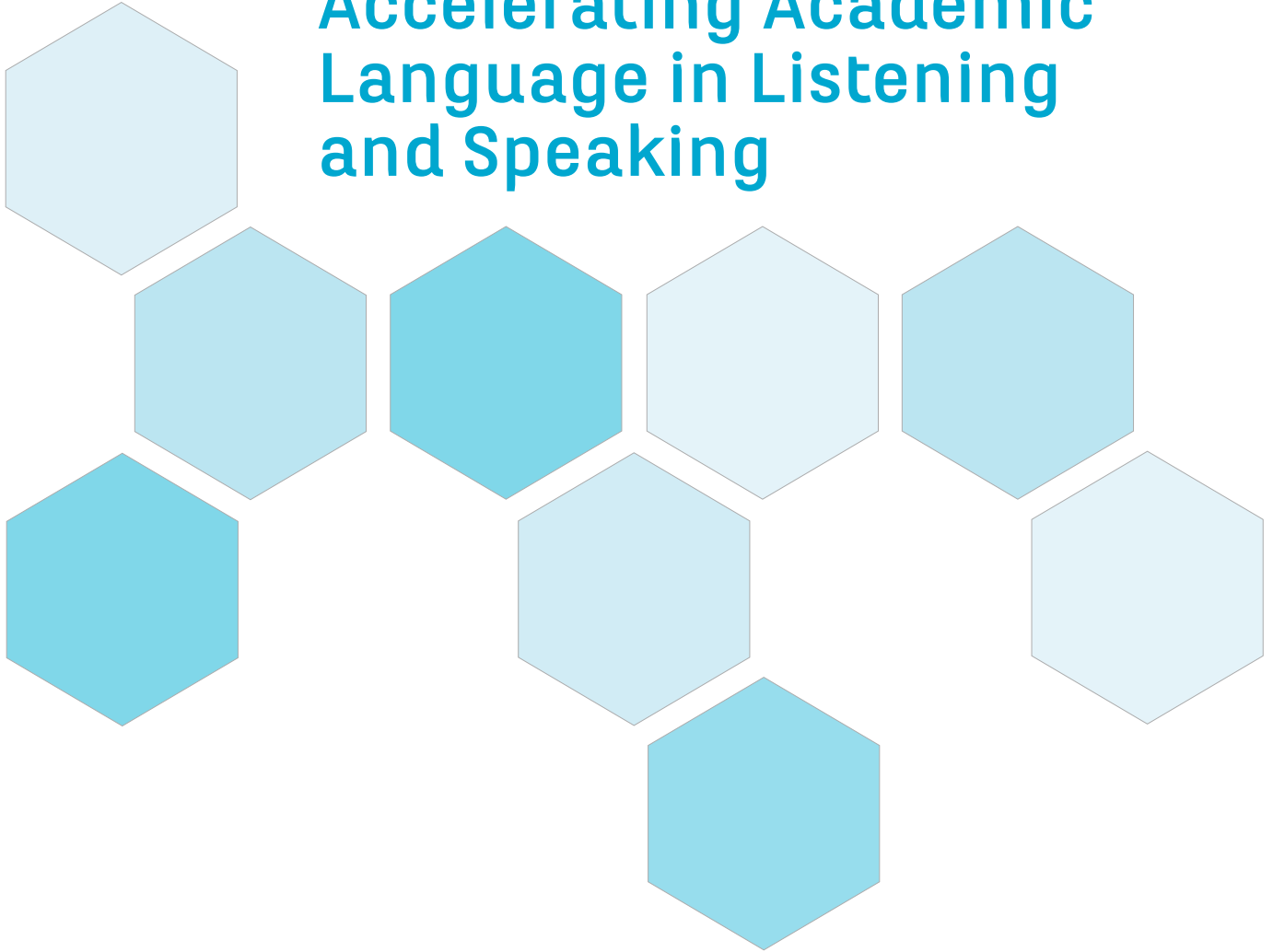
Visit the *AVID Academic Language and Literacy* webpage
on MyAVID for additional materials and resources.

Accelerating Academic Language in Listening and Speaking

CHAPTER **Introduction**

One of the first lessons any teacher learns is that when students are engaging each other in rich discussion about a topic or lesson as they exit the classroom, meaningful connections and learning are happening. When students analyze and explore ideas, concepts, and theories through conversation, they also practice language and communication skills.

These skills are essential for enabling students to think critically and to achieve academic success and college readiness. As Zwiers and Crawford (2011) note, "Oral language is a cornerstone on which we build our literacy and learning throughout life." The ability to hold rich academic conversations is crucial to success not only in school—as evidenced by increasing focus on the context, depth, and breadth of classroom conversations in state standards—but also in career settings. In order to prepare students appropriately, teachers must provide intentional opportunities for academic conversations, where students will learn to collaboratively solve problems and express complex ideas (Zwiers & Crawford, 2011).

As discussed in Chapter 1, everyone is an Academic Language Learner at varying times throughout their educational journey. Put differently, academic language and literacy do not come naturally for anyone. Providing opportunities for structured listening and speaking instruction to increase the depth and complexity of conversation is vital. The culture of the classroom determines the level of risk that students are willing to take in such conversations, so building on the foundation established through intentional philosophical and physical environments (Chapter 2) is also vital.

In the first section of this chapter, Academic Conversations, we address fostering academic discussion and intentionally focusing on listening and speaking as skills that can be mastered, as well as the importance of providing students with opportunities for rehearsal and revision in these discussions. The second section, Structured Listening and Speaking Routines, presents instructional practices outlining routines that incorporate access to rigorous content.

> *" Since the dawn of language, conversations have been powerful teachers. They engage, motivate, and challenge. They help us build ideas, solve problems, and communicate our thoughts. They cause ideas to stick and grow in our minds. They teach us how other people see and do life, and they teach other people how we see and do life. …More than we realize, we are the products of thousands of conversations. "*
>
> Jeff Zwiers and Marie Crawford, *Academic Conversations*

CHAPTER **Objectives**

As a result of this chapter, teachers will be able to:

- Develop students' ability to engage in academic conversations.
- Utilize structured routines to support students' development of listening and speaking skills.

Pre-Reflection Questions

How are students currently taught the skills required for academic conversations?

- Is the level of academic conversations appropriate?

- Once students are taught a skill for listening or speaking, how are they held accountable for practicing and using the skill?

What structured routines are currently used to support students' development of listening and speaking skills?

- What criteria are used to strategically select listening and speaking routines?

- How are skills required for academic conversations integrated intentionally into listening and speaking routines?

ELEMENTARY Vignette Scene 4

As the students enter the room from recess, Ms. Garcia has classical music playing softly in the background. The class president reminds the students that their voices cannot be louder than the music as the students move into their math groups and prepare for today's lesson.

Ms. Garcia's class is familiar with both talking chips and equity sticks to track student participation and student accountability.

Ms. Garcia: "Jesse, I have an opening question today for the class. You get to choose how we respond. Will we respond within a quickwrite or a Think–Pair–Share today?"

Jesse: "Think–Pair–Share with our math buddy, please!"

Ms. Garcia: "Perfect! When we hear our question, to start us thinking like mathematicians, first, think about it individually; second, pair up with your math buddy; and third, share with your math buddy your thoughts and understandings. You have five minutes total, and here is the question: Why are the steps within the order of operations so important to solving mathematical equations?"

Ms. Garcia references the question on the board and circulates through the room, closely listening to the partner discussions in order to assess how students are understanding the content, as well as their use of academic language in explaining their answer to their partner.

Ms. Garcia conducts the lesson, incorporating different colored ink on the document camera to highlight the process and importance of each individual step in the overarching concept. Students work independently and with their math buddies on a variety of equations, paying specific attention to the order of the steps taken to solve each equation. Ms. Garcia has a small group of students working with her on the equations at the back table.

Sylvia: "Ms. Garcia, may we use our colored pencils to show each step in order?"

Ms. Garcia: "Yes, while we are learning the academic steps during our practice, you may use different colors to assist you with remembering. However, when we take our quiz on Thursday, you will need to be able to move through the order of operations smoothly with your #2 pencil."

Ms. Garcia reminds students to check their planners to make sure that they have the assignment written down and provides a few minutes for the students to update their planners and pack up their supplies prior to lunch dismissal.

Ms. Garcia: "Before we leave for lunch, who remembers our song and dance to recall the steps for the order of operations?"

Several students raise their hands, and Ms. Garcia invites them to the front of the classroom to act out the steps in the order of operations to music. After the small group demonstrates, Ms. Garcia addresses the whole class.

Ms. Garcia: "Everyone, please stand up and let's use our inside voices and our bodies to remind our brains of the steps in the order of operations."

ACADEMIC **Conversations**

Teachers recognize that classroom conversations can easily go off topic, often result in confusion, and are hard to manage in a room full of desks, bodies, and backpacks. Two questions that come to the forefront of every teacher's mind when planning for in-class conversations are:

- How do I manage partner and small-group academic conversations?
- How do I ensure that the conversations are rich, remain relevant, and reinforce accurate information?

AVID recognizes these challenges and addresses them with intentional routines, practices, and strategies that are designed for ease of collaboration and student engagement. (See Chapter 2, Developing a Supportive Culture, for more information.) Fundamental to these is setting clear expectations and practicing—over and over (and over and over…) again—to achieve mastery of the skills.

This section addresses these questions and explores academic conversations through the intentional use of **language registers**, practicing active listening, and the power of rehearsal and revision as part of a classroom culture.

Language registers refer to the level of formality to the word and sentence choice, often dependent on the environment, situation, or context of the conversation.

INSTRUCTIONAL PRACTICE:
Using Language Registers

A language register is a style of speaking (encompassing aspects like word choice, body language, and other conversational norms) that is appropriate for a specific social context. Through systematic instruction about language registers and through structured practice, students will be able to recognize, choose, and use appropriate language registers (including the vocabulary associated with the register) in given social contexts.

Instructional Goals

Teachers will:

- Support students in identifying and defining formal and informal language registers.
- Create opportunities for students to engage in role-play in order to illustrate how, why, and when certain vocabulary is appropriately used.
- Teach students to use and internalize academic language scripts in order to practice speaking in the formal register. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 for more information.)

Preparation for Instruction

- Prepare examples of different real-world content applications in a variety of contexts that would require using different language registers.
- Create scenarios relevant to the group's specific needs.
- Consider how students can most effectively be held responsible for using a formal register in academic conversations.

Instructional Strategies

- Introduce the concept of language registers to students.
- Distinguish between **formal register** and **informal register.**
- Provide several examples that illustrate how to appropriately match the right language register to a given real-world context.
- Remind students that with academic conversations in the classroom, they are expected to speak in a formal register.
- Distribute the academic language scripts. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 for more information.)
- Instruct students to work in pairs to practice reading and speaking them aloud. Be sure that they alternate, so they both get listening and speaking practice.
- Reinforce the importance of language registers by having the students engage in a role-play using real-world application of content.
  - Arrange the class into groups of four or five students each.
  - Assign a different scenario to each group.
  - Groups role-play their scenario in two different ways: once in a casual/informal register and once in a formal register.
  - Encourage everyone to role-play at least once.
  - Hold students accountable for speaking in a formal register, as appropriate.

Formal register is the style of speaking most often used to communicate in academic and other "official" contexts/settings. When speaking in the formal register, one uses full sentences and chooses precise words. Body language, posture, and gestures express a less familiar relationship, and interruptions are not considered appropriate. It is the language of, for example, schools, textbooks, tests, and job interviews.

Informal register is the conversational style of communication used with friends, family, and other familiar people with whom there is likely a close relationship. When speaking in an informal register, one may include slang, incomplete sentences, and partial thoughts. Body language may be more casual and relaxed, and interruptions are sometimes acceptable.

INSTRUCTIONAL PRACTICE: Active Listening

Active listening is a fundamental component of academic communication that drives the development of personal awareness and positive interactions. Learning how to be an active listener fosters empathy, autonomy, personal responsibility, collaboration, and inquiry.

Instructional Goals

Teachers will:

- Support students in developing active listening skills during academic conversations.
- Develop positive behaviors that students can use instead of interrupting, such as writing down their thoughts until it is their turn to speak.

Preparation for Instruction

- Set the stage for instruction by providing context and identifying appropriate collaborative situations and examples to practice active listening.

Instructional Strategies

- Model nonverbal communication behaviors that students can use during discussions to demonstrate that they are actively listening.
    - For example, eye contact, posture (lean forward), and nonverbal signaling (nodding head, smiling).
- Emphasize the self-regulatory benefits of these nonverbal behaviors.
    - When students catch themselves losing focus and not listening actively, they can engage these positive nonverbal behaviors to refocus their attention and resume their active listening.
- Discuss counterexamples: common things that people do during conversations which imply that they are not listening.
- Remind students to keep their minds open to new ideas and possibilities during discussions.
- Set expectations for mutual respect. Sarcasm and putdowns are not appropriate during academic conversations. Make these expectations clear.
- Give students ample opportunities to speak and also listen to each other, while engaging the nonverbal communication behaviors that they have learned to demonstrate active listening (e.g., eye contact, posture, nodding, smiling).
- Encourage the use of the academic language scripts to show active listening. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 for more information.)
- Monitor discussions to ensure that students allow conversation partners enough time to begin and finish their thoughts without interruption.
- Act as a language coach and guide students through discussions by providing encouragement, correction, probing, and pushing, while students engage in listening or speaking. (See Instructional Practice: Coaching Language in Chapter 3 for more information.) Coach, as necessary, to increase the level of confidence and sophistication of the conversations.

INSTRUCTIONAL PRACTICE: Providing Opportunities for Rehearsal and Revision

Rehearsal and revision are foundational scaffolds that provide students with the necessary time and practice to allow them to speak in formal register with confidence, ease, and poise. Rehearsal and revision support academic conversations, as students will be better prepared to answer any questions that may arise after they speak.

Instructional Goals

Teachers will:

- Allow students to rehearse and revise in class before speaking to an audience in order to promote effective and professional communication.
- Ensure that students deliver presentations with confidence, while strengthening targeted speaking skills.

Preparation for Instruction

- Identify places in upcoming lessons/curriculum where students will be speaking and interacting—whether it is as a whole class, in small groups, or with partners.
- Determine the expectations for the students, both in content and speaking skills. Content assessed could include academic language and use of a formal register, and speaking skills assessed could include eye contact, speaking volume, and proper posture.
- Create sentence frames and word banks to enhance students' responses.
- Display academic language scripts to support students with academic language practice.

Instructional Strategies

When students are engaging in prepared speaking in front of the class or a smaller group:

- Provide and model sentence frames related to the topic that students can use.
- Provide time for students to prepare the content of their presentations—an essential component of the rehearsal process.
- Scaffold the stress of the presentation, from low to high.
    - Provide time for students to rehearse their speaking with a partner or small group, practicing their speaking skills, as well as rehearsing the content that they will present.

- Have partners or small groups provide feedback to each other on how to improve their speaking.
    - The feedback could be about content (such as formal register, structure, or engagement level) or speaking skills (such as posture or eye contact).
- Provide time for students to revise their content and speaking based on the feedback that they received.
- As students grow more comfortable with speaking, their preparation and rehearsal time should decrease.

When students are engaging in impromptu opportunities to speak aloud in class (in response to a question, to state their opinion, with other "on the spot" speaking tasks):

- Encourage students to think about what they want to say in response and allow "think-time." (At least 30 seconds of think-time is recommended to support processing.)
- Provide students with time to share their thoughts with a partner or in a small group in advance of impromptu speaking.
- Offer an opportunity for independent rehearsal and revision—encourage students to write their response first, prior to speaking.

SECONDARY Vignette Scene 4

Mr. Singh's algebra students enter class and follow the bell work slide projected on the screen at the front of the room. Their tasks are to revisit the previous day's Cornell notes in order to identify at least one point of confusion, and then identify the additional information or clarification that they need in order to answer the Essential Question. Mr. Singh prompts students to use one of the following sentence frames from the "Asking for Clarification" section of the academic language scripts:

- I have a question about that: …?
- Could you please explain what [term in question] means?
- I'm not sure I understood [point of confusion]. Could you please give us another example?

After identifying their point of confusion, incorporating it into the Academic Language Script sentence frame that they will use, and integrating two or three words from the interactive word wall into their clarification statement, they work with an elbow partner. They are reminded on the bell work slide to practice active listening when working with their elbow partner by:

- Listening carefully without interrupting
- Making eye contact with their partner while they share their statement
- Using body language (e.g., posture, nodding head) to show that they are interested in what their partner is saying
- Summarizing their partner's point of confusion statement or asking a clarifying question after their partner has finished talking

While students are engaged with their bell work, Mr. Singh circulates around the classroom, listening for opportunities to provide language coaching, celebrating students' use of academic language and active listening with "snap claps," and identifying trends in students' points of confusion. After elbow partners share with one another, Mr. Singh brings the class back together through the use of a call back.

Mr. Singh: "If you can hear my voice, say, 'We are mathematicians!'"

He repeats this call and response several times, until he has 100% of the class saying, "We are mathematicians," and all eyes and ears are on him. He then places his right hand on his temple, the physical cue for thinking in his classroom, and says, "Take a moment to think about what your partner's point of confusion is and the additional clarification that they need for understanding the concepts we studied yesterday. I am going to pull three equity cards, and when I call your name, please share your partner's point of confusion and the additional clarification that they need. Please take a moment to think about your response for when I pull your card." Mr. Singh scans the room, while continuing to model the physical cue for thinking, and quietly counts to 10 in order to provide adequate think-time for his students. He pulls an equity card, smiles, and addresses the selected student.

Mr. Singh: "Amaya, please share your partner's point of confusion and the clarification that you feel he needs."

Amaya [in a soft voice]: "Malcolm shared with me that his point of confusion is finding the slope of perpendicular lines. He is confused by why perpendicular lines have opposite signs in relation to parallel lines and knows that he needs additional clarification in how finding the slope of perpendicular lines differs from finding the slope of parallel lines."

Mr. Singh: "Thank you for that excellent response, Amaya. I really appreciated your use of Malcolm's name in your response. However, students in the back of the room may not have been able to hear you. Can you restate that one more time and address the entire classroom?"

As Amaya repeats her partner's response with more volume, Mr. Singh bullets out Amaya's response on the whiteboard in a T-chart, with "POC" (point of confusion) on the left and "Clarification" on the right. He then pulls two more equity cards, takes a couple of volunteers, and continues to add to the POC T-chart. He quickly sees, based on his students' responses, that the class feels very confident with finding the slope of parallel lines, but is struggling with finding the slope of perpendicular lines. Having checked for understanding, he clearly sees where he needs to devote additional instructional time before moving to the next concept.
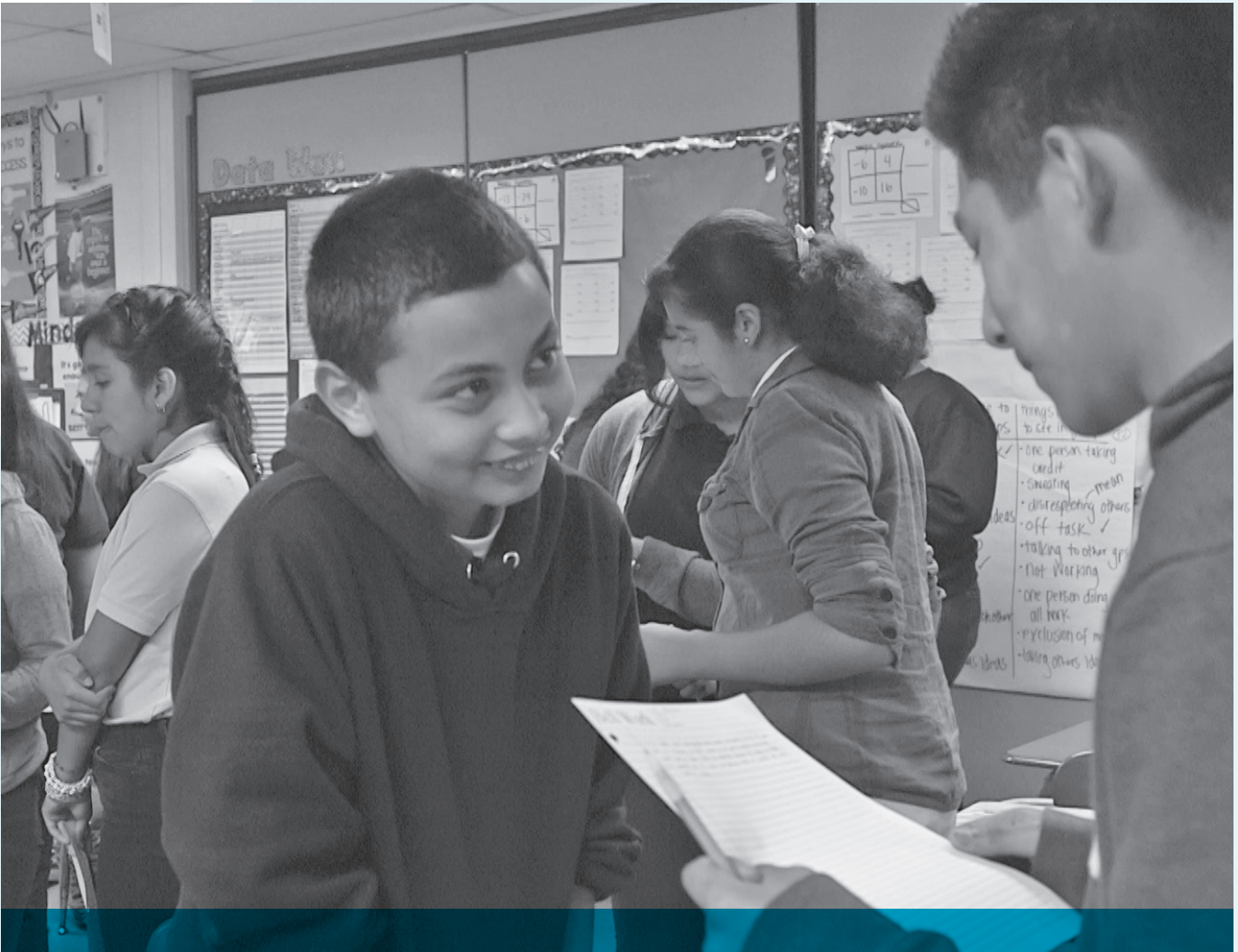
STRUCTURED LISTENING **and Speaking Routines**

Why do we engage in structured listening and speaking routines? Listening and speaking are essential skills that have been overlooked. College and career readiness standards highlight the importance of strong communication skills in a variety of academic settings. According to Zwiers and Crawford (2011), "Conversations are not the only solution to the complex challenge of how to prepare students for future success in life. However…academic conversations can play a meaningful role in meeting this challenge."

In this section, we address the power of structured routines to facilitate listening and speaking. When incorporating these foundational instructional practices into lesson design, students will practice and build rich academic conversations.

INSTRUCTIONAL PRACTICE: **Think–Pair–Share**

Think–Pair–Share provides students with an opportunity to think carefully about a topic or question, and then discuss it with a peer in order to come to a better understanding of the topic. It provides rehearsal time for students to process their understanding prior to sharing. (See Instructional Practice: Providing Opportunities for Rehearsal and Revision in this chapter for more information.) Additionally, listening in on the sharing that occurs among students gives teachers a window into students' understanding.

Instructional Goals

Teachers will:

- Support students' confidence in speaking by providing processing time before speaking.
- Provide an opportunity for students to process and verbalize their learning.

Preparation for Instruction

- Identify points of rigor in upcoming instruction where a Think–Pair–Share will augment learning.
- Determine appropriate collaborative situations and examples.
- Outline key points for the think-aloud.
- Determine if students will sit, stand, or move to a designated area for the partner share.
- Develop the topic/question. (See Instructional Practice: Creating a Reading Task in Chapter 5 and/or Instructional Practice: Developing a Writing Task in Chapter 6 for more information.)

Instructional Strategies

- Model the Think–Pair–Share strategy by completing the following:
  - Providing a model topic/question
  - Vocalizing your thinking in a think-aloud
  - Modeling how to share verbally with a partner
- Provide students with a topic or question and engage them in the routine:
  - **Think:** Direct students to generate ideas related to the topic or question, and then write them down on paper.
  - **Pair:** Ask students to partner with someone near to them.
  - **Share:** Have one partner share their thoughts and supporting reasons, while the other partner listens. Remind students to speak in the formal register and complete sentences. They can use academic language scripts or other sentence frames generated for the topic/question. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 for more information.)
  - Prompt partners to switch roles and repeat.
  - Once adequate time has been allotted for discussion (i.e., rehearsal), elicit student responses and have them share their thoughts with the class.

Lines of Communication is quick to implement and can be used at any point during a lesson. The format allows students to be teachers, where they are able to review multiple examples, problems, questions, and topics, as they move down the line—all while developing their listening and speaking skills in a safe environment.

Instructional Goals

Teachers will:

- Support students in processing their learning and vocalizing it to a peer.
- Encourage students to listen to each other, viewing each other as sources of learning.

Preparation for Instruction

- Determine space parameters and time allocation for this strategy.
- Identify the topic/question/challenge. (Select two or three varying in rigor.)
- Organize or create academic language scripts, sentence frames, or word banks to support formal register practice. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 for more information.)

Instructional Strategies

- Place students in two lines and have them turn to face each other so that each person is directly facing a partner.
- Explain to students that they will have a certain amount of time (generally one or two minutes) to discuss one of the prepared topics.
- Remind students to utilize the formal register and speak in complete sentences. (They can use academic language scripts or other sentence frames generated for the topic/question.)
- After each question/problem/topic is discussed, have the person at the end of one line move to the other end of the same line, as the whole line moves down so that each person is now facing a new partner, ready to discuss another topic (i.e., one line "shifts down," while the other line doesn't move).
- Have additional topics/questions of rigor ready, in case students exhaust all of the discussion topics.

INSTRUCTIONAL PRACTICE:
Jigsaw

Jigsaw provides students with the opportunity to learn from one another by deconstructing information into smaller parts and working together in order to learn about the whole. The expectation that students become an expert on a topic and then vocalize that information to their peers reinforces the importance of active listening and speaking.

Instructional Goals

Teachers will:

- Develop students' speaking skills and confidence by providing small-group collaborative conversation opportunities.
- Reinforce the importance of clear speaking and active listening.

Preparation for Instruction

- Identify a topic or task that is substantial enough to be broken down into smaller chunks (e.g., a long or dense reading, a project-based learning assignment).
- Determine time allotment and where students will sit in their expert groups.
- Determine how you will divide the whole topic/task into components.
- Identify groups ahead of time or determine how you will assign Jigsaw groups during instruction.
- Collect necessary resources for groups to gather information, as applicable, as well as academic language scripts, word banks, and sentence frames.
- Update the word wall to support accurate academic language practice and inclusion in conversations. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 for more information.)

Instructional Strategies

- Divide students into small groups (home groups). The number and size of the home groups is determined by the number of components of the topic (e.g., the number of sections of the text to be read, the number of concepts to be introduced/reviewed).
  - For example, if a text is divided into five sections, there will be five group members in the home group, and there must be at least two home groups.
- Assign each home group member a number that corresponds to some component of the topic to be deconstructed (e.g., a section of the text to be read, a concept to be mastered).
  - For example, given a text that is divided into five sections, "number off" students in each five-person home group, 1–5.
- Each member of a given home group is responsible for becoming an expert on that component (e.g., by reading that section of the whole text or by mastering the assigned concept).

- Each home group should have a member assigned to each component of the topic to be deconstructed.
- To start, students leave their home groups and form expert groups with other students who are assigned the same number.
- Ask each expert group to read/review its assigned component of the larger topic. Expert group members assist each other with questions, clarifications, and summaries as they read/review information.
- Encourage students to take notes during this process. Ultimately, expert group members will return to their home groups as specialized experts.
- To support academic language acquisition, students are provided with time to rehearse and teach the lesson to the other expert group members. (See Instructional Practice: Providing Opportunities for Rehearsal and Revision in this chapter for more information.)
- Signal students to return to their home groups to teach other members about their specialization (i.e., to share what they learned in their expert groups).
  - The use of sentence frames is an important scaffold added to this stage of the instructional practice.
  - In addition, it is important to provide the students time (one or two minutes) to rehearse/revise prior to presenting their portion to the home group.
- Instruct home groups to synthesize the lessons from each expert group into a comprehensive understanding of the whole text or topic by summarizing the main ideas of each component and identifying how all of the parts are related.
  - The synthesis of compartmentalized information into a bigger picture is analogous to assembling a jigsaw puzzle, hence the activity name.
- Have students reconvene as a whole class and share their responses and thoughts.
- Debrief after the Jigsaw to address both process and content.
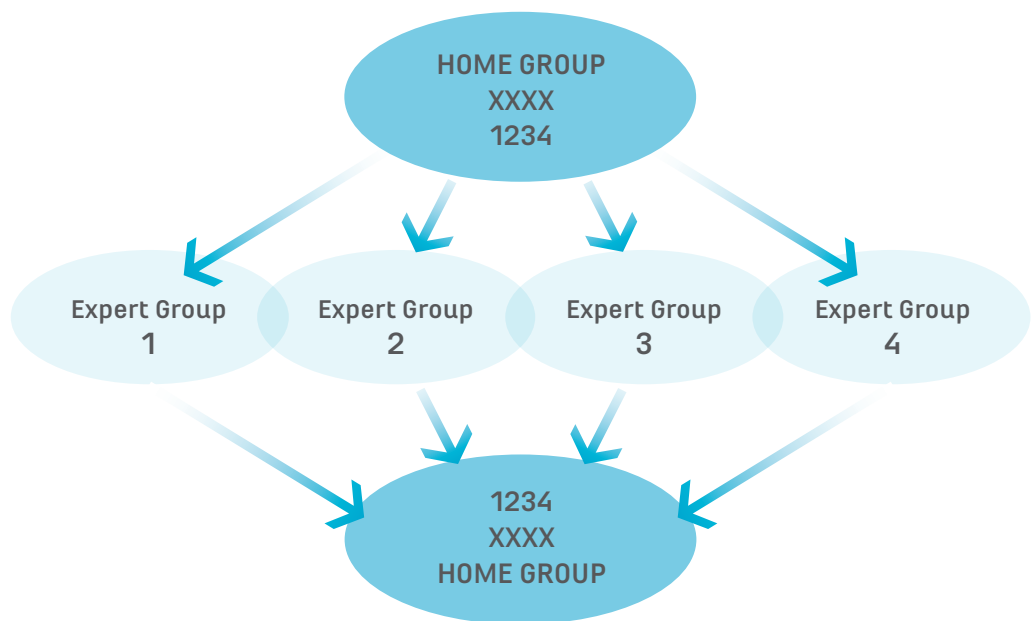
INSTRUCTIONAL PRACTICE:
Numbered Heads Together

Numbered Heads Together provides students with opportunities to collaborate in various ways. This activity engages discourse about a topic/question, and if called upon, the student will represent the group in sharing a summary of the discussion and the subsequent answer/outcome with the whole class.

Instructional Goals

Teachers will:

- Allow students to have quick, collaborative discussions.
- Promote individual and group accountability among students.

Preparation for Instruction

- Determine how students will be placed into groups.
- Identify time allotment and space parameters.
- Choose a topic, question, or task.
- Develop or organize differentiated sentence frames and ensure access for all groups.

Instructional Strategies

- Divide students into groups of four.
    - Note: Group size will vary depending on student needs and lesson modifications.
- Have students in each group number off from 1–4.
- Students discuss a topic, answer teacher-provided questions, or complete an academic task in their groups.
- Ensure that groups understand that each member of the group discusses the topic, answers the question(s), or recaps the learning from the task, and may be called upon to respond to the entire class about any of those.
- Select a random number (from 1–4) corresponding to the number of a group member.
- Assuming that the random number selected is "4," select one or two of the students who numbered off as "4" to discuss/recap the learning. Additional "4" students can also contribute by adding new information to the previous response(s).
- Throughout group and whole-class sharing, remind students to use the formal register and speak in complete sentences.
- Differentiated sentence frames should be provided to support language learners at varied levels.
- Repeat this process with new questions or ideas to discuss.

INSTRUCTIONAL PRACTICE:
Talking Chips

Talking Chips provides students with a visual, so they learn to take responsibility for how much or how little they are verbally contributing to a conversation. This strategy works well when strategically integrated into other collaborative structures.

Instructional Goals

Teachers will:

- Encourage accountable and equitable conversations in small-group discussions.
- Promote academic discourse by asking students to use the formal register, including complete sentences. (See Instructional Practice: Using Language Registers in this chapter for more information.)

Preparation for Instruction

- Prepare an example and be ready to model use of related materials and the process.
- Determine time allotment and space parameters.
- Collect and organize materials for strategy (e.g., sticky notes, slips of paper, game pieces, or another representation of "talking chips").
- Create sentence frames, word banks, or academic language scripts to support increased language development. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 for more information.)

Instructional Strategies

- Model the process for Talking Chips, explaining and showing how the manipulatives/tangibles will be used, and clarify the rules of the strategy.
- Stress the importance of listening attentively when others are speaking.
- Provide each student with their "talking chips."
- During group discussions, instruct students to take out their talking chips.
- Explain that whenever they want to contribute to the discussion, they must place one of their talking chips in the center of the discussion group.
- Clarify for the class that when a student places a talking chip in the center, all other students participating in the conversation must stop talking and listen attentively.
- A student who has used up all of their talking chips must wait for others to use theirs up, too, before they can contribute to the discussion again.
- Once all of the chips are in the center, they can be redistributed, and all participants should be invited to join in the discussion again.
- Remind students to use the formal register and speak in complete sentences.
- Academic language scripts and/or topic-specific sentence frames are used to increase the ease and sophistication of the conversation.

HIGHER EDUCATION **Vignette Scene 4**

Professor Perata has assigned *Analysis of NASA's Post-Challenger Response and Relationship to the Columbia Accident and Investigation* in order to provide a real-world example of the effects of social groups within complex organizations.

Her lecture incorporates video clip examples of small- and large-scale negative effects of social groups, highlighting groupthink, social loafing, in-groups, and out-groups. (See Instructional Practice: Active Listening in this chapter for more information.)

The lectures are videotaped and the chatroom sessions are recorded in order to utilize them during the labs each week. This week, the assignment is to focus on identifying instances or statements that epitomize one of the negative effects of social groups as highlighted in Professor Perata's lecture and support them with evidence in a structured conversation with another student. (See Instructional Practices: Using Language Registers; and Providing Opportunities for Rehearsal and Revision in this chapter for more information.)

Professor Perata asks that students practice listening and speaking like sociologists by carefully listening to what their partner is saying, and then building on that statement to further develop the conversation. (See Instructional Practices: Active Listening; and Using Language Registers in this chapter for more information.)

To prepare students for this assignment, she models an academic conversation (with a graduate assistant) in which the listener consistently misses opportunities to build upon or add on to the speaker's thoughts because the listener was so focused on what the speaker was going to say next. The graduate assistant and Professor Perata then model a conversation that exemplifies active listening, connecting the next piece of evidence and reasoning directly to what the speaker said previously. Students were amazed at the rich level of academic discourse and rigorous thought that the second conversation embodied. (See Instructional Practices: Providing Opportunities for Rehearsal and Revision; Active Listening; and Using Language Registers in this chapter for more information.)

Post-Reflection Questions

After incorporating instructional practices for academic conversations and structured listening and speaking routines:

- How are the skills required for academic conversations routinely utilized in listening and speaking routines?

_____

- Is the level of academic conversations taking place appropriate?

_____

- Are students holding themselves accountable to using listening and speaking skills?

_____

- How are students gradually being given more responsibility for academic conversations?

_____

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Accelerating Academic Language in Reading
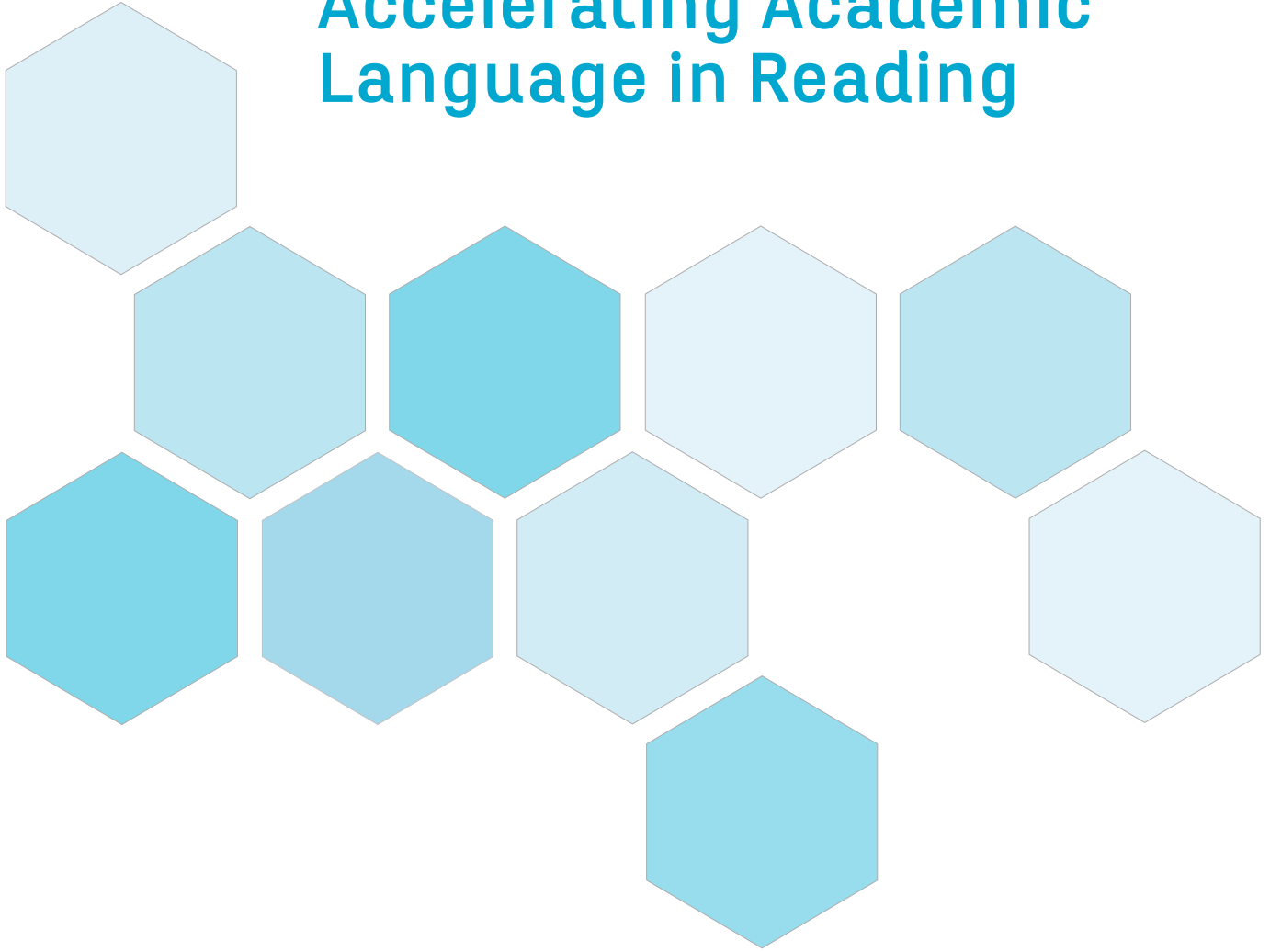
Visit the *AVID Academic Language and Literacy* webpage on MyAVID for additional materials and resources.
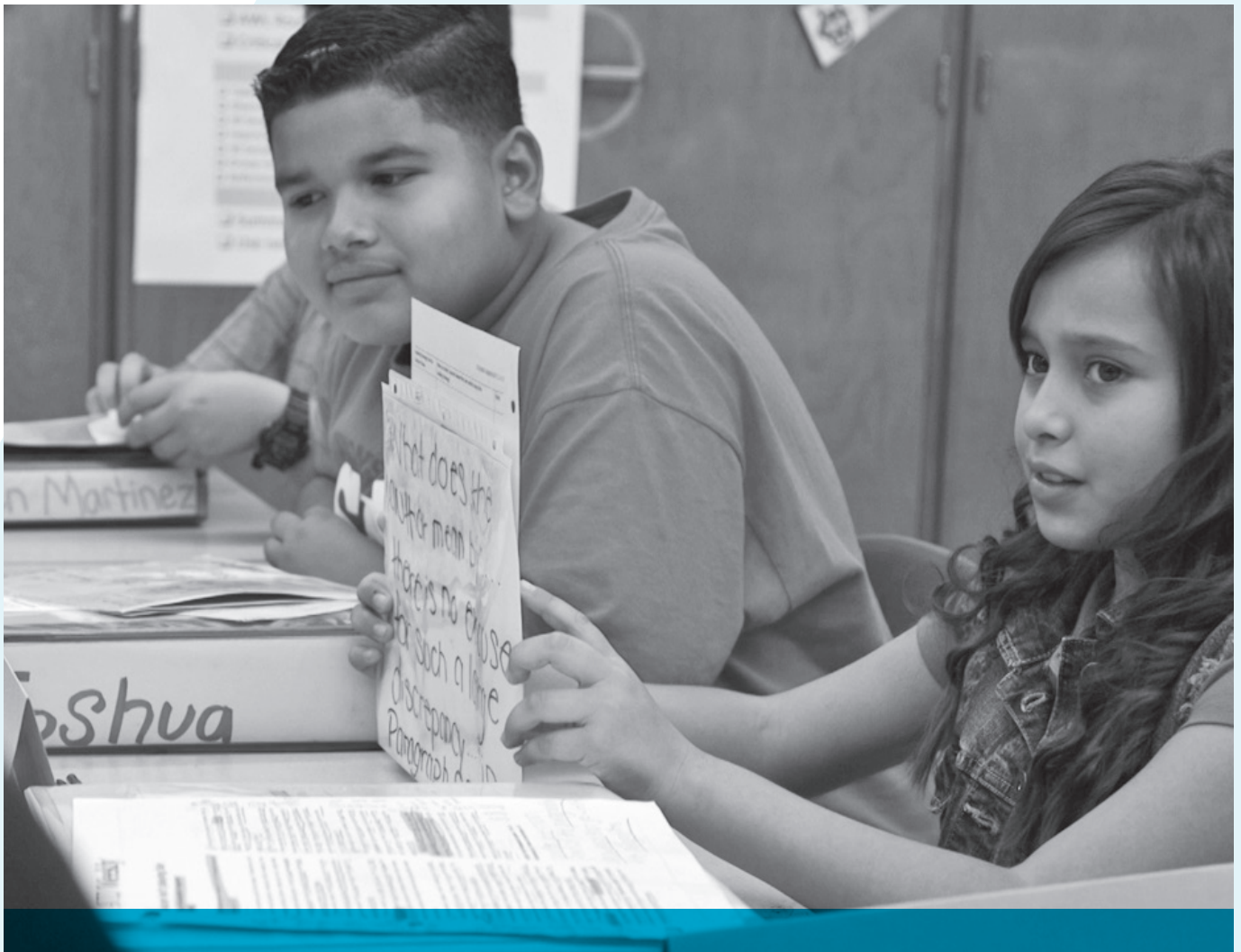
Accelerating Academic Language in Reading

CHAPTER **Introduction**

Learning content through reading forms the bedrock of education. There is an expectation that every child entering the K–12 educational system will learn to read and will make the transition to reading to learn. Many students struggle with acquiring the necessary skills to access content through text. Literacy initiatives, research, curriculum, and resources focused on solving this problem and ensuring that students become literate are numerous. Yet, as many students transition through grade levels, the achievement gap continues to grow and their belief in their own abilities diminishes.

The "Matthew effect" describes a "rich get richer while poor get poorer" phenomenon seen in the literacy and learning trajectories of many students. Essentially, the theory states that early success in reading predicts a positive learning trajectory, and failure to learn early on portends the opposite. This is because students who can read spend time reading grade-level texts and get exposure to text structures, language functions, and complex syntax and vocabulary. (See Instructional Practice: Supporting the Use of Language Functions in Chapter 3 for more information.) Skills continue to grow, while they also acquire rich background knowledge and academic vocabulary (Stanovich, 1986; Walberg & Tsai, 1983). Typically, Academic Language Learners don't share these reading patterns, and consequently, "lack academic background knowledge and language that comes from having hundreds or even thousands of books read to them, from listening to academic oral language (e.g., documentaries on TV), or engaging in rich conversations outside of school" (Wong Fillmore & Fillmore, 2011, as cited in Zwiers, O'Hara, & Pritchard, 2014).

Attempts to address this problem have included the use of simplified texts, massive amounts of frontloading by the teacher, and placing students in courses where access to content occurs without the consistent use of texts. AVID believes that these approaches cannot work because they impede the development of academic language and literacy, while also denying far too many students access to rigor and high expectations necessary for college and career readiness.

In this chapter, we propose a critical reading process for teaching content through the use of grade-level texts, while also intentionally building academic vocabulary, critical thinking, and literacy. In the

Continued

> *We read for a variety of purposes—for enjoyment, to learn, to do something—but comparatively speaking, relatively little of our reading is specifically for the intention of writing. Yet, in school, much of the reading we ask students to do is meant to result in a written product….this type of reading requires a specialized set of cognitive, social, and linguistic processes.*

Douglas Fisher and Nancy Frey,
Close Reading and Writing From Sources

"Before Reading" section of this chapter, we unpack the idea of preparing to read as a key part of the process, emphasizing the importance of modeling and coaching students. The next section, "Text Interactions," outlines the steps of the process that occur during reading, and the "Extending Beyond the Text" section addresses ways to further build academic language and literacy.

Before	During	After
• Selecting Texts and Reading Strategies • Creating a Reading Task • Deconstructing a Reading Task • Previewing the Text	• First Read – Getting the Gist • Second Read – Using Inside/ Outside/Outside Strategies for Target Vocabulary • Third Read – Marking the Text • Text-Dependent Questioning	• Socratic Seminar • Philosophical Chairs

CHAPTER **Objectives**

As a result of this chapter, teachers will be able to:

- Prepare themselves and students for reading activities.
- Deepen students' comprehension of reading through text interactions.
- Make meaningful connections with the reading through activities that extend beyond the text.

Pre-Reflection Questions

How are students prepared for a reading activity?

- What steps are taken to intentionally prepare students for reading?

- What steps do students take to prepare themselves for reading?

What "interacting with the text" strategies are utilized during reading?

- How are multiple reads used to add value to the reading experience?

- How are text-dependent questions used throughout multiple reads?

After reading, what strategies are used to extend beyond the text?

- How are strategies selected to intentionally accomplish student learning objectives?

- How do extension activities serve to help students explore the text more deeply and contemplate their understanding?

ELEMENTARY Vignette Scene 5

Ms. Garcia's class is beginning their social studies lessons on Native American tribes. Making curricular connections for students is a cornerstone of AVID philosophy; therefore, the Grade 4 team's thematic approach to topics within the standards is something that they focus on each year in their Site Team Plan. For example, students read *Island of the Blue Dolphins* while they are learning about water erosion in science and Native American tribes in social studies.

Ms. Garcia: "As we start our social studies lesson today, we are going to make some connections to our current novel. There was a vocabulary word, a more general term for a group of people, which includes many families, generations, or clans. What is that academic vocabulary word?"

Maria: "Aleuts!"

Ms. Garcia: "The Aleuts were a specific group of people in the novel. Let's identify another word that could be used to describe the Aleuts, as well as Karana's 'blank.' Refer to the word wall if you need assistance with making the connection."

Sari: "I think the word is 'tribe.'"

Ms. Garcia: "Excellent! Well done, Sari! 'Tribe' is an academic vocabulary word that refers to the Aleuts in our novel and also will refer to groups of people we will learn about in our social studies lessons. We will be learning about several different tribes: Algonquian, Apache, Cherokee, Choctaw, Hopi, Iroquois, Kumeyaay, Navajo, Pueblo, and Sioux."

Continuing on with the focus of the project, Ms. Garcia outlines the expected outcomes, timeline, and their assigned groups.

Ms. Garcia: "During our library block each week, as well as during our social studies block in class, your project groups will research your assigned tribe. Today, we are going to work together on a group sample to practice how to interact with our text and gather information so that your groups will be ready to use your time wisely at the library this week."

"Our group sample will be on the Sioux tribe, and we will be reading about the Sioux and gathering basic information about their culture and daily life. As with all of our culture studies, we focus on the components of the world culture model. The reading task ties into that model. Using the world culture model, identify and provide at least two examples of each component of culture related to the Sioux."

"As, the Class Secretary passes out the Sioux article to each table group, please get out your reading supplies." *[Students get out sticky notes and colored pencils to move through the steps in the critical reading process.]*

To encourage students to look at the format and design of the article before reading the content, Ms. Garcia engages the students with a few questions.

Ms. Garcia: "What is different in the layout of this article than our textbook? What is similar in this layout to our textbook? Talk with your table group about the design and layout of this article for three minutes."

Students share in table groups the similarities and differences of this article and their textbooks, as well as AVID Elementary Weekly articles that they have been reading this year.

Ms. Garcia has a few table groups share out their findings and provides some helpful hints to approach this article in a way that will incorporate and include information provided in several different visuals within the article.

Using Numbered Heads Together, each table group makes predictions about the content of the article. Ms. Garcia encourages students to use academic language scripts for expressing an opinion and building on what others say to report out team predictions.

Ms. Garcia: "When we first read an article or text that is new to us, what should we do?"

Ms. Garcia prompts the students through the steps of the critical reading process.

Ms. Garcia: "We number our paragraphs."

Ms. Garcia: "Using our reading supplies, let's number the paragraphs, and we should incorporate the paragraphs under the graphics in our numbering process. Let's do this together, so we can all have the same numbering system."

"Now, please do your first independent clean read. First, read through the article. Second, determine the gist of the article. We will then come back to work with our table groups. You have 15 minutes for focused independent reading."

After the allotted time, Ms. Garcia brings the group back together and guides them through table talks around the gist of the article and things to look for in their second read.

Ms. Garcia: "On our second read, I am going to read the paragraphs aloud. When I stop, please choral read the next word in the sentence. As we read, we will stop and identify key vocabulary and phrases together."

Ms. Garcia guides the class through identifying vocabulary words and occasional phrases as they move through the article.

Ms. Garcia: "Tomorrow in class, we will engage in our third read. Using our colored pencils, we will continue identifying key words/phrases and main ideas."

BEFORE **Reading**

One of the major shifts that may be brought about by new college and career readiness standards is that teachers do less with students before reading (less frontloading, anticipation guides, pre-teaching vocabulary, building background knowledge). However, teachers realize that throwing students into rigorous texts without any preparation is also not the solution. This brings some questions to the forefront:

- How do teachers prepare students to read rigorous texts without doing any frontloading?
- How can Academic Language Learners access rigorous texts on their own?
- How much (pre-reading) is too much, and how little is too little?

AVID believes that the answer to this "Goldilocks dilemma" lies in explicitly teaching students how to prepare themselves for reading, as an essential part of the larger critical reading process designed to empower students to learn content, critical thinking, and language from texts through a methodical approach to reading. As author and child development specialist Betsy Brown Braun advises parents, "Prepare the child for the path, not the path for the child." This advice holds true when trying to find that "just right" balance of pre-reading processes that provide Academic Language Learners access to rigorous texts.

This section addresses access to rigorous texts by explaining "prerequisites" to later steps of the critical reading process, including the educator's role in the process, beginning with the careful selection of grade-level texts, and creating reading tasks that align to the learning objectives. It also outlines practices for supporting students before they read the text, including modeling and coaching how to deconstruct the reading task and preview a text. Ultimately, students will grow to be able to identify the pre-reading strategies that work best for them (or develop their own), so they move toward the autonomy that marks college readiness.

INSTRUCTIONAL PRACTICE:
Selecting Texts and Reading Strategies (Critical Reading Step 1)

In using academic texts as a way to teach content-specific vocabulary, critical thinking, and literacy, it is important to choose texts that are complex (written at grade level or higher). With proper supports in place, Academic Language Learners are able to navigate complex texts, and this complexity is critical to academic language and literacy development. Selecting the appropriate text, as well as the strategies to match it, is integral to building academic language and literacy.

Instructional Goals

Teachers will:

- Select complex texts that align with the learning objectives. (See Instructional Practice: Incorporating Daily Learning Objectives in Chapter 2 for more information.)
- Select the appropriate reading strategies for students to accomplish the learning objectives. (See the "Text Interactions" section in this chapter for more information.)

Preparation for Instruction

- Determine learning objectives that target desired content knowledge and language skills.
- Select a text or multiple texts that support the learning objectives.
- Identify vocabulary (general academic and/or content-specific) that is important to the understanding of the text. (See the "Building Academic Vocabulary" section in Chapter 3 for more information.)
- Consider the time allotment. Provide enough time during the class/week/unit for all students to pre-read and interact with the text, collaborate and validate important concepts, and process the information to meet the purpose of the reading.
- In order to support students before, during, and after the reading process, the overarching learning objectives, performance objectives, and current performance levels of the class must all be factored into the decision of what text or texts to select for the class. Be mindful of these three overarching pieces when selecting texts and delivery method of instructional reading strategies.
- Upon selecting a text and strategies, pre-read and interact with the text just as closely as students will be expected to read it, using the specific reading strategies identified.
- Prepare to "think aloud" in front of students as a way to demonstrate thinking and the use of strategies during the modeling phase of instructional delivery.

Instructional Strategies

- This instructional practice is focused on preparing to deliver instruction.

INSTRUCTIONAL PRACTICE:
Creating a Reading Task (Critical Reading Step 2)

Every reading task should begin with a clearly stated reading purpose. Teacher-generated tasks outline the teachers' expectations for the reading, define what students should be thinking about and doing while reading, and guide students in using language functions to determine type of text in order to make decisions about the types of reading strategies that they will need to employ.

Instructional Goals

Teachers will:

- Generate tasks that establish a purpose for the reading and make use of articulated learning objectives, signal words, text features, and language functions to guide students in their individual reading. (See Instructional Practice: Supporting the Use of Language Functions in Chapter 3 for more information.)

Preparation for Instruction

- Select a complex text, determine the reading purpose, and identify learning objectives. (See Critical Reading Step 1.)
- Identify the reading task that will guide the students to determine key concepts and functions that align with the purpose, learning objectives, and ultimately, the extension beyond the reading.

Instructional Strategies

- This instructional practice is focused on preparing to deliver instruction.

Title of Text: _____

Type of Text: _____

_____

_____

Key Elements	Examples
Purpose This statement provides background information or specifically isolates the information on which to focus the reader during the reading.	
Set the Reading Task Identify the strategies most beneficial for the task. Specify the words or elements that the reader should circle, underline, or highlight.	
Outcome The reader is provided with a meaningful goal to extend questions and comprehension beyond the text.	

Deconstructing a Reading Task (Critical Reading Step 3)

Deconstructing a reading task builds the critical thinking skills of identifying context and outcomes when engaged with rigorous texts. As students become more autonomous, they should start generating their own purpose based on the articulated learning objectives, signal words, text features, and language functions. (See Instructional Practice: Supporting the Use of Language Functions in Chapter 3 for more information.) This empowers students to anticipate their own purpose for reading and benefit from predicting what they should be doing or thinking about while reading.

Instructional Goals

Teachers will:

- Provide students with a method to deconstruct reading tasks.

Preparation for Instruction

- Select a complex text, determine the reading purpose, and identify learning objectives. (See Critical Reading Step 1.)
- Generate a reading task that will guide students to determine key concepts and functions that align with the purpose, learning objectives, and ultimately, the extension beyond the reading. (See Critical Reading Step 2.)

Instructional Strategies

- Provide students with the reading task.
- Take students through three reads of the task:
    1. Students listen to the first read as the teacher reads aloud.
    2. After an independent, partner, or small-group second read, students predict what the text will be about based on the reading purpose.
    3. For the third read, students partner read and express their general understanding of the purpose, using academic language scripts. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 for more information.)
- Model for students how to underline or highlight signal words, cross out words or phrases that they think aren't important to the task, and circle major verbs that tell what the purpose of the reading is.
- Students identify any words in the reading task that need clarification or additional information.
- Depending on the current performance level of students, support vocabulary building steps and facilitate the unpacking of the meaning and the steps needed to clarify and respond to the task.

INSTRUCTIONAL PRACTICE:
Previewing the Text (Critical Reading Step 4)

Skilled readers organize information by paying close attention to the text features and language functions that authors use, and then use that information to make connections and predictions about the text.

Text features include elements such as titles, subtitles, review questions, and visuals (e.g., graphs, charts, diagrams, pictures).

Language functions include signal words specific to one of the five functions outlined in Chapter 3. (See Instructional Practice: Supporting the Use of Language Functions in Chapter 3 for more information.)

Previewing features and functions helps set the stage for what an author is doing and supports students in determining the text's purpose, ultimately enhancing reading comprehension.

Instructional Goals

Teachers will:

- Guide students in learning to interpret and use text features and language functions in order to understand connections between the goals and purposes of reading.

Preparation for Instruction

- Select a complex text, determine the reading purpose, and identify learning objectives. (See Critical Reading Step 1.)
- Generate a reading task based on a learning objectives and have students deconstruct the reading task. (See Critical Reading Steps 2–3.)
- Determine the text features, language functions, and connections or predictions that students should make or identify from the text when previewing it.

Instructional Strategies

For each of these components of previewing the text, first model the strategy for the whole class, then gradually release—allowing students to complete the steps in small groups before ultimately allowing them to complete the steps independently.

Previewing Text Features:

- Have students preview the text without actually reading it. Ask them to report on what they see. Are there subtitles, changes in typeface, pictures, or other features?
- Ask students to note the layout of the text, observing titles, subtitles, sections, and page breaks. Noting organizational signals will help students build a mental road map, providing an idea as to how the author has structured the text.

Previewing Text Functions:

- Have students skim the text, looking for signal words that may give insight into the text. This could include signal words about the genre, style, point of view, or language function being used. (See Instructional Practice: Supporting the Use of Language Functions in Chapter 3 for more information.)

Making Connections and Predictions:

- Based on the information that students have collected about the text features and language functions through their preview, have them make connections to prior knowledge. This could include connections to previous learning, experiences, themselves, and the world.
- Encourage students to make predictions about the text, especially about the main idea of the text. If students struggle with this step, refer back to the text features and functions and/or allow them to read the first and last paragraph of the text in order to develop their predictions.

SECONDARY **Vignette Scene 5**

Mr. Singh's algebra classes have moved on to solving systems of equations. As most of his students have developed competency at this skill, he feels ready to provide a challenging word problem that requires them to apply both language and literacy to content. As he is planning this lesson, he thinks about how he will group his students for this task and which students are best grouped together. He ultimately decides that he will divide students into groups of five and strategically determines the groups. He identifies word problems that are accessible, yet challenging, in terms of content and language demands. Mr. Singh is now ready to take this lesson into his classroom.

After introducing the daily learning objectives, Mr. Singh places students into preplanned groups and provides a word problem to each group. Mr. Singh starts by having groups deconstruct the problem (i.e., the reading task): One volunteer from each group reads the problem out loud to the group. For the second read, students read the problem silently and then express their general understanding of the problem to the rest of the group. Working together, they underline signal words, cross out words or phrases that they think aren't important to the problem, and circle major verbs. For the third read, he has them number off from 1–5, and then asks them to read the word problem one more time through the lens of an assigned role:

1. Predict
2. Visualize
3. Clarify
4. Question
5. Summarize

Mr. Singh gives the students time to discuss the problem, from the perspective of their assigned roles, before trying to solve it. He provides sentence frames for each role:

- Predict: "My guess is that the solution may be something like _____ because _____."
- Visualize: "We could solve this by graphing/substitution/linear combination, and here is my sketch of what that might look like."
- Clarify: "I was a little unclear about the word _____ (and/or) this section of the word problem. However, after using inside/outside/outside, I now see that _____ means _____."
- Question: "While Predict/Visualize/Clarify was speaking, I started to wonder what the text meant by _____."
- Summarize: "Based on what we read and what everyone has shared, it sounds like the summary of our task and solution steps is _____."

Once each role has shared, Mr. Singh instructs each group to begin working together to solve the problem. Mr. Singh moves from group-to-group, providing guidance and coaching students in their use of academic language. After groups have solved the word problems, Mr. Singh then has students reflect and identify an "aha moment" that occurred during the group work. He then has students do a "whip around" at the table, sharing their "aha moment" with their group.

TEXT **Interactions**

" *A significant body of research links the close reading of complex text—whether the student is a struggling reader to advanced—to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness.* "

Partnership for Assessment of Readiness for College and Careers, *Structure of the Model Content Frameworks for ELA/Literacy*

Students spend the bulk of their time during the critical reading process interacting with the text. As mentioned previously, students struggling with academic literacy have not been provided access to grade-level texts and have, therefore, not developed the reading fluency required for learning content from rigorous texts. It is crucial that educators be intentional and explicit in modeling, guiding, and coaching their students during this stage of the reading process, while providing opportunities for multiple reads of texts that matter. Depending on students' current performance levels, it is intended to begin with short, grade-level texts, with the ultimate goal that students internalize the steps and transfer that knowledge to longer texts, chapters, and entire volumes of text.

This section outlines the steps that occur during this stage (interacting with the text) of the critical reading process. Instructional practices for each of the multiple reads of a text are outlined and include: getting the gist of the text, identifying vocabulary or phrases that impede comprehension (and what to do), marking the text (as a strategy for engagement in the rigorous thinking required of the text), and the creation of text-dependent questions. Interacting with the text through these instructional practices allows teachers to foster an apprenticeship mindset with their students, while also supporting the development of academic language and literacy.

INSTRUCTIONAL PRACTICE:
First Read – Getting the Gist (Critical Reading Step 5)

When students read a text for the first time, they should focus on the overall gist, or basic understanding. By scaffolding reading expectations, especially during this first read, teachers can help students avoid becoming overwhelmed and shutting down.

Instructional Goals

Teachers will:

- Support students in getting the gist of a text and identifying points of confusion about the text.

Preparation for Instruction

- Select the text and identify the purpose for reading, create a reading task, deconstruct the reading task, and preview the text. (See Critical Reading Steps 1–4.)

Instructional Strategies

- Inform students of the reading purpose for the first read: to get the gist of the text and identify specific points of the text that are confusing to them.
- Guide students through numbering the paragraphs.
- Instruct students to read the text only one time.

Either in writing or verbally, have students communicate their basic understanding, or gist, of the reading at this point.

INSTRUCTIONAL PRACTICE:
Second Read – Using Inside/Outside/Outside Strategies for Academic Vocabulary (Critical Reading Step 6)

During the second read of a text, students focus on developing knowledge related to unknown vocabulary in the text. Students use strategies to help them define vocabulary without solely relying on glossaries and dictionaries.

Instructional Goals

Teachers will:

- Guide students in approaching unknown vocabulary through inside/outside/outside strategies.

Preparation for Instruction

- Select the text and identify the purpose for reading, create a reading task, deconstruct the reading task, preview the text, and conduct a first read. (See Critical Reading Steps 1–5.)

Instructional Strategies

- Students read the text a second time, focusing this time on identifying words with which they are unfamiliar and highlighting these words.
- Students use the inside/outside/outside strategies to develop their understanding (Frey & Fisher, 2009):
    - Inside: Students first practice "inside-the-word strategies," including examining word parts, such as prefix, suffix, root, base, cognates, and word families. (See Instructional Practice: Breaking the Word Into Components in Chapter 3 for more information.)
    - Outside: If students need further clarification, students explore "outside the word" for **context clues**. Based on the context clues in the sentence or paragraph, students make an educated guess about what the word means.
    - Outside: If the word or phrase is still impeding students' comprehension, as a final step, students search "outside the text" again using additional resources, such as dictionaries, thesauruses, glossaries, or the Internet to figure out the meaning of words.
- Reinforce the importance of employing the first inside/outside vocabulary strategies before seeking definitions in outside resources.
- Model for students how to use resources effectively to find a definition and how to annotate the text with an authentic definition. (See Instructional Practice: Generating Authentic Definitions in Chapter 3 for more information.)

Context clues refer to definitions, examples, synonyms, or signal words in the sentence or paragraph around a word that help infer the word's meaning.

During the third read of the text, students make deeper connections by marking the text in order to identify key words and phrases that connect with the reading purpose.

Instructional Goals

Teachers will:

- Enable students to identify key words, main ideas, and/or the author's purpose and claims.

Preparation for Instruction

- Select the text and identify the purpose for reading, create a reading task, deconstruct the reading task, preview the text, conduct a first read, and use inside/outside/outside strategies as needed. (See Critical Reading Steps 1–6.)

Instructional Strategies

- Students read the text a third time—pencil in hand—focusing on isolating key information.
- As students complete their third read, instruct them to mark the text with their pencil:
    - Circle key words, which could be signal words/phrases or other key words or academic language in the text.
    - Underline sentences that show the author's claims or other important information relevant to the reading purpose.
- Students compare how they marked the text with a partner or small group, identifying differences in what they circled and underlined.

INSTRUCTIONAL PRACTICE:
Text-Dependent Questioning (Critical Reading Step 8)

Creating text-dependent guiding questions deepens reading comprehension by providing students with a specific focus at key points while reading. These types of guiding questions are intended to move students into higher-level thinking about texts through drawing inferences and making meaning. Text-dependent questions foster a deeper discussion and analysis of a text, in which students have to cite evidence to support claims.

Instructional Goals

Teachers will:

- Create text-dependent questions to guide students through challenging texts.
- Scaffold the questions to build student comprehension from word, to sentence, to paragraph, to segments, to entire text, to across texts.
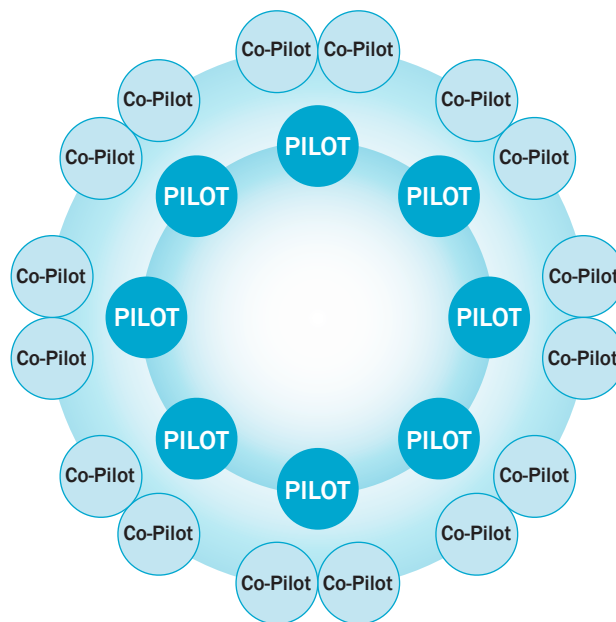
Preparation for Instruction

- Select the text and identify the purpose for reading, create a reading task, deconstruct the reading task, preview the text, conduct a first read, practice using inside/outside/outside strategies, and conduct a third read. (See Critical Reading Steps 1–7.)
- Based on the chosen text, select or create at least one or two text-dependent questions that correspond to words, sentences, paragraphs, segments, the entire text, and other texts. (See Educator Resource: Text-Dependent Questions for more information.)
- Strategically choose when to deliver these text-dependent questions in order to align with students' readiness.
- Decide how students may process and answer the questions, such as written responses or small-group discussions.

Instructional Strategies

- Please refer to the Educator Resource included in this instructional practice to support and assist students with text-dependent questions.
  - As students read a text, interject at appropriate (and pre-planned) places with strategically developed text-dependent questions.
  - Ask text-dependent questions at the word, sentence, and paragraph level to assess and develop students' understanding of the content of the text as they progress through it.
  - Move through this progression to text-dependent questions at the segment and entire-text level to assess and develop students' understanding of the purpose of the text.
  - Culminate with text-dependent questions that spark connections across texts, build a broader knowledge base, and deepen understanding.
- However students are responding (written, small-group discussion), encourage them to cite evidence from the text to justify their responses to text-dependent questions.
- Consider adding general text-dependent questions to the walls of the room and give students opportunities to use these posted questions with increasing independence in order to develop their own plans for reading a text, and assess and deepen an understanding of a text's content and purpose. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 for more information.)

Text-Dependent Questions

Word
- Why does the author say/use (word choice) to illustrate his/her opinion/proposition/main idea/assertion?
- How does the author's word choice affect the mood or tone of the reading?
- What are some examples?

↓

Sentence
- Which sentence supports the author's position/main idea the best?
- Why does the author choose the first/last sentence to open or close the reading?
- What does the author mean by…?

↓

Paragraph
- Why does (the author) use statistics/quotes/anecdotes/data to support his/her proposition/main idea?
- Which paragraph has the most impact or strongest impression? Why?

↓

Segments
- How does this segment connect to the author's purpose or the overall meaning of the text?
- Which segment of the text is the most important, and why? Justify your answer.

↓

Entire Text
- What is the position/main idea/proposition of the author? What evidence is given?
- How does the title connect to the main idea or author's proposition?
- Why does the author use this organizational pattern to communicate his/her position/main idea/assertion?

↓

Across Texts
- How does this text relate to other ideas or concepts that we are learning/have learned in this class or another?
- How does this text build or add to our knowledge of…?

EXTENDING **Beyond the Text**

The purpose of reading—with all of the time and attention that we put towards teaching students how to read—is to empower our students to make connections between texts, across content areas, to themselves, their communities, and the world. Research shows us that "high-impact and engaging instruction, increased responsibility, and cooperative learning all improve students' behavior and motivation" (Rollins, 2014) and this is even more intentional for reading and writing skills.

Extending beyond text is academic literacy. In the rush to cover content, educators may feel pressured to eliminate from their lessons rich opportunities for extension. AVID believes that college and career readiness includes mastery of how to transfer language, ideas, content-area knowledge, and critical thinking from text to the world; and therefore, these opportunities for extension should be increased.

This section builds on previous sections in this chapter and outlines two foundational components for extending beyond the text: Socratic Seminar and Philosophical Chairs. These instructional practices embody the AVID philosophy and incorporate strategies for developing academic language and literacy, along with rigorous content-area knowledge.

" A book is a device to ignite the imagination. "

Alan Bennett

INSTRUCTIONAL PRACTICE:
Socratic Seminar

Socratic Seminar is a structured, collaborative dialogue, focusing on a common text or resource that students have analyzed and toward which they have prepared questions to spur the discussion. This strategy provides a format for students to use academic language (forms, functions, and features) to deepen academic literacy and allow for the expression of critical thinking.

Instructional Goals

Teachers will:

- Facilitate a student-led dialogue in order to develop a deeper understanding of complex texts.
- Coach students to talk about text in an academic way.

Preparation for Instruction

- Select the text and identify the purpose for reading, create a reading task, deconstruct the reading task, preview the text, conduct a first read, practice using inside/outside/outside strategies, conduct a third read, and promote text-dependent questioning. (See Critical Reading Steps 1–8.)
- Create a word bank for students to use during the Socratic Seminar. (See Instructional Practice: Supporting the Use of Language Functions in Chapter 3 for more information.)

Instructional Strategies

- Discuss the purpose and format of the Socratic Seminar with students.
- Students generate at least two higher level, text-dependent questions that will help them probe deeper into the meaning of the text and the author's intention. (See Instructional Practice: Text-Dependent Questioning in this chapter for more information.)
- Students utilize academic language scripts during the Socratic Seminar. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 and Educator Resource: Academic Language Scripts to Support Socratic Seminar in this chapter for more information.)

- Share, or co-create with students, a word bank for the Socratic Seminar.
- Students arrange their chairs into a circle—with the word bank visible—in a pilot/co-pilot arrangement for the purpose of rehearsal and revision. (See Instructional Practice: Providing Opportunities for Rehearsal and Revision in Chapter 4 for more information.)
- Students should have all of their necessary materials for participating in the Socratic Seminar—marked text, questions, academic language scripts, and a pen and paper for taking notes—with them.
- Each student in the circle reads one of their questions to ensure that every student speaks. After listening carefully, the Socratic Seminar leader, or the students, can select one as the starting question to open the conversation.
- Begin the dialogue with participants responding to the opening question. The discussion continues as group members ask clarifying questions or offer responses. Consistently require students to build upon the comments and analysis of others using academic language scripts.
- Pause periodically for pilot/co-pilot discussion or for students to switch roles.
- End the Socratic Seminar with a verbal or written debrief and reflection upon the process.

Academic Language Scripts to Support Socratic Seminar	
Inviting Others Into the Dialogue	• Does anyone agree/disagree? • What gaps do you see in my reasoning? • What different conclusions do you have? • _____ (name), what do you think? • I wonder what _____ thinks? • Who has another idea/question/interpretation? • _____ (name), what did you understand about what _____ said? • We haven't heard from many people in the group. Could someone new offer an idea or question?
Offering a Suggestion and Redirecting the Seminar	• We can't seem to find the connection to the text. Could you point out what and where that connection is? • We all want to remember that our goal is a flow of questions, comments, and ideas to be shared, rather than a debate to be won. How could your comment be rephrased to reflect our goal? • Maybe you/we could _____ . • Here's something that you/we might try: _____ . • What if we _____ ? • We seem to be having a debate instead of a dialogue, can we _____ ? • Who has another perspective to offer that will help us refocus the conversation? • Let's look at page _____ and see what we think about _____ .

INSTRUCTIONAL PRACTICE: Philosophical Chairs

Philosophical Chairs is a structured form of academic discourse that relies on a central statement as the foundation for discussion and informed debate. It is a form of dialogue in which students develop a deeper understanding of a text or subject. This strategy gives students opportunities to improve verbal capability and fluency, as well as develop skills in the precise use of academic language.

Instructional Goals

Teachers will:

- Facilitate student-led conversations to develop a deeper understanding of complex ideas through rigorous and thoughtful academic discourse.
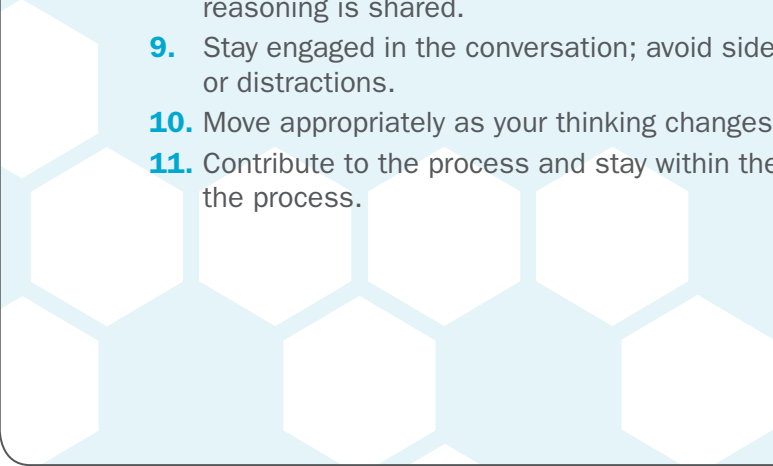
Preparation for Instruction

- Select the text and identify the purpose for reading, create a reading task, deconstruct the reading task, preview the text, conduct a first read, practice using inside/outside/outside strategies, conduct a third read, and promote text-dependent questioning. (See Critical Reading Steps 1–8.)
- Create a word bank for students to use during the debate. (See Instructional Practice: Supporting the Use of Language Functions in Chapter 3 for more information.)

Instructional Strategies

- Review the purpose and format of Philosophical Chairs with students.
- Introduce the central statement that will be discussed and share the word bank.
- Have students brainstorm and record as many arguments as possible for and against the statement, and then summarize their current personal position on the statement using an academic language script or sentence frame. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 for more information.)
- Before beginning the activity, review the Educator Resource: Rules of Engagement for Philosophical Chairs.
- Have students select quotations, paragraph numbers, or page numbers from the text that support their positions.
- To begin the activity, designate one side of the room as the agree side and the other as the disagree side.
- Instruct students to move to the side that best represents their perspective and have each side face the other.
- Starting with the agree side, alternate between the two sides, as students debate the merit of the central statement in a structured manner.
- The debate should move in an orderly, structured manner, back and forth between the two sides. Each student should summarize the previous speaker's argument before providing a reason supporting their perspective, clarifying a previously mentioned statement, or directing a question at their opposition. Coach students to regularly use academic language and the formal register.
- As the final step of Philosophical Chairs, debrief and reflect upon the process.

Rules of Engagement for Philosophical Chairs

1. Maintain focus on the assigned reading task.
2. Focus on the speaker and actively listen to what is being said, expressed, and implied.
3. Remember, only one person speaks at a time.
4. Keep an open mind and seek to understand the speaker's point of view.
5. Restate the ideas presented by the previous speaker or speakers before addressing or expanding on the thinking.
6. Be succinct. Support your opinions and ideas with facts and text-based evidence.
7. React and respond to ideas, not people.
8. Adjust your thinking as you gain more information or new reasoning is shared.
9. Stay engaged in the conversation; avoid side-conversations or distractions.
10. Move appropriately as your thinking changes or is redefined.
11. Contribute to the process and stay within the parameters of the process.

HIGHER EDUCATION **Vignette Scene 5**

Prior to this week's lecture, Professor Perata has assigned a text about the women's rights movement and posted a reading task on Blackboard (the university's online course system) that outlines the purpose of the reading, identifies the reading task, and specifies the outcome of the reading. Working with their online groups, students deconstruct the reading task through:

· Identifying relevant background information about the text or author by answering the questions, "Does the reading task establish any context?" and "What do we know about the text before we even read it?"

· Summarizing what the reading task is asking them to do with the text

· Identifying key words or phrases that help them understand the reading task

· Identifying major verbs in the reading task

Professor Perata has assigned students a reciprocal teaching role—alphabetically by last name—and informed them that they are to utilize the assigned lens during their first reading of the text, prior to their lab class.

1. Predict (A–E)
2. Visualize (F–J)
3. Clarify (K–O)
4. Question (P–T)
5. Summarize (U–Z)

Additionally, Professor Perata provides sentence frames for each role to guide the responses that she is expecting:

- Predict: "My guess is that the situation in the 1960s may be something like _____ because _____."
- Visualize: "We could theorize this by _____, and here is my outline of what that might look like."
- Clarify: "I was a little unclear by the word _____ and/or this section of the reading passage."
- Question: "While Predict/Visualize/Clarify was speaking, I started to wonder what the text meant by _____."
- Summarize: "Based on what we have read and heard, it sounds like the summary of the text is _____."

After deconstructing the reading task, students read the text and use the reciprocal teaching roles to engage in a structured, collaborative discussion that is centered on the text. Professor Perata is pleasantly surprised by the high level of questioning and conversation that students bring to the lecture as a consequence of this structured reading of the text.

Post-Reflection Questions

After incorporating instructional practices for supporting academic language development before, during, and after reading:

- What steps were taken to intentionally prepare students for reading?

———————————————————————————————————————

———————————————————————————————————————

- What steps did students take independently to prepare for reading?

———————————————————————————————————————

———————————————————————————————————————

- How were text-dependent questions used throughout multiple reads?

———————————————————————————————————————

———————————————————————————————————————

- How were strategies selected to intentionally accomplish student learning objectives?

———————————————————————————————————————

———————————————————————————————————————

- How did extension activities help students explore the text more deeply and contemplate their understanding?

———————————————————————————————————————

———————————————————————————————————————

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Accelerating Academic Language in Writing
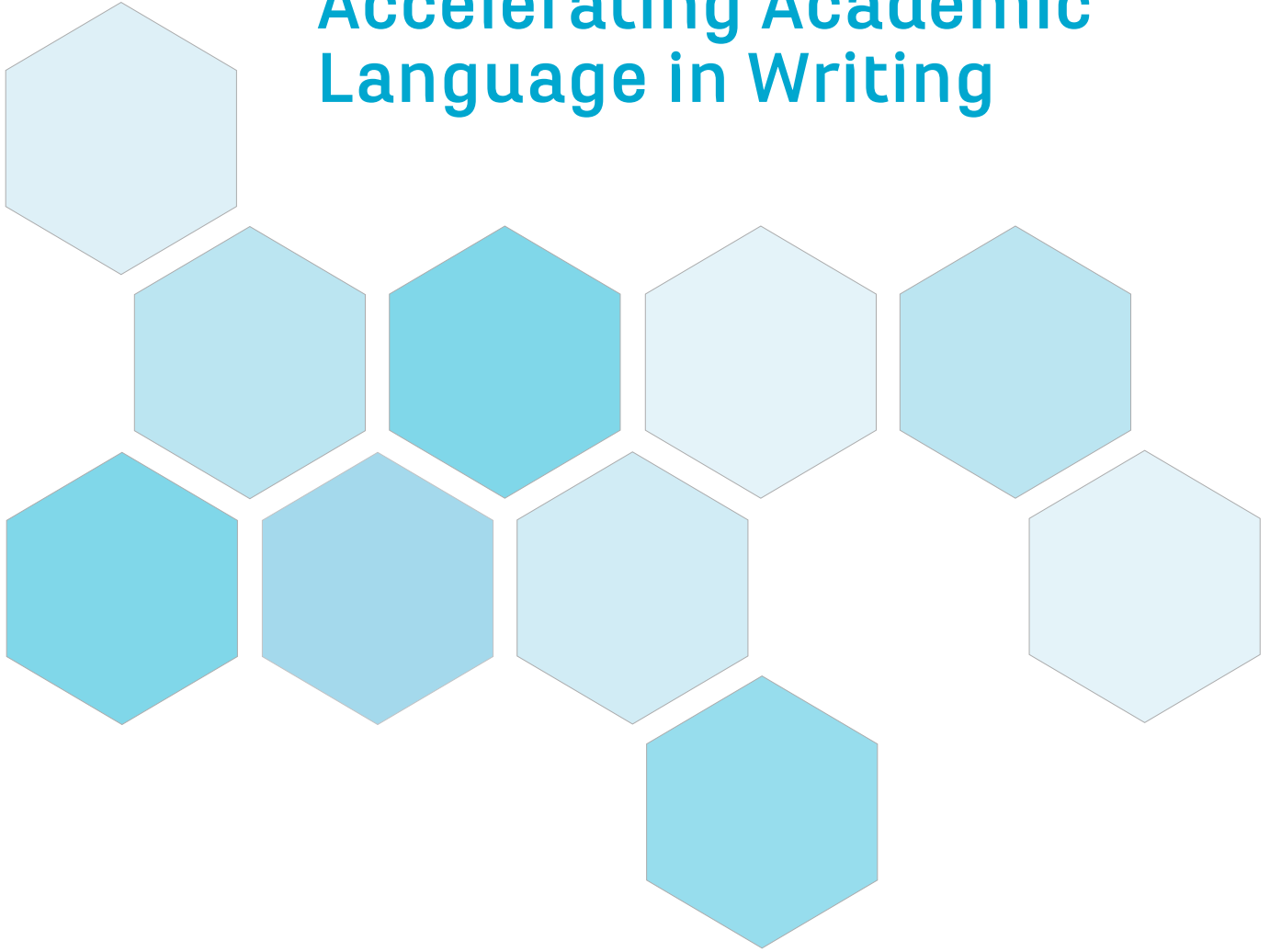
Visit the *AVID Academic Language and Literacy* webpage on MyAVID for additional materials and resources.

Accelerating Academic Language in Writing

CHAPTER **Introduction**

To meet new college and career readiness standards, according to Zwiers, O'Hara, and Pritchard (2014) in *Common Core Standards in Diverse Classrooms,* "Students need to learn how to use language to clearly communicate whole messages that are valued in the discipline." With the increased demands of informational and argumentative writing across all content areas, there is a renewed awareness of the need to teach the skills required to successfully navigate writing tasks.

Accelerating academic language through writing in content classes requires a paradigm shift in where we focus instructional time and attention. In our quest to cover content, foundational components of writing—speaking, listening, academic vocabulary, and language functions—have taken a backseat. Unintentionally, bad writing habits get reinforced and students' ability to gain ownership of the writing process is impeded. Shifting the focus from primarily teaching content in addition to foundational components of language to teaching content *through* these foundational components of language, and in turn through writing, will go a long way toward supporting every Academic Language Learner.

When writing is an expectation in every classroom, it becomes a powerful learning tool that is transportable from classroom-to-classroom. As a learning tool, writing provides students with the opportunity to "think on paper" about new content material, to voice and explore questions, to clarify and organize their thoughts, and to improve their retention of information. Writing is not confined to formal essay writing, but also encompasses paragraph summaries of a science lab or a sentence that sequences the steps of a math problem. Writing is not a skill that develops in isolation. When teachers guide students in writing with scaffolds and supports—like language coaching; word banks, signal words, and language functions; structured speaking and listening routines; and critical reading strategies—writing tasks become incredible content learning experiences. Students utilize these supports, and then learn how to generate ideas and information, and are better able to organize these ideas and information at the sentence, paragraph, and essay level. In short, they synthesize complex thought into formally written academic language because a paradigm shift in instructional focus has helped ALL students "develop the language to express their conceptual thinking—the language of academic success" (Dutro & Helman, 2009).

Our approach is not designed to be a one-size-fits-all model. Rather, it is intended to provide examples and templates to springboard individualized teacher and student learning around the writing process. With the progression of listening, speaking, reading, and writing instruction and skill development, it is our ambition to provide an authentic learning experience for all students.

This chapter outlines a seven-step process that guides educators through instructional planning, instruction, and then student and teacher reflection. This process includes instructional practices that are focused on what an educator does to prepare and do (Planning Focused and Instructional-Delivery Focused), focused on what students do and create (Student-Output Focused), and focused on reflection with the goal of improving (Reflection Focused). They outline the following: engaging in intentional planning to align content learning objectives with specific writing tasks; organizing information into graphic organizers using signal words and content-specific academic vocabulary; transferring organized thoughts to informational and argumentative written work; and finishing with revising, editing, and reflecting on the writing process.

Planning Focused	Instructional-Delivery Focused	Student-Output Focused	Reflection Focused
Identifying Components of a Writing Task	Deconstructing a Writing Task	Drafting	Student Reflecting on the Writing Process
Developing a Writing Task	Organizing a Writing Task	Revising and Editing	Teacher Reflecting on the Writing Process

CHAPTER **Objectives**

As a result of this chapter, teachers will be able to:

- Recognize the multiple steps necessary to instruct students in distinguishing and utilizing language functions in their writing.
- Scaffold students' ability to create quality writing products in a variety of language-function writing tasks.

Pre-Reflection Questions

How are students supported in the writing process?

- How are students expected to use tools, such as graphic organizers or sentence frames, to support their writing?

- How do students recognize and utilize language functions while adjusting their writing to align with a specific writing task?

How are students engaging in the writing process?

- How are students transferring from the scaffolds of sentence frames and (graphic) organizers to paragraph, multi-paragraph, and essay responses?

- What opportunities are provided for reflection around writing as a process?

ELEMENTARY Vignette Scene 6

Ms. Garcia's class is concluding their lessons on the novel, *Island of the Blue Dolphins,* and over the last two weeks, has also been studying erosion and weathering due to water and vegetation for their science lessons. Ms. Garcia asks the students to work with their partners to brainstorm ways that natural forces were incorporated into the novel. She uses her equity sticks to call on five students to share their ideas.

Ms. Garcia: "Natural forces impacted the island of Ghalas-at in our novel. Let's see what vocabulary words we already know."

The students identify several vocabulary words: erosion, weathering, destruction, runoff, waves, beach, ebb, and flow. Table groups reread the section in their textbooks that discusses erosion and weathering while adding to their notes.

Ms. Garcia addresses the whole group and makes connections for the students between the writing structures that they use in essays with the cause-and-effect writing structure that they use in their science journals.

Ms. Garcia: "Let's stop and make connections between our science and language arts writing. Let's think about our thinking: How do we structure our responses in our Science Journals and our Response to Literature Journals?"

Ms. Garcia reviews and reinforces their learning on language sentence frames, templates, and word banks [displayed on the document camera].

Students work in triads with their word bank and frames:.

- _____ was caused by _____.
- The _____ because _____.
- As a result of _____, _____.

Ms. Garcia circulates around the room, explicitly addressing language function and signal words, such as "because," "so," and "though," reinforcing how important word choice is when writing about cause and effect.

Ms. Garcia: "What word bank words did you use in your Science Journal that would transfer to what we experienced in *Island of the Blue Dolphins,* specifically related to the impacts of natural forces?"

INSTRUCTIONAL DELIVERY **for** Writing Across the Content Areas

The question that educators wrestle with is rarely, "Should students write in content areas?" but rather, "How do I teach both my content and the writing process with limited instructional time?" Incorporating opportunities to write may feel overwhelming when one thinks about managing class time, assessing the written task, and providing timely feedback for students as something to be done in addition to teaching content and skills to meet college and career readiness standards.

It's understandable that educators feel they must grapple with the decision to either take "detours" to incorporate more opportunities for writing or forgo writing in order to teach content. AVID believes that the solution to this dilemma lies in reframing the relationship between language and content, and rethinking this instructional delivery question.

In a language-rich classroom, where the instructional practices outlined earlier in this resource are consistently implemented, the goal of learning content aligns—or even completely overlaps—with the goal of developing, using, and improving academic language and literacy in speech and in writing. When mastering content and mastering the language of the content are seen as essentially the same thing, the question becomes, "What is a simple-to-implement process that puts students on the path to deepening content knowledge and further developing academic language, literacy, and writing?"

The writing process outlined here supports this and may begin to shift students (and educators) away from the view that writing tasks are assignments to demonstrate learning and towards the idea that writing is a process for learning. By moving through a progression of sentence frames and multi-sentence frames, the process becomes a tool to accelerate student learning.

INSTRUCTIONAL PRACTICE: Identifying Components of a Writing Task (Writing Process Step 1)

Writing is the most difficult communication tool for students to successfully develop. Yet, writing is an integral component within all core-content areas, from elementary into career. When educators identify, prepare, and develop specific writing tasks that incorporate listening, speaking, and reading, learning and student-created products are the result.

Writing tasks work in tandem with listening, speaking, and reading tasks. In the previous chapters in this resource, we explored these essential components of learning for Academic Language Learners; this process is the culmination of those opportunities for ALL students.

Instructional Goals

Teachers will:

- Guide students in identifying:
  - Purpose of the writing task
  - Expected outcomes of the writing task
  - Appropriate language function to guide development of response

Preparation for Instruction

Key components to consider prior to developing the actual writing task are:

Purpose

Identify the purpose of the writing task. Think about the following:

- Is this task most appropriate in a writing format, instead of listening, speaking, or reading tasks?
- Does this task work in conjunction with a listening, speaking, or reading task?

Performance Objectives and Learning Objectives

Identify key expected learning results related to this task. Think about the following:

- What is the expected behavior that students should exhibit in this writing task?
- What is the expected comprehension or learning that students are exhibiting in this writing task?

Expected Product or Final Submission

Identify the expected format and method for student submission. Think about the following:

- Will this product be submitted into Google Docs, student portfolios, or student electronic binders/lockers/portfolios?
- Will this product be submitted in hard copy?

Language Function

Determine if the language function to be used in the response will be assigned or student-choice. If assigned, identify which language function best aligns with the writing task. (See Instructional Practice: Supporting the Use of Language Functions in Chapter 3 for more information.)

- Sequence?
- Compare and Contrast?
- Cause and Effect?
- Description and Elaboration?
- Claim and Evidence?

Scope and Integration With Other Tasks

Identify the depth of knowledge required to respond to this task. Think about the following:

- Will this task require a significant knowledge base prior to beginning?
- Will this task include listening, speaking, or reading tasks?
- Will this task integrate with listening, speaking, and/or reading tasks to build up knowledge and further learning required to complete this task?

Time Allotment

Identify timeline or timeframe for this task. Think about the following:

- Will this task be completed in class?
- Will this task be completed in phases or stages?
- Will this task be timed?

Instructional Strategies

- This instructional practice is focused on preparing to deliver instruction.

INSTRUCTIONAL PRACTICE: Developing a Writing Task (Writing Process Step 2)

Well-designed writing tasks support students in their development from apprenticeship to mastery in generating writing that meets the demands of college and career readiness standards. It is of utmost importance to design writing tasks that will yield the desired level of thinking and level of writing in the response. This step of the writing process happens in tandem with the first and supports teachers in creating a writing task and planning how to introduce it to, and analyze it with, students.

Instructional Goals

Teachers will:

- Identify general and content-specific academic vocabulary critical to student comprehension of the content in conjunction with the writing task and incorporate this vocabulary into sentence frames and word banks.
- Identify and develop support resources for students to access and use in order to successfully accomplish the writing task.

Preparation for Instruction

- Ensure alignment of purpose, performance and/or learning objectives, scope, and other core components of the writing task. (See Writing Process Step 1.)
- Identify general and/or content-specific academic vocabulary essential to the writing task to incorporate into a word bank. (See the "Building Academic Vocabulary" section in Chapter 3 for more information.)
- To support a wide range of abilities, develop single-sentence sentence frames and multi-sentence sentence frames for students to utilize during the writing process. (See the Basic Multi-Sentence Frames educator resource for more information.)
- Develop specific language-function templates for students to access and utilize during the writing process. (See the Specific Language-Function Templates educator resource for more information.)

Instructional Strategies

- This instructional practice is focused on preparing to deliver instruction.

BASIC Multi-Sentence Frames

By design, sentence frames are intended to assist students with the formal t and reinforce proper use of academic language specific to each topic or content area.

Multi-sentence frames support students with the development of paragraphs so that they are able to develop skill and transition to using language function templates and then independent development of responses to writing tasks.

Sentence frames are tailored to specific content and a specific writing task. Given that need, the frames below are simply examples and are not intended to be used directly with students; rather, they are intended to provide a starting point for thinking and discussion to springboard development of multi-sentence frames authentic to the task.

Multi-Sentence Frame Examples

English/Language Arts

In the novel, …, the protagonist represents …, highlighting the theme of ….

The antagonist represents …, which ignites the conflict that begins in …. Character development plays a large role in this novel, because of …. This is highlighted in chapter … when ….

History/Social Science

During the Renaissance, … and … were instrumental in leading …. This was due to …, …, and …. The advantages of … did not outweigh the disadvantages of …. These facts suggest that …. Some would argue that ….

Mathematics

In this problem, I focused on…. One similarity between … and … is …. One difference between … and … is …. My process is similar to … and influenced my thinking on/about ….

Science

The results are similar to … and …. While … was …,
… was simultaneously …. Sometime later …, resulting in ….

Specific Language-Function Templates

Highlighting the language functions that underlie writing (or speech or reading) can guide students through the metacognitive process of "thinking about their thinking." By design, language functions align with specific knowledge, comprehension, and perspectives on specific topics, content, or theories.

Language-function templates support students as they organize their understandings while guiding alignment of the expected outcomes and key points expected to be addressed in their written responses.

Templates like these are tailored to specific content and a specific writing task. Given that need, the templates below are simply examples and are not intended to be used directly with students; rather, they are intended to provide a starting point for thinking and discussion to springboard development of language-function templates authentic to the task and to supporting all students, from emerging students (apprentice) to accelerating students (mastery).

Specific Language-Function Template Examples

Summary

Sentence Order	Content Focus	Example
1	Who?	*The author argues that…*
2	When?	*During the Renaissance…*
3	Where?	*Throughout the development of…*
4	Why?	*Aligned with the theme of…*
5	How?	*Throughout the report, a series of…*
6	What?	*The overarching concept…*

Sequence

Sequence Order	Content Focus	Example
1	Topic or Title	*In the novel…*
2	1st Event or Fact	*The first time…*
3	2nd Event or Fact	*Meanwhile…*
4	3rd Event or Fact	*Following this event…*
5	4th Event or Fact	*Consequently…*
6	5th Event or Fact	*In the final chapter…*
7	Conclusion or Result	*In this way…*

Compare and Contrast

Sentence Order	Content Focus	Example
1	Topics or Items of Comparison	*When comparing ... and ...*
2	Attribute or Similarity 1	*One similarity is...*
3	Attribute or Similarity 2	*Another thing in common is...*
4	Attribute or Difference 1	*Whereas, in contrast...*
5	Attribute or Difference 2	*Another difference is...*
6	Conclusion or Transition	*Upon exploration...*

Cause and Effect

Sentence Order	Content Focus	Example
1	Topic or Content	*After a thorough evaluation of...*
2	Cause 1	*The test results were...*
3	Effect 1	*Resulting in...*
4	Cause 2	*The investigation indicated...*
5	Effect 2	*Consequently...*
6+	Repeat with additional Cause and Effect sentences or Conclusion sentence	

Description and Elaboration

Sentence Order	Content Focus	Example
1	Content or Topic	*The significance of...*
2	Elaboration/Explanation 1	*The concept of...*
3	Elaboration/Explanation 2	*Upon further investigation...*
4	Conclusion or Interpretation	*From my perspective...*

Claim and Evidence

Sentence Order	Content Focus	Example
1	Claim	*Perhaps the most remarkable…*
2	Textual Evidence 1	*Through the use of…*
3	Explanation of Evidence 1	*The advantages outweigh the disadvantages…*
4	Textual Evidence 2	*Based on the results of…*
5	Explanation of Evidence 2	*It is vital to explore…*
6	Conclusion or Evaluation of Claim	*After reviewing all the facts…*

Deconstructing a Writing Task (Writing Process Step 3)

Unlike other tasks, writing tasks often have hidden or assumed steps that are implied or inferred, making it difficult for Academic Language Learners to determine the appropriate language function, content, or scope of their written response.

When teachers model and instruct students in how to deconstruct writing tasks, students are guided toward independence in analyzing a task in order to become better prepared to address the writing task fully, purposefully, and effectively.

Instructional Goals

Teachers will:

- Model steps to consider when presented with a writing task.
- Highlight ways to determine the most appropriate language function to capture their written response.

Preparation for Instruction

- Ensure alignment of core components of the writing task and develop the writing task. (See Writing Process Steps 1–2.)

- Prepare a visual representation of the writing task that you will be able to color-code or annotate as each step is modeled and highlighted.

- Prepare to "think aloud" in front of students to demonstrate the why, how, and what of each step. This is critical to the instructional delivery, as it reinforces the importance of analysis of the task prior to responding to it.

- Gather samples and prepare to model analysis of a variety of writing tasks (e.g., packaged writing tasks, practice test writing tasks).

Instructional Strategies

- Display the writing task for modeling and the subsequent "think aloud" demonstration.
- Provide students (individuals, partners, or small groups) with a copy of the writing task that will be analyzed.
- Guide students through two reads of the writing task:
    1. Students listen to the first read as the teacher reads aloud.
    2. Have students conduct an independent, partner, or small-group second read, and discuss what the writing task is addressing, using academic language scripts to support the discussion. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 for more information.)

- Facilitate a think-aloud to model and explain the individual steps of task analysis. A color-coded model may be provided to students or created by students as they follow along with you. As you think aloud through the steps:
  - <u>Underline</u> key words or directions.
  - Highlight signal words.
  - ~~Cross out~~ words that are insignificant or unimportant to the task.
  - Circle major verbs that tell what the writing task is expecting students to answer or explain.
- Students discuss (with a partner or in a small group) how this process compares to what they have done in the past (e.g., deconstructing a reading task) and how it might influence their writing in the future.
- Clarify any points of confusion and reinforce expectations of seeing their individual analysis on writing tasks.
- Provide additional samples that students can work with independently or with partners to practice and move toward routinely conducting the analysis steps with future writing tasks.
- Monitor progress and offer support, as appropriate, to ensure clarity and correct practice of the analysis steps.
- Reiterate that students are expected to perform this analysis for each new writing task.

INSTRUCTIONAL PRACTICE:
Organizing a Written Response (Writing Process Step 4)

Graphic organizers are a useful pre-writing tool. Academic Language Learners access graphic organizers to capture their thinking, plan the structure of their writing, and reinforce how ideas relate to one another. It is important that students take ownership of when and how to use them as they progress through their academic journey.

This instructional practice reinforces the importance of the instructional delivery of previous learning related to listening, speaking, and reading tasks. Of importance is student understanding of commonly accessed language functions spanning from elementary to higher education (summarizing, compare and contrast, cause and effect, description and elaboration, and claim and evidence). (See Instructional Practice: Supporting the Use of Language Functions in Chapter 3 for more information.)

Instructional Goals

Teachers will:

- Build on student understanding of deconstructing a writing task.
- Model determining which language function or graphic organizer to use for their written response.

Preparation for Instruction

- Ensure alignment of core components of the writing task, develop the writing task, and deconstruct the writing task. (See Writing Process Steps 1–3.)

- Prepare a visual representation of the language-function templates and other graphic organizers that you will be able to color-code or annotate as each step is modeled and highlighted.

- Prepare to "think aloud" in front of students to demonstrate asking and answering the guiding questions that determine which graphic organizer will best provide the necessary structure for responding to the writing task.

- There are many graphic organizers from which to choose. Prompt students to develop the graphic organizer that is the best fit for the content and structure of the writing task. It is important that teachers avoid printing and handing out graphic organizers to students, as having students create their own reinforces the use of graphic organizers as portable learning tools that can be utilized across content areas and to respond to a variety of written tasks.

Instructional Strategies

- Display the graphic organizer that aligns to the function or type of writing task. For example, claim and evidence requires different thinking and organization than compare and contrast thinking.
- Discuss the importance of the chosen type of graphic organizer, reinforcing the importance of thinking about thinking.
- Using color in the responses within the graphic organizer assists students with the process. Visual reminders to differentiate cause from effect or claim from evidence are important scaffolds that allow students to "see" how to outline thought before writing. During this modeling, consider using:
    - Pre-packaged/district-required graphic organizers (as appropriate, or sometimes required)
    - Language-function templates (see Writing Process Step 2)
    - Student-created graphic organizers (allow students to create their own designs)
- Students discuss (with a partner or in a small group) why this particular graphic organizer was chosen to outline thinking in preparation for writing.
- Students will then decide which graphic organizer they will use for this particular writing task and explain their thinking to a partner.
- Students work in partners or small groups to organize and annotate on the chosen graphic organizer.
- Ask for volunteers to share their thinking behind the graphic organizer that they have chosen to use as an organizational tool for this particular writing task.
- Clarify any points of confusion and reinforce the expectation that thinking will be organized prior to drafting for writing tasks.

Once students have organized their thinking by accessing and prioritizing their ideas, they are ready to begin "translating" thoughts and ideas into an actual written response. Through this instructional practice, students are afforded an opportunity to think critically as they revisit, organize, analyze, and synthesize information into a first draft.

Academic Language Learners tend to view writing as a task that is both mysterious and laborious, and their first draft is often their only draft. However, writing cohesive, articulate paragraphs, where ideas are logically linked together, requires multiple drafts. The goals of the drafting step of the writing process are to give students practice putting their thoughts into a written format and to reinforce the idea that writing is a process in which a writer then takes the draft through numerous revisions as they strengthen word choice, replace words, and remove, rework, or add sentences.

Instructional Goals

Teachers will:

- Guide students in transferring ideas from their graphic organizers into cohesive and complete thoughts in a written response.
- Model guiding questions to get students to effectively use academic language in their written responses.

Preparation for Instruction

- Ensure alignment of core components of the writing task, develop the writing task, deconstruct the writing task, and organize thinking and ideas for a written response. (See Writing Process Step 1–4.)

- Develop guiding questions and/or prepare to think aloud to support students as they begin and move through the drafting step.

- Ensure that there is student access to academic language scripts, sentence frames, language-function templates, word banks, and other language resources that are aligned with previous instruction and are appropriate for the developmental and performance level of students. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 and Instructional Practice: Supporting the Use of Language Functions in Chapter 3 for more information.)

- Note: Diagnostic or formative assessment data assists with determining the level of support needed to gradually release students to independent writing.

Instructional Strategies

- Revisit Step 4 of the writing process and ensure that all students have completed their graphic organizers prior to beginning their drafted response.
- Provide a model of guiding questions or conduct a think-aloud of ways to begin the drafting process.
  - Find the focus of the response:
    - What is being emphasized in the written response?
      - Focus or Thesis Statement
  - Determine design or order of the written response:
    - How will I organize my points in the written response?
      - Chronological
      - Location or Spatial
      - Importance
      - Language Function
- Model ways to structure the overall response. Frameworks, standards, or rubrics may already be in place to guide this piece, depending on the writing task. Stress the key elements to accomplish:
  - Opening with clarity (opening sentence and opening paragraph)
  - Developing the focus (support, explanation, evidence)
  - Bringing it to a close (effective conclusion)
- Model writing on every other line and using only one side of the paper (or double-spacing in electronic versions) to support easier revision and editing later.
- Encourage students to write as much as possible in their first sitting and reassure them that new ideas and connections may pop into their head as they write their draft. Write them down! They can be reviewed, revised, and edited later.

INSTRUCTIONAL PRACTICE: Revising and Editing (Writing Process Step 6)

Writing in content areas requires the synthesis of complex thoughts and content knowledge, as well as the demands of language form and function. With the support of teachers, peers, and tools, the revising and editing process allows Academic Language Learners the opportunity to reflect on their work and strengthen their academic language and literacy through rehearsal and revision on paper. (See Instructional Practice: Providing Opportunities for Rehearsal and Revision in Chapter 4 for more information.)

Instructional Goals

Teachers will:

- Model guiding questions to facilitate independence with the revision and editing step of the writing process.

Preparation for Instruction

- Ensure alignment of core components of the writing task, develop the writing task, deconstruct the writing task, organize thinking and ideas for a written response, and compose a first draft. (See Writing Process Step 1–5.)

- Develop guiding questions and/or prepare to think aloud to support students as they move through the revision and editing step.

- Ensure that there is student access to sentence frames, language-function templates, word banks, and other language resources that are aligned with previous instruction and are appropriate for the developmental and performance level of students. (See Instructional Practice: Creating a Language-Rich Environment in Chapter 2 and Instructional Practice: Supporting the Use of Language Functions in Chapter 3 for more information.)

- Note: Diagnostic or formative assessment data assists with determining the level of support needed to gradually release students to independent writing.

- Based on assessment of early drafts of the writing task, determine targeted revision goals (e.g., organization, sentence fluency, word choice, precise use of academic vocabulary).

- Provide students with feedback and guide students with developing targeted revision and editing goals.

In 1857, Henry David Thoreau wrote a letter to a friend that offered commentary about story length:

" Not that the story need be long, but it will take a long while to make it short. "

Instructional Strategies

- Revisit Steps 4 and 5 of the writing process and clarify any points of confusion.
- Provide a model of guiding questions or conduct a think-aloud of ways to revise and edit.
  - If the writing task is not timed, take a break before revising and editing.
  - Revisit your purpose and review the writing task details. (See Writing Process Step 3.)
  - Stay aligned with your purpose.
  - Think about your audience.
  - Read your work out loud to yourself or a peer.
  - Make your revisions and edits by hand on paper with a different color or use a different color or font on an electronic version.
- Model revising a draft to guide students through the thinking, planning, and editing steps of the revision process. Consider displaying an example that includes color-coded layers (thinking, planning, editing, revising) that were teacher-developed or student-developed.
- Visual model should provide examples of ways to:
  - Reinforce academic language word choice.
  - Check for sentence fluency.
  - Correct grammar and syntax (punctuation, capitalization, sentence construction, spelling).
  - Clarify the opening.
  - Ensure that the order is aligned (flow).
  - Remove filler or irrelevant information.
  - Strengthen the conclusion.
- As students revise their work, circulate and provide targeted feedback and intentional language coaching.

Reflecting on the Process (Writing Process Step 7)

Reflection and self-assessment are important steps in the writing process. This opportunity supports proficiency in content, thinking, and academic language and literacy. Through the intentional modeling of this metacognitive process, the teacher demonstrates a growth-mindset approach to writing.

Instructional Goals

Teachers will:

- Structure guided self-reflection opportunities for the purpose of identifying strengths and focus areas to inform academic goal setting.
- Develop the apprenticeship-to-mastery model within their area of content expertise.

Preparation for Instruction

- Complete one or more writing tasks through the writing process. (See Writing Process Step 1–6.)
- Identify or have students identify writing samples over a significant period of time to highlight progress and evidence of goal achievement.
- Ensure access to appropriate academic language and literacy resources (e.g., sentence frames, signal words, word banks).
- Create a visual model of guiding questions to reflect on the writing process.
- Prepare to "think aloud" in front of students as a way to demonstrate moving through the reflective process.
- Determine teacher reflection and student reflection formats, as well as ways to celebrate successes toward meeting goals.

Instructional Strategies

- Provide a visual model of guiding questions (examples below) and/ or think aloud about these questions to guide self-assessment and individual reflection upon the writing process.
- Provide students with an opportunity to engage in this reflection process (independently, in partners or small groups, or via student–teacher conferences).
    - Students are expected to provide evidence from their own writing submissions to support reflection on the writing process steps that they took to complete the writing task.
- Provide opportunities for students and teachers to share responses with partners, small groups, or the whole class.

Potential guiding questions for student reflection:

- Did I effectively use the provided academic language resources to enhance my writing?
- Did I reach my writing goals?
- Did I ask clarifying questions throughout the process?
- Was I able to be creative in my approaches to writing tasks, or did I settle for writing the way that I have always written?
- Was I able to use the revision process to improve my final response?
- How did the critical reading process inform my writing?
- What are my strengths, and what are my growth goals for my next piece?

Potential guiding questions for student reflection:

- Was I patient with the process, or did I jump in and quickly over-support and over-scaffold?
- Did students reach their goals?
- Were the performance and learning objectives achieved?
- Which step(s) was most difficult for me as a facilitator?
- Which step(s) was most difficult for my students?
- How might we adjust or enhance the steps of the writing process?

SECONDARY Vignette Scene 6

Later in the year, Mr. Singh's classes are solving systems of inequalities by graphing, then determining if a given point is a solution for the inequality. Students are given a system of inequalities and then individually asked to graph the solution set. Mr. Singh provides each student with a unique point and provides the following writing task for his students, which will utilize the language function of claim and evidence.

Mr. Singh: "Using what you know about solving systems of inequalities through graphing, determine if a given point is a solution for the inequality. Determine if your point is in the solution set and justify your claim, evidence, and reasoning."

Rather than just letting students free write their answers, Mr. Singh begins the writing process by taking students through three reads of the writing task. During the first read, students listen while Mr. Singh reads the task aloud to them. For the second read, Mr. Singh asks for a volunteer, and Saul (the volunteer) reads the writing task to the class. Students are then asked to predict what the task is asking them to do. Working together, the class circles major verbs in the task and underlines signal words. For the third read, students work with a partner and explain their general understanding of what they are being asked to do with the writing task. After students have deconstructed the writing task, Mr. Singh has the class brainstorm content-specific vocabulary words for the word bank that will be used while writing. The words generated by students for the word bank include: *system, inequalities, graph(ing), solution, variables, linear, greater than, less than, ordered pair, point, and solution set.*

Next, Mr. Singh displays the Language Functions: Claim and Evidence resource and has students use the following guiding questions to organize their thinking:

- What is the claim?
- What evidence will need to be given to support the claim?
- What reasoning is given using the evidence?

Students use the guiding questions, graphic organizer, and brainstormed word bank to transfer their thinking from the math problem that they solved to the graphic organizer. They then explain their graphic organizer to their elbow partner while Mr. Singh circulates through the room, listening and providing guidance and language coaching. After students have shared with an elbow partner and Mr. Singh is confident that they are on the right track in being able to explain their mathematical thinking, he models how to transfer thoughts from a graphic organizer to a language function template, using signal words, sentence frames, and content-specific vocabulary.

After modeling this step in the process, Mr. Singh has his students transfer their mathematical thinking from the template into a multi-sentence frame. Finally, Mr. Singh asks his students to stand up and share their claim, evidence, and reasoning verbally with two students in the room before sitting back down.

While students share in small groups, Mr. Singh moves throughout the room, listening to the mathematical reasoning that his students are using to justify their responses, looking for opportunities to provide language coaching, and celebrating with "snap, claps" the use of academic language and displays of academic literacy reflected through students' writings about the content. Finally, when students have returned to their seats, Mr. Singh asks them to revise their writing task, paying particular attention to the organization and precise use of academic vocabulary. As students exit the classroom, they hand their revised paragraph to Mr. Singh as a "ticket out the door."

HIGHER EDUCATION **Vignette Scene 6**

Professor Perata assigns three essays throughout the semester. She recognizes that academic writing is the highest form of output and is the most significant factor in determining success for a college student. To support all of her students on the journey of academic literacy, she has found that providing all three writing tasks at the beginning of a course allows students the opportunity to incorporate all of the lecture, reading, discussion, and online group collaboration into these written products. Transparency with the writing assignments allows their final products to be a synthesis of their learning.

Professor Perata has also found that including resources to support writing within each topic has been highly beneficial in determining the final outcome for her students. Students are provided resources on Blackboard, such as: exemplar papers and rubrics; an overview of language structures commonly used in academic writing and graphic organizers that support organization of thought into these structures; and guiding questions, sentence frames, and signal words that connect to these academic language structures. As students have worked together in their online groups, one of their tasks has been to generate collective word banks related to the topics that they have studied, for the purpose of incorporating these words into their written work.

Post-Reflection Questions

After incorporating instructional practices for supporting academic language development through the writing process:

How are students supported in the writing process?

- How are students using tools, such as graphic organizers, language function templates, sentence frames, and word banks, to support their writing?

- How are students recognizing and utilizing language functions while adjusting their writing to align with specific writing tasks?

How are students engaging in the writing process?

- How are students transferring from sentence frames, graphic organizers, and language-function templates to paragraph, multi-paragraph, and essay responses?

- What opportunities are provided for reflection on the instructional delivery and process of writing for both students and teachers?

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Resources

Visit the *AVID Academic Language and Literacy* webpage
on MyAVID for additional materials and resources.

Glossary

Academic Interactions: refer to opportunities for students to interact with, add to, and deepen their understanding of language.

Academic Language Scripts: sentence starters that can be used in a variety of scenarios for a variety of purposes.

Apprenticeship Mindset: refers to the belief that students and teachers can work side by side to move progressively from minimal knowledge of a specific discipline or concept to mastery of that specific discipline or concept.

Basic Interpersonal Communicative Skills (BICS): refers to language skills needed in social situations.

Cognate: refers to a word in English that looks the same or similar to a word in another language and has the same meaning.

Cognitive Academic Language Proficiency (CALP): refers to language skills needed in formal, academic settings.

Content-Specific Vocabulary: refers to relatively low-frequency domain- and discipline-specialized words and phrases that appear in textbooks and other instructional resources.

Context Clues: refer to definitions, examples, synonyms, or signal words in the sentence or paragraph around a word that help infer the word's meaning.

Equity Sticks/Cards: refer to a strategy that uses a tangible item to represent each student (e.g., one Popsicle® stick/playing card/etc. per student, with the students' names written on them) to ensure that all students participate and are engaged in the lesson.

Essential Questions: text-based, student-generated, or teacher-generated questions appropriate to a particular lesson/unit or concept, which students use to guide thinking and frame note-taking and summarization in order to accomplish an assigned task.

Formal Register: the style of speaking most often used to communicate in academic and other "official" contexts/settings. When speaking in the formal register, one uses full sentences and chooses precise words. Body language, posture, and gestures express a less familiar relationship, and interruptions are not considered appropriate. It is the language of, for example, schools, textbooks, tests, and job interviews.

Gamification: refers to the application of typical elements of game playing to encourage engagement with a newly learned skill or content.

General Academic Vocabulary: refers to high-frequency, as well as more precise, forms of words or phrases used across grade level and subject areas.

Graphic Organizers: present information visually. They are used to help clarify relationships between concepts and make abstract ideas more concrete.

Guiding Questions: questions asked either by the teacher to guide students' thinking or by students to guide their own thinking; help uncover the details of the text's function.

Inclusive Language: refers to an awareness of using language that is respectful, relevant, and intentional in guiding word choice. Language should avoid generalities, stereotypes, or negativity.

Informal register: the conversational style of communication used with friends, family, and other familiar people with whom there is likely a close relationship. When speaking in an informal register, one may include slang, incomplete sentences, and partial thoughts. Body language may be more casual and relaxed, and interruptions are sometimes acceptable.

Language Functions: refer to the responses that students are expected to express to demonstrate their comprehension of specific concepts or topics within a variety of content areas; exemplified in assignments that include compare and contrast, sequencing, cause and effect, elaboration or description, and supporting claims with evidence.

Language Registers: refer to the level of formality to the word and sentence choice, often dependent on the environment, situation, or context of the conversation.

Philosophical Chairs: refers to a structured form of academic discourse that relies on a prompt/central statement as the foundation for discussion and informed debate.

Reciprocal Determinism: the theory that a person's behavior both influences and is influenced by personal factors and the social environment. (Bandura, 1986).

Relational Capacity: the degree of trust and level of safety between members of a group. In an educational context, this specifically refers to the established level of trust and safety between teachers and students, as well as directly between students.

Sentence Frames: open-ended structures that are created for specific content or a particular activity.

Signal Words: academic terms that alert the learner to the purpose, meaning, and intent of the language; help a learner see the relationship between the author's words and the functional purpose of a text.

Socratic Seminar: refers to a structured, collaborative dialogue, focusing on a common text or resource that students have analyzed and toward which they have prepared questions to spur the discussion.

Targeted Feedback: refers to opportunities to intentionally provide students with corrective and constructive information so that they can perform a task(s) with higher accuracy.

Total Physical Response (TPR): refers to creating a particular action or motion that students can perform routinely in order to ingrain knowledge (and use later in order to recall knowledge) each time that a specific academic word or concept comes up in a lesson or reading.

Word Family List: a list of words that have a common or similar pattern or feature. For example, they may have the same combination of letters or similar sounds, such as the word family of 'at' containing cat, hat, mat, etc.

Index

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