Academic Language Purposes

Class/Content Area	9th Grade, Honors & College-Bound Romeo and Juliet

Academic Language Purpose	Talk Discussions, Whole Class	Texts Writing or Reading
Seek Information - use who, what, when, where, how	S-Why were the families feuding?	T-used graphic organizers with these headings to help students organize what happened in text. Today it was after the reading but for homework tonight, it will be while reading.
Inform - recount information or retell	S-In the scene we just read, Romeo... S-The line means... S-The scene in the street happened first then...	T-used the idea of SEQUENCE to help the students retell in writing what happened in scene. Ss numbered the events in text then transferred to paper and used words, FIRST, Second, THEN
Compare - explain how alike	S-Romeo is like a player because he falls in love easily and often. S-We call guys who are really romantic Romeo because they seem as focused on love as Romeo is. S-Mercutio and Tybalt are alike because they both...	T & S used graphic organizer to compare & Contrast characters Used frames: ____ is like ____ because _____ BUT _____ is not like ____ because _____. S-creating compare sentence for HW
Contrast-explain how different		T & S used graphic organizer to compare & Contrast characters Used frames: ____ is like ____ because _____ BUT _____ is not like ____ because _____. S-creating contrast sentence for HW
Order - describe		

timeline, continuum or cycle		
Classify - describe organizing principles		
Analyze - describe features or main idea		
Infer - generate hypotheses to suggest cause/outcomes	S—I believe that Juliet and Romeo will not be together because this is a tragedy and that means things don't work out, also, their parents are fighting so it would be extremely hard for them to be together. The fight scene when they were giving out invitations hinted that there would be a lot more violence.	T—What are the HINTS that you've read in the text that suggest/support your hypothesis? Frame: I believe _____ because _____, _____, and ____. The text supports these ideas in lines _____, _____, and ____.
Justify & Persuade - give evidence why "A" is important		
Solve Problems - describe problem-solving procedures		
Synthesize - summarize information cohesively		
Evaluate - identify criteria, explain priorities, etc.	S—Romeo is less believable than Juliet because he falls in love more than once, his friends and family talk about his romantic nature, and he wants to make big, dramatic gestures.	T—Evaluate a character's behavior in relation to another character. Ex> The nurse is more motherly to Juliet than Lady Capulet because _____, _____, and _____. (had students suggest content for blanks, then had students suggest the reverse, then had students offer three ways to write the sentence.)