

MATSOL 2016

Unleashing the Power of Academic Language

Dr. Debbie Zacarian

Debbie@zacarianconsulting.com



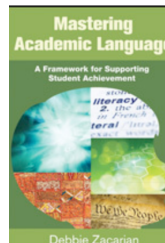
www.zacarianconsulting.com



www.facebook.com/debbie.zacarian



@debbiezacarian



Unleashing the power of academic language

Many English learners do not possess the academic language needed for school success. Close the gap by using research-based tools that draw from learning as a sociocultural, linguistic, academic, and thinking to learn process to scale up student performance and engagement in their school community and beyond. This session draws from Zacarian (2013). *Mastering academic language: a framework for supporting student achievement* & Corwin *TeachALL* (2015).

Reflection question: What are some of the differences that you have noticed between students who seem to learn English and do well and those who struggle?

What is *Academic Language*?

Reflection Question: Read the following 4 sentences from an excerpt dated 5/2/16 about information that meteorologists can collect using the latest technology. As you read it, think about the type of knowledge that you would need to listen, speak, read and write as a professional meteorologist

Discussion of Thomas and Lily

Reflection question:

Think about the two students. Which one do you believe would be more successful in school/college? Why?

Discussion about what's needed for school success

Reflection: Which group do you think most educators represent? How does this impact what we do and the decisions we make?

Rethinking our evaluation systems to match what we know about what motivates us as humans (students and educators).

What does the research tell us about academic language and the tools we should use to strengthen outcomes?

Learning as a *Four-Prong Process*

Learning as a *Sociocultural Process*

Sociocultural Frame

	Emerging	Developing	Enacting	Integrating
Builds relationships with students				
Builds relationships with parents/guardians				
Connects curriculum with students' lives to create a context-rich environment				
Connects curriculum with parents/guardians' lives to support learning in and out of school				
Engages students in paired and group work				

Zacarian (2013). Mastering academic language: a framework for supporting student achievement & Corwin Teach ALL.

Example:

Sociocultural Frame			
Builds relationships with students			
Emerging	Developing	Enacting	Integrating
<ul style="list-style-type: none"> Subject matter is primary focus (e.g., the curriculum to be covered and academic tasks related to it) 	<ul style="list-style-type: none"> Has understanding of some of the students Is beginning to infuse this understanding into the learning environment 	<ul style="list-style-type: none"> Has understanding of most students Has begun to infuse student interests in learning Is building connections and relationships with students Helps most students see value in learning and beyond 	<ul style="list-style-type: none"> Empathetically understands each student Knows students' interests Personally connects with each student Infusing understanding of student into the learning environment Helps students to see value in learning and their future

Zacarian (2013). Mastering academic language: a framework for supporting student achievement & Corwin Teach ALL.

Notes:

Language and Literacy Learning as a Developmental Process

Language Literacy Frame

	Emerging	Developing	Enacting	Integrating
Pays attention to students' language and literacy development				
Makes learning understandable				
Models and provides consistent practice opportunities				
Assigns homework and assesses based on students' level of literacy				
Understands parents/guardians language/literacy level				

Zacarian (2013). Mastering academic language: a framework for supporting student achievement & Corwin Teach ALL.

Example:

Language-Literacy Frame			
Models & Provides Consistent Practice Opportunities			
Emerging	Developing	Enacting	Integrating
<ul style="list-style-type: none"> Provides verbal directions expecting students to begin working after listening to these 	<ul style="list-style-type: none"> Models behaviors, thinking process, or procedures with some opportunities for students to practice 	<ul style="list-style-type: none"> Provides a model of completed product that students then make or models the behaviors, thinking processes, or procedures necessary for the task Gives students practice time 	<ul style="list-style-type: none"> Provides a model of completed product that students then make, or models the behavior, thinking processes, or procedures necessary for the task, and assists students during practice tasks Provides students sufficient time and check-ins to learn material

Zacarian (2013). Mastering academic language: a framework for supporting student achievement & Corwin Teach ALL.

Notes:

Learning as an Academic-Curricular Learning Process

Academic Curricular Frame

	Emerging	Developing	Enacting	Integrating
Uses clear overarching unit and day's learning and language objectives				
Provides effective vocabulary instruction				
Provides challenging activities				
Provides modeling and practice opportunities				
Involves parents/guardians in their child's academic/curricular learning				

Zacarian (2013). Mastering academic language: a framework for supporting student achievement & Corwin Teach ALL.

Example

Academic Curricular Frame			
Provides effective vocabulary development			
Emerging	Developing	Enacting	Integrating
<ul style="list-style-type: none"> • Displays limited vocabulary 	<ul style="list-style-type: none"> • Gives students lists of words to memorize in simple worksheets for practice 	<ul style="list-style-type: none"> • Is beginning to post key content vocabulary and beginning to organize it in ways that support student learning • Is starting to provide more content vocabulary practice • Highlights important vocabulary before lessons 	<ul style="list-style-type: none"> • Posts key content vocabulary in organized ways • Provides ample opportunities for students to practice vocabulary to 'own' it.

Zacarian (2013). Mastering academic language: a framework for supporting student achievement & Corwin Teach ALL.

Notes:

Learning as a *Cognitive Process*

Cognitive (Thinking-to-Learn) Frame

	Emerging	Developing	Enacting	Integrating
Provides cognitive skill development to understand how we use language to express thinking				
Instructional conversation incorporates challenging, thought-provoking dialogues				
Uses visual organizers to support thinking-to-learn [skills]				
Involves parents/guardians in supporting their child's thinking-to-learn skills				

Zacarian (2013). Mastering academic language: a framework for supporting student achievement & Corwin Teach ALL.

Example

Cognitive (Thinking-To-Learn) Frame Instructional Conversations Incorporate Challenging, Thought-Provoking Dialogues			
Emerging	Developing	Enacting	Integrating
<ul style="list-style-type: none"> • Instruction primarily lecture led • Small portion of lesson requires interaction in response to questions requiring one or a few word response of some students 	<ul style="list-style-type: none"> • Beginning to use oral academic conversations that make some use of academic sentence prompts & responses that engage thinking-to-learn activities 	<ul style="list-style-type: none"> • Requiring students to converse in pairs and groups on academic topic • Making regular use of sentence prompts & responses that make connection to text to engage students in meaningful academic conversations 	<ul style="list-style-type: none"> • Designs & enacts instructional conversations with clear goals • Listens carefully to assess & assist student understanding • Questions students about their views, judgments, &/or rationales

Zacarian (2013). Mastering academic language: a framework for supporting student achievement & Corwin Teach ALL.

Notes:

PUTTING THE SOCIOCULTURAL FRAME INTO MY PRACTICE

Strategies that I will use in my teaching, coaching, and/or supportive supervision to put ideas about the sociocultural frame into my practice will include:

PUTTING THE LANGUAGE LITERACY FRAME INTO MY PRACTICE

Strategies that I will use in my teaching, coaching, and/or supportive supervision to put ideas about the language/literacy frame into my practice will include:

PUTTING THE ACADEMIC CURRICULAR FRAME INTO MY PRACTICE

Strategies that I will use in my teaching, coaching, and/or supportive supervision to put ideas about the language/literacy frame into my practice will include:

PUTTING THE COGNITIVE FRAME INTO MY PRACTICE

Strategies that I will use in my teaching, coaching, and/or supportive supervision to put ideas about the cognitive thinking-to-learn frame into my practice will include: