Kelly Reider
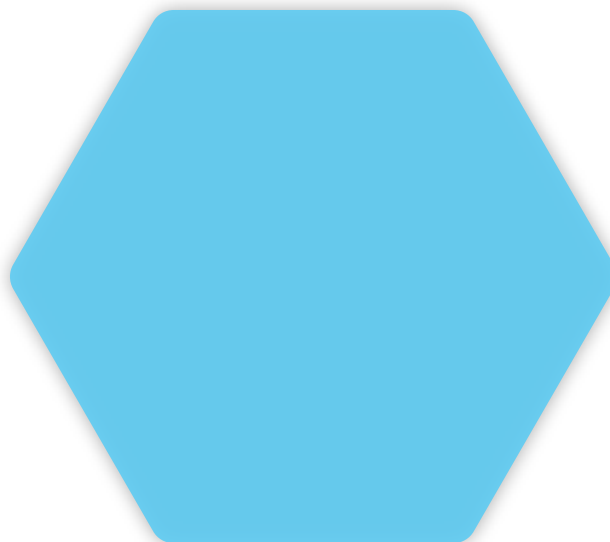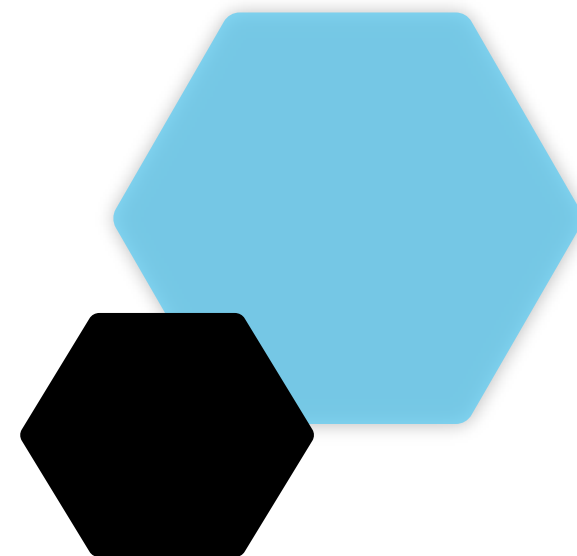
Step by Step
Whole to Part

Objective

We can create a collaborative narrative using specific science vocabulary and descriptive adjectives.
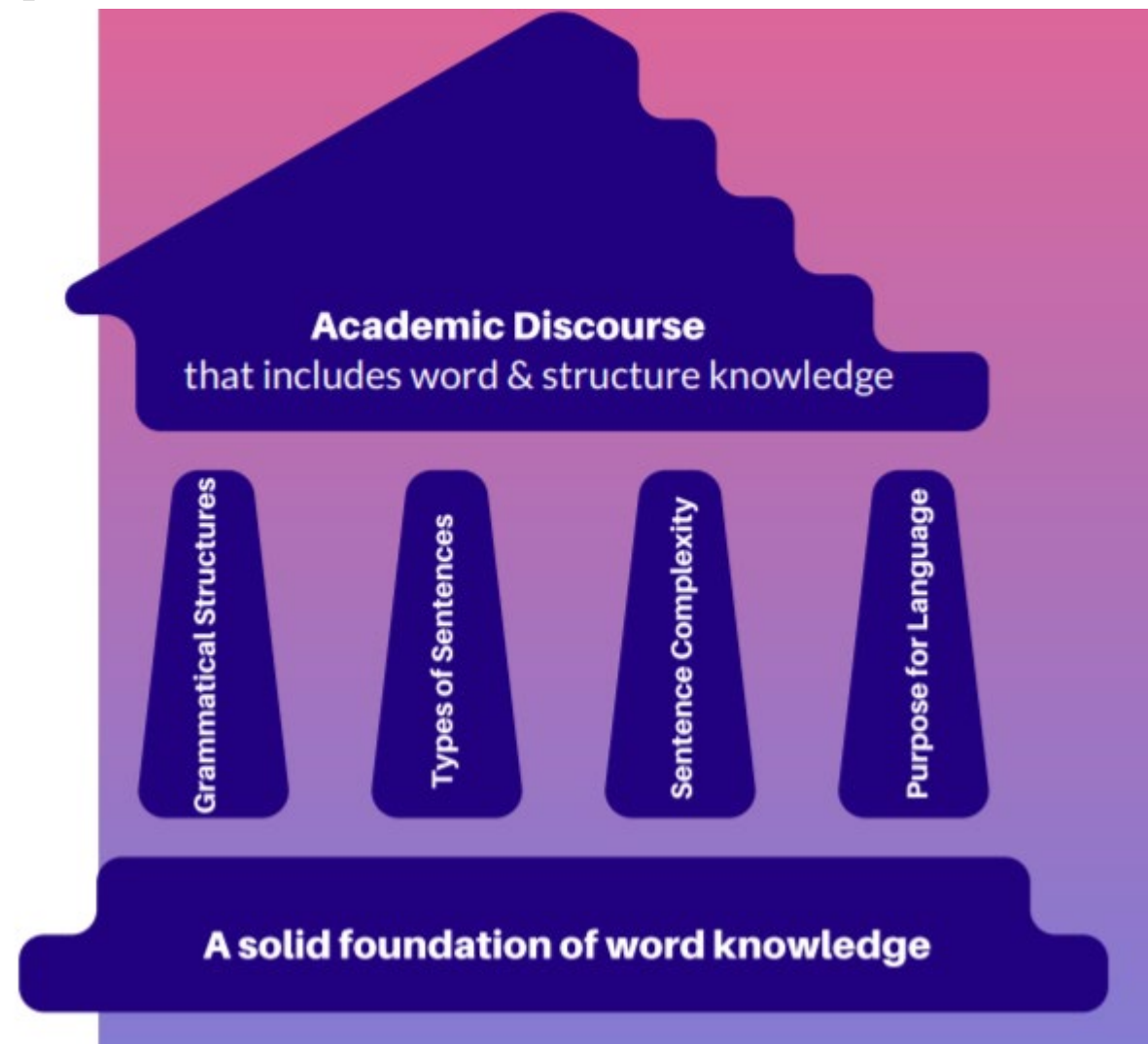
create

make or produce something new

Key Lesson Elements:
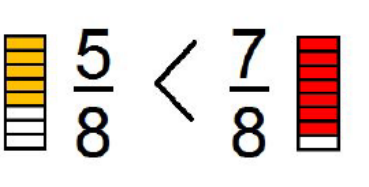
Discourse

Sentence Structure

Vocabulary

Academic Discourse
that includes word & structure knowledge

Grammatical Structures | Types of Sentences | Sentence Complexity | Purpose for Language

A solid foundation of word knowledge
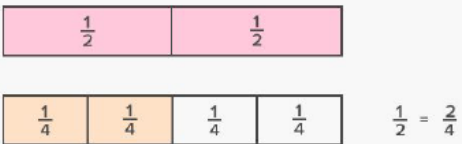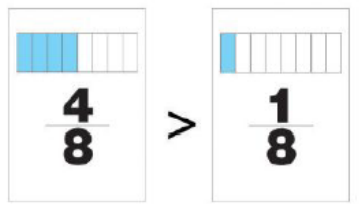
Comparing FRACTIONS

Word	In a sentence	What it looks like	A conversation might sound like...
equivalent	The two fractions are <u>equivalent</u> because they have the same number of shaded pieces.	$\frac{1}{2}$ $\frac{1}{2}$ / $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{2} = \frac{2}{4}$	I think ____ is equivalent because I see ____.
greater than	The fraction ⅘ is greater than ⅕ because it has more shaded pieces.	$\frac{4}{8} > \frac{1}{8}$	I think ____ is greater than because I see ____.
less than	The fraction ⅓ is less than ⅔ because it has fewer shaded pieces.	$\frac{5}{8} < \frac{7}{8}$	I think ____ is less than because I see ____.

I agree with you because I also see ____.

I disagree because I see ____.

Key Lesson Elements

- **Strategies for keeping words "alive"**
- **Providing language structures**
- **Creating a resource (anchor chart)**
- **Expectations and opportunity**

A Content Teacher's Guide to English Learner Success

English Learner Portal

Utilize this guide as your resource for quick recall of your most important pieces for planning content accessible lessons for your English learners.

What is Academic Language?

When we think about academic language, the first thought is usually about vocabulary. While word knowledge is a crucial part of language development, we are doing a disservice to students if we do not wrap attention to vocabulary with a full and robust language program.

A full and robust language program (leading to a full and robust content program) consists of three elements:

Vocabulary: Attention to vocabulary involves the careful selection of words, a routine for introducing new words, and ongoing expectations and routines to keep those words alive and in use (by teachers and students) in the classroom.

Sentence Structure: Students need support in making the vocabulary their own through speaking and writing. What does this sound like in a sentence? What does this look like in a sentence? As students progress through the proficiency levels, we begin to focus on modeling and supporting students to create more complex sentences with more sophisticated structures.

Discourse Focus: Students need to use the language to learn the language. Discourse is when students engage in extended conversation about a topic and allows students to use the target vocabulary and structures in context. The repeated exposures to the content and language allow for mastery and growth. How do you build discourse into your lesson plans?

Vocabulary is one piece of the language puzzle

There needs to be a well-round approach to content and language development to include solid language structure.

Academic Discourse that includes word & structure knowledge

A solid foundation of word knowledge
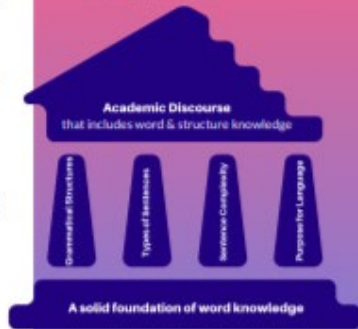
What every teacher needs to know about language development

Language development is a long term, ongoing process that follows a predictable path. The more you know about that path, the more you can be explicit and targeted in planning for simultaneous language and content development.

Every content area has its own language. By considering the concepts included in this resource, you will become more confident in identifying that language, setting appropriate language goals, and ensuring language and content growth.
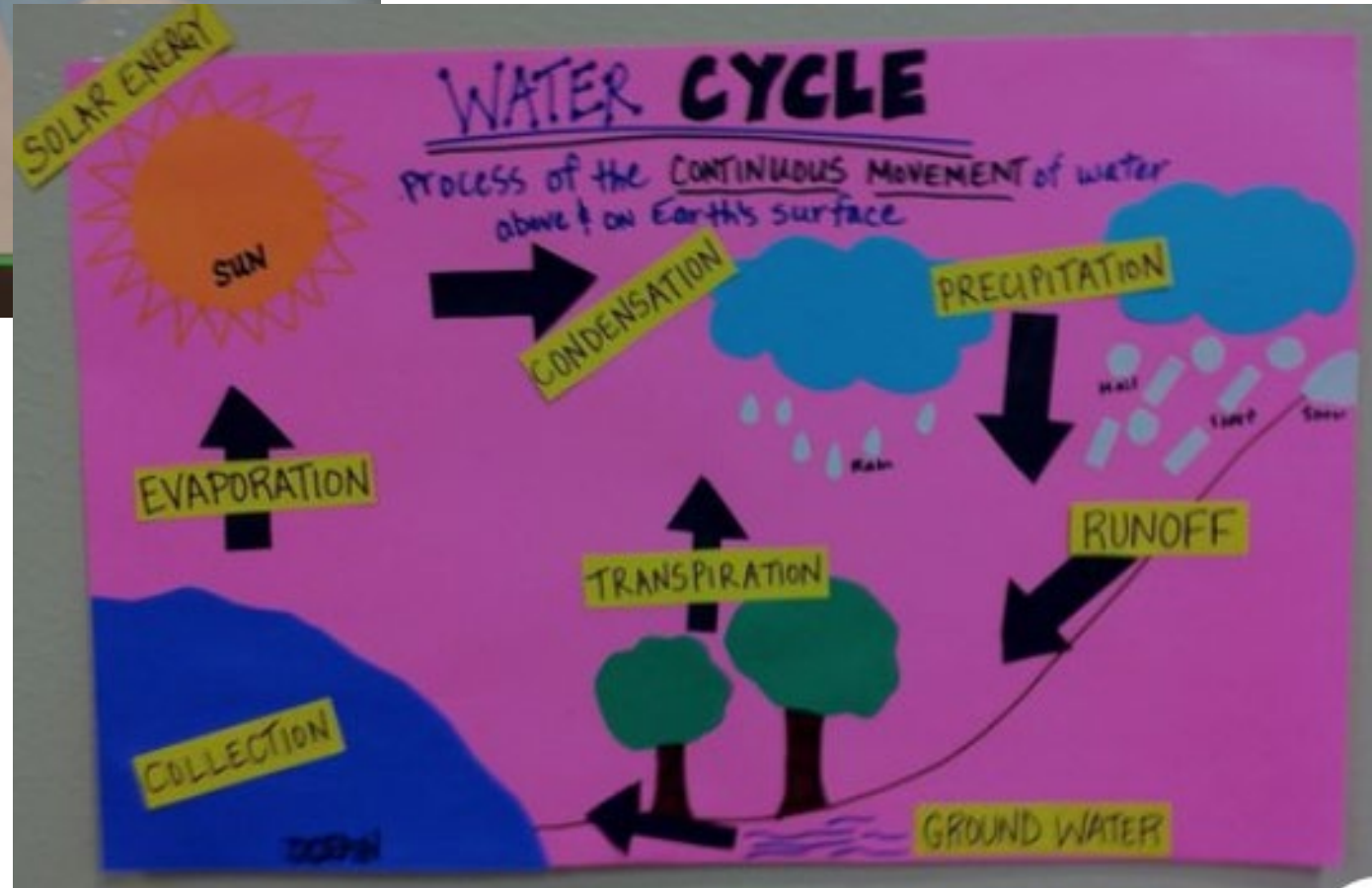
Vocabulary

- **Prioritize words**
- **Routine to introduce new words**
- **Strategies for keeping words "alive"**

Condensation

Evaporation

Precipitation

Soil

Lake

Runoff

Ocean

SOLAR ENERGY

WATER CYCLE

Process of the CONTINUOUS MOVEMENT of water above & on Earth's surface

SUN

CONDENSATION

PRECIPITATION

Hail

Rain

Snow

EVAPORATION

RUNOFF

TRANSPIRATION

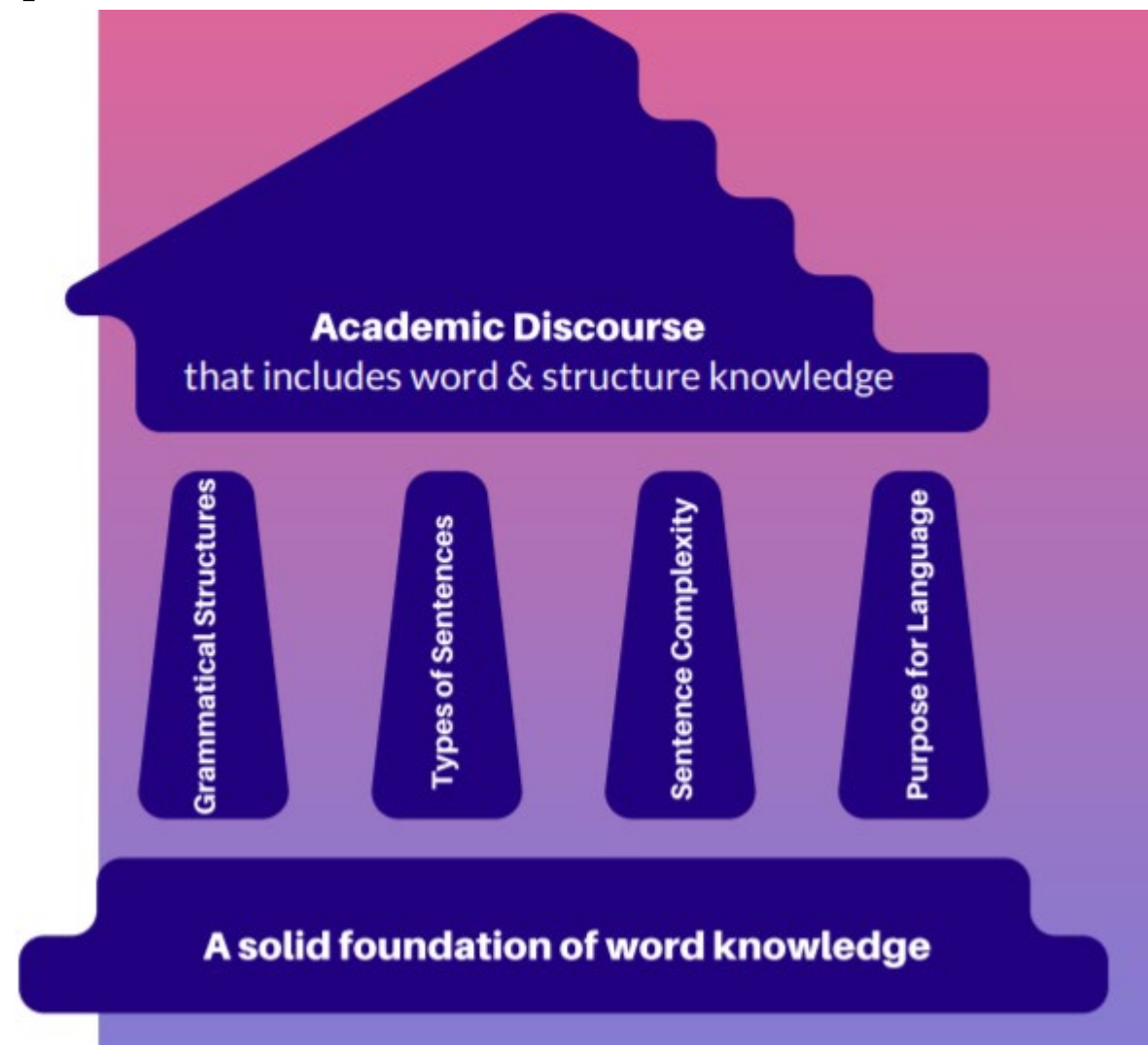COLLECTION

GROUND WATER

Start with a Picture Prompt

Key Lesson Elements:

Discourse

Sentence Structure

Vocabulary

Build Our Word Bank
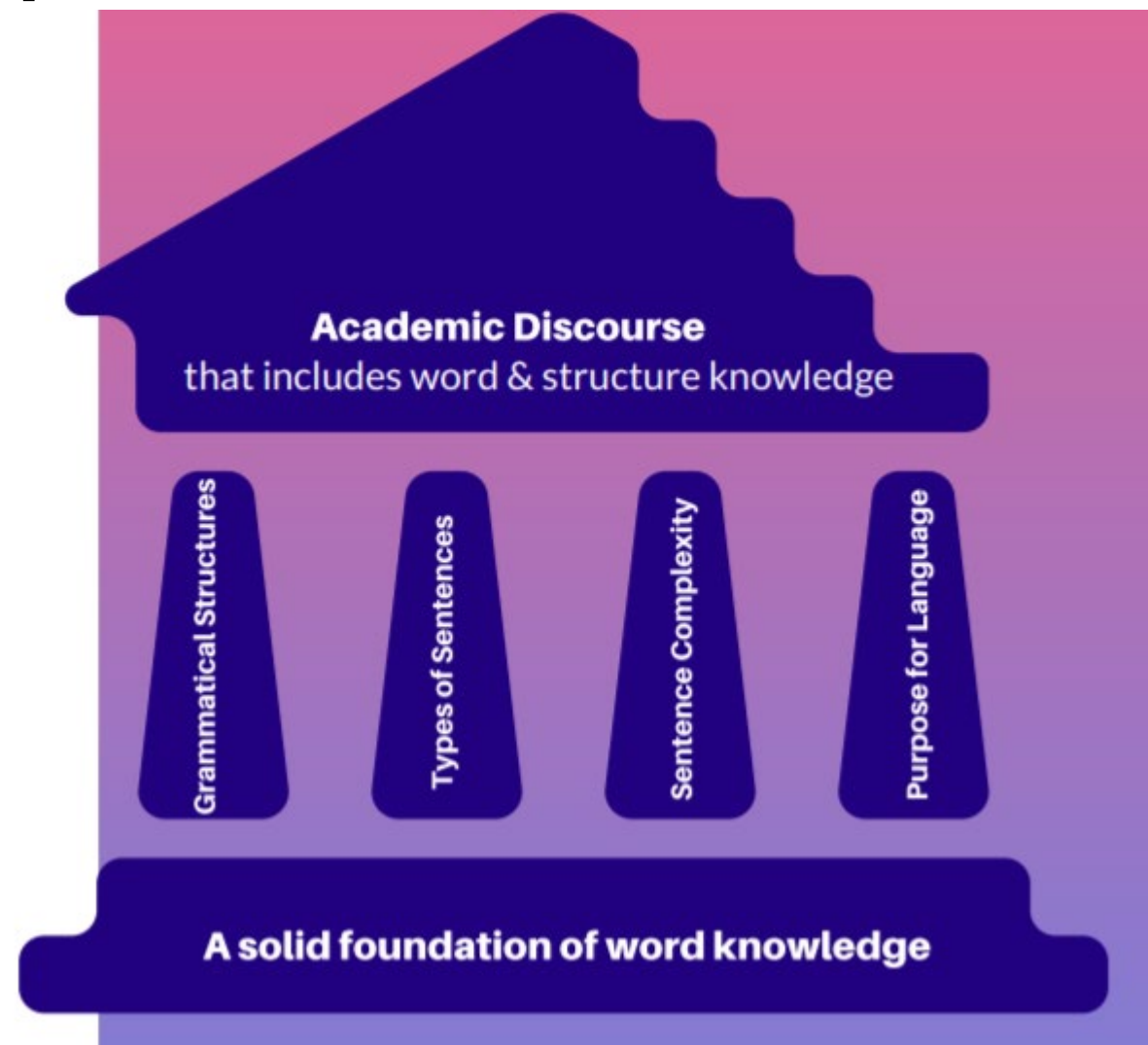
Key Lesson Elements:

Discourse

Sentence Structure
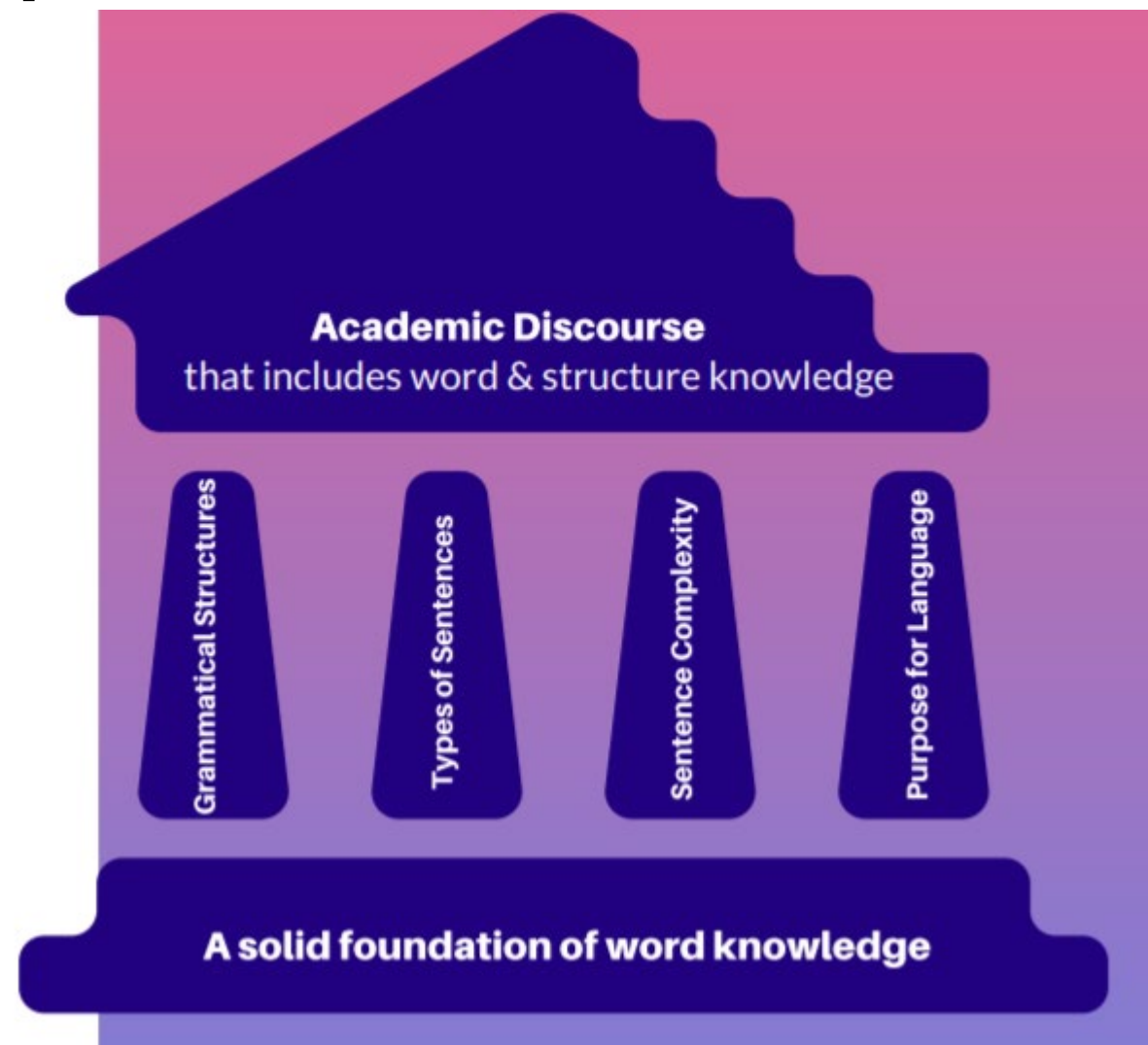
Vocabulary

Build Our Sentence Structure Models

Key Lesson Elements:

Discourse

Sentence Structure

Vocabulary

Academic Discourse
that includes word & structure knowledge

Grammatical Structures

Types of Sentences

Sentence Complexity

Purpose for Language

A solid foundation of word knowledge

English Learner
Portal

Co-Constructed Text/Shared Writing/Reading

Target Skills
- **What do we want to model?**
- **What phonics, grammar, structures do we want to include?**

Co-Constructed Text/Shared Writing/Reading
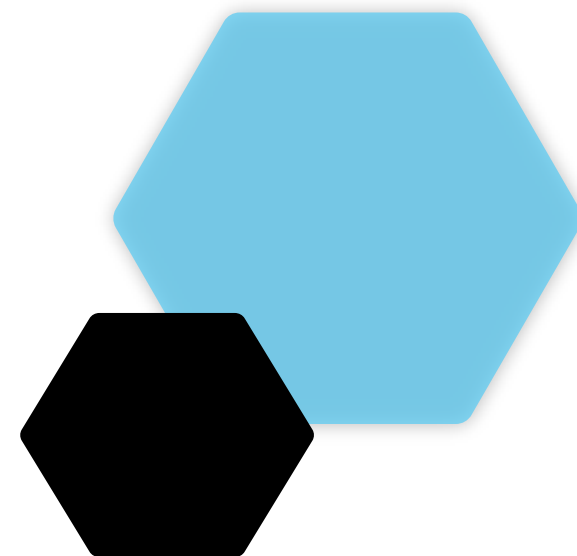
Independent Writing and Reading

- **In partners**
- **Independent with coaching**
- **In a small group**

- **Reinforce target skills
    – mini lessons**

Objective

We can create a collaborative narrative using specific science vocabulary and descriptive adjectives.

create

make or produce something new

Partner Talk

Partner A: I think we met/did not meet the objective today because…..

Partner B: I agree/disagree with you. I think we met/did not meet the objective today because…..

How will you use language embedded anchor charts?