

Academic Language Demands/Needs in My Lesson

Task: What is it that I want my students to do with texts or literacy practices?				
Instructional Language	Genres	Linguistic Features	Connector, Organizational, or Literary Words	Text Organization
<p>Discussing ideas & asking questions—is there a pattern students should use?</p> <p>Summarizing texts (instructional & disciplinary)</p> <p>Following and giving instructions</p> <p>Explaining thinking aloud—how do they need to do this?</p> <p>Providing evidence (or reasons) for a point of view. What counts as evidence and how should it be presented?</p>	<p>Representing ideas in words</p> <p>Explaining or justifying a position</p> <p>Describing an experience using precise language</p> <p>Defining key concepts</p> <p>Evaluating arguments</p> <p>Constructing arguments</p> <p>Interpreting literature</p>	<p>Related clusters of vocabulary to express content</p> <p>Connector words that join sentences, phrases or clauses in logical relationships (time, cause/effect, comparison, contrast, sequence)</p> <p>Grammatical structures such as comparisons, passive voice, gerunds, etc.</p> <p>Text organization strategies</p>	<p>Temporal: first, next, then</p> <p>Causal: because, since, however, therefore</p> <p>Comparative: rather, instead, also, on the other hand, whereas</p> <p>Additive: and, or, furthermore, while, similarly</p> <p>Coordinating: and, nor, but, so</p>	<p>Simple argument: point/proposition, elaboration (This character is my favorite because she fought back when times were tough.)</p> <p>Argument with evidence: proposition, argument, conclusion</p> <p>Discussion: statement of issue, arguments for, arguments against, recommendation</p> <p>Elaborated discussion: statement of issue, preview of pro/con positions, several iterations of point/elaboration, summary, conclusion</p>