

COLLEGE OF EDUCATION

WILLIAM PATERSON UNIVERSITY

Clinical Experiences Contextual Factors Journal Entry

Name:

Date:

Weeks 1 - 7 Focus Area: **Academic Language**

Following are the ways teachers and students use academic language in the classroom. Observe your cooperating teacher and students for ways that they are using academic language. Write your observations for each component of academic language.

Conduct observations for the use of academic language during weeks 1 - 7 and **submit this journal entry for week 7.**

Think about how you will teach using academic language and how you will have students use academic language to demonstrate learning.

Academic Language: “Oral and written language used for academic purposes.” (edTPA, 2015) “Academic language is the set of words, grammar and organizational strategies used to describe complex ideas, higher order thinking processes and abstract concepts.” (Zwiers, 2008)

Academic language is used in teaching and learning for students to learn and use to participate and engage in the content area in meaningful ways. (edTPA, 2015)

		Definition	Examples
<p>Language Functions How</p>		<p>“The content and language focus of the learning task represented by the active verbs within the learning outcomes.” (edTPA, 2015) Shared language functions include identifying, describing, interpreting, analyzing, arguing a position or point of view; predicting; evaluating and comparing. (edTPA, 2015)</p>	<p>interpreting maps, identifying main ideas and details, predicting, evaluating and interpreting an author’s purpose, arguing through writing or presentation a position/point of view, comparing outcomes, ideas data (edTPA, 2015)</p>
<p>Language Supports With What</p>		<p>Scaffolds, representations, pedagogical strategies.</p>	<p>Anchor charts, word walls, sentence frames, modeling use of vocabulary, think aloud</p>
<p>Language Demands</p>	<p>Vocabulary Word Level</p>	<p>“Includes words and phrases that are used within the disciplines including: (1) words and phrases with subject -specific meanings that differ from meanings used in everyday life (2) general academic vocabulary used across disciplines and (3) subject-specific words defined for use in the discipline.” (edTPA, 2015)</p>	<p>1) table, chart, concession, plane, plain, field, draw 2) compare, analyze, evaluate, interpret, predict, argue 3) democracy, magma, synonym, equation</p>
	<p>Syntax Sentence Level</p>	<p>The arrangements of words and phrases to for well-formed sentence. The rules that support well-formed sentences specifically word order and word choice.</p>	<p>1) Sentence Structure: compound, complex, length 2) Transitions: however, yet, therefore 3) Complex Verb Tenses 4) Voice: passive, active (ALD Network, 2015)</p>
	<p>Discourse Message Level</p>	<p>“The structure of written and oral language as well as how members of the discipline talk, write and participate in knowledge construction.” (edTPA, 2015)</p> <p>“Academic discourse is putting words and sentences (the other two dimensions) together to clearly communicate complex ideas.” (ALD Network, 2015)</p>	<p>1) Message organization and text structure 2) Voice 3) Density of words, sentences, ideas 4) Clarity and coherence 5) Purpose, functions and audience (ALD Network, 2015)</p>

References:

ADL Network. (2015) Complex academic language. Retrieved from <http://aldnetwork.org/academic-language>

edTPA. (September 2015). Assessment handbook glossary. Retrieved from

<https://secure.aacte.org/apps/rl/resource.php?ref=edtpa&cid=37>

Zwiers, J. (2008). Building academic language: Essential practices for content classrooms. San Francisco, CA: John Wiley & Sons, Inc.

Language Supports: How does your cooperating teacher help students understand, use and practice the concepts and language they need to learn within the content area (discipline)?

Language Demands: *Vocabulary*: What subject specific and academic vocabulary are students asked to learn and use?

Language Demands: *Language Functions*: What will students do to demonstrate appropriate use and application of academic language?

Language Demands: *Discourse and Syntax*: How do students use academic language to express understanding of content? (using academic language and appropriate grammar versus everyday conversational language)