

Participant Handbook

Academic Language is:

- the language of the discipline that students need to learn and use to participate in meaningful ways in the content area;
 - Subject Specific: ELA—simile; Math—exponents
- the oral and written language used for academic purposes.
 - Vocabulary used across contents: Convey, contrast, etc.

Language Demands are what students need to understand and/or use that is associated with the language function that is identified.

- **Language Function** is the content and focus of the learning task represented by the action verb in the learning outcome, such as analyze, explain, evaluate, etc.
- **Vocabulary**: general academic vocabulary used across disciplines as well as subject specific words and phrases.
- **Syntax**: conventions for organizing symbols, words, and phrases together into structures.
- **Discourse**:
 - Structures of written and oral language
 - How members of the discipline talk, write, and participate in knowledge construction
 - Discipline-specific with distinctive ways of structuring the text
 - ELA text structures for writing a rhetorical analysis; Math text structures to compare or order probabilities; Social Studies text structures for DBQs; Science text structures for writing lab reports.

*from AACTE

This list comes from Jim Burke at www.englishcompanion.com, where you can find a more complete list of academic vocabulary. The words that follow are the ones more often used when creating sentence stems for an English Language Arts lesson, and do not include subject specific content vocabulary.

according	contradict	exclude
address	convert	exhibit
affect	convey	explain
alter	correlate	explore
analysis	correspond	fact
analyze	credible	factor
annotate	credit	feature
anticipate	criteria	figurative
application	critique	focus
apply	debate	form
argue	deduce	format
argument	defend	formulate
arrange	define	frame
articulate	demand	frequently
assert	demonstrate	general
assess	depict	highlight
associate	derive	hypothesize
assume	describe	identify
assumption	detail	illustrate
audience	detect	imitate
cause	determine	imply
characterize	develop	inclined
cite	differentiate	include
claim	diminish	incorporate
clarify	direct	indicate
coherent	discover	indirect
compare	discriminate	infer
conceive	discuss	influence
concise	distinguish	inform
conclude	draw	inquire
conclusion	elements	integrate
confirm	emphasize	intent
consider	employ	intention
consist	establish	interact
consistent	estimate	intermittent
consistently	evaluate	interpret
constant	evidence	introduce
constitutes	examine	invariably
contend	example	investigate
context	excerpt	involve

irony	persuade	reveal
irrelevant	place	review
isolate	plan	sequence
judge	point	series
key	point of view	set
label	portray	show
list	preclude	signal
literal	predict	significance
locate	prepare	source
logical	presume	specific
main	preview	speculate
mean	primary	stance
measure	produce	statement
model	propose	structure
modify	prove	style
motivation	purpose	succinct
note	refer	suggest
objective	reflect	summarize
observe	relate	summary
occur	relationship	support
opinion	relevant	survey
oppose	report	synthesize
order	represent	transition
organize	representative	translate
outline	request	utilize
paraphrase	require	valid
passage	respond	verify
pattern	restate	viewpoint
perspective	results	

Please Note: Each of the following standards corresponds to grade-specific standards, but are not identical. Therefore, the example sentence stems that follow may or may not need to be revised depending on the grade level of the standard.

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - In paragraph ____ the author explicitly intends to _____ because _____To cite specific textual evidence (these can be added to any of the stems below):
 - For example/instance, “ _____ ”
 - As an example/illustration/demonstration, “ _____ ”
 - To illustrate/demonstrate/explain, “ _____ ”
 - The author states/explains/says/writes, “ _____ ”
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - The author conveys a theme of _____ by _____
 - The idea that _____ is prevalent throughout the text when _____ as well as when _____. This is important because _____
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
 - The character reveals how his/her intentions/motivations have become _____ by _____
 - The idea that _____ seems to _____ when _____
 - This particular incident reveals _____ about the character because _____
 - The author develops the idea about _____ in order to show that the character _____
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - The word(s) _____ are intended to _____
 - The author figuratively says _____ to convey _____
 - The author’s _____ tone is evident when he writes “ _____ ” because _____
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
 - The paragraph/chapter/scene/stanza about _____ is significant to the overall purpose/theme because _____
 - The sentence, “ _____ ” signifies/denotes/implies _____
6. Assess how point of view or purpose shapes the content and style of a text.
 - The author’s perspective/point of view reveals _____
 - The point of view is important because _____
 - The author utilizes _____ in order to _____

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
 - The graph/image adds _____ to the text because _____
 - The visuals in the text are significant because _____
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 - The author examines the evidence by noting “ _____,” which is intended to support his/her claim that, “ _____.” This evidence is irrelevant/credible because _____
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
 - In the novel/short story/poem _____ the author reveals/conveys similar themes to _____.
 - _____ has a contrasting style to _____. This is evident when he writes, “ _____”
 - _____ approaches similar themes as _____
 - The theme in _____ is presented differently in _____
10. Read and comprehend complex literary and informational texts independently and proficiently.
11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.
 - I really don't understand this because...
 - I really dislike/like this idea because...
 - I think the author is trying to say that...
 - This reminds me of the book.....because.....
 - This passage reminds me of a time in my life when...
 - The author uses words like.....in order to convey.....
 - The author uses figurative language to compare.....
 - The description of this passage is intended to
 - This passage is effective because.....