

Language for Academic Discussions

Stating Perspective

- I (firmly, strongly) believe that ____
- In my opinion, ____
- From my perspective, ____
- From my point of view, ____



Drawing Conclusions

- Based on experience, it seems that ____
- The data suggests that ____
- Based on ____, I assume that ____
- After reading ____, I conclude that ____

Elaborating on Ideas

- For example, ____
- For instance, ____
- One reason is that ____
- I experienced this when ____



Comparing Ideas

- My idea is similar to (name's)
- My response is similar to (name's)
- My idea is different from (name's)
- I see this quite differently

Agreeing

- I agree with (name) that ____
- I can see your point of view
- My idea builds upon (name's)
- I can see your point of view

Disagreeing

- I don't quite agree
- I have a different perspective
- I don't share your point of view
- I disagree somewhat

Kinsella Academic Sentence Frames

**David A. Nicholls, Karen Synne
Groven, Elizabeth Kinsella, Rani Anjum**



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Academic Language in Diverse Classrooms: Mathematics, Grades K-2 Margo Gottlieb, Gisela Ernst-Slavit, 2013-03-12 Help your students unlock important mathematical concepts If you've ever watched a student struggle with learning math concepts you know that academic English can sometimes create stumbling blocks to understanding To grasp complicated concepts build skills and demonstrate achievement students need to master academic language in math But how do you teach academic language when you're so busy teaching math With this guide you'll build a curricular framework that integrates language and cultural supports with math content during lesson planning implementation and reflection You'll learn to Understand the role of language within the math principles of the Common Core Identify potential obstacles to understanding Incorporate academic language into standards referenced unit targets and lesson objectives Collaborate with ELL specialists to help students access the curriculum Each grade specific chapter models the types of interactions and learning experiences that help students master both math content and academic language This essential book shows you why mastery of academic language is the key to students academic success Strategies for Teaching English Language, Literature, and Content Mary Lou McCloskey, Janet Orr, Lydia Stack, Gabriela Kleckova, 2017-12-13 Academic Language! Academic Literacy! Eli R. Johnson, 2009-07-06 Academic language and literacy are essential keys to conceptual understanding and ultimately to student success Eli Johnson provides a foundation that all teachers and school leaders can use for improvement that will reach every classroom and every student Peter Dallas Finch Assistant Superintendent West Valley School District Yakima WA Develop students understanding of academic language and watch literacy skills soar To achieve higher levels of learning students must be able to understand academic language the formalized language of instruction found in classrooms textbooks and standardized tests Eli R Johnson conveys a powerful message of the need for teachers to provide explicit academic language instruction for all students especially English language learners or those struggling with reading Filled with 36 hands on strategies this practical solidly researched guide helps teachers make the critical connection between academic language literacy and student achievement for all learners regardless of home language or socioeconomic status Explained in reader friendly terms each strategy helps teachers give their students the tools and skills necessary to decipher academic language in reading writing listening and speaking This K 12 book also includes A strategy matrix to help teachers select appropriate strategies for their grade level A description of each strategy with information on how it works in the classroom and why it is effective Collaborative protocols to help infuse academic language throughout the content areas Lists of words that can be introduced at each grade level to build students vocabulary Academic Language Academic Literacy helps teachers instruct students on the language of education so they have a chance to demonstrate what they know and experience success Raising Up Readers Jennifer Thronsdon, 2025-06-02 In this practical guide educators learn 25 ready to use research based teaching strategies aligned to the science of reading to

scaffold learning from grade level texts for a range of readers to accelerate literacy achievement These strategies can be used in whole or small group instruction before during and after reading to increase each student s opportunity to grow Grades K 5 teachers instructional coaches and reading specialists can use this book to Plan effective scaffolds for grade level texts that challenge students and encourage growth Employ a versatile array of strategies to promote active engagement with literacy Provide engaging research based strategies that increase student learning and comprehension Readily adapt strategies to meet both individual and classwide challenges and needs Ensure all students achieve the established literacy standards for their grade level Contents Introduction Chapter 1 Building the Case for Challenging Text Chapter 2 Scaffolding Strategies Before Reading Chapter 3 Scaffolding Strategies During Reading Chapter 4 Scaffolding Strategies After Reading Chapter 5 Incorporating Scaffolding Strategies Into Instruction References and Resources Index *The California ELD Standards Companion* Ivannia Soto,Linda Carstens,Jim Burke,2018-12-04 Just for California teachers California teachers you re going to love this Here at last is that single teaching resource for making the critical link between our ELD Standards and the CCSS ELA Standards Standard by standard you ll quickly discover how to integrate language development into your day to day content instruction armed with an insider s understanding of how best to support our many English learners Modeled after Jim Burke s Common Core series this Grades K 2 volume of *The California ELD Standards Companion* is every bit that version of the standards you wish you had because it s just so easy to digest and apply It s all here Horizontal and vertical views reveal how each ELD Standard changes and progresses grade by grade and proficiency level by proficiency level What the Student Does Sections also scannable by grade and proficiency level unpack in student friendly language what meeting a standard looks like in practice CCSS ELA Standards are displayed side by side with California s ELD Standards so you can appreciate the purposeful alignment between the two as the basis for remodeling instructional practice What the Teacher Does Sections provide specific instructional guidance by grade band including student prompts and tips for differentiation across proficiency level A dedicated vocabulary section offers a quick reference glossary of key words and phrases as they are used within each ELD Standard Each section concludes with a vignette from the California ELA ELD Framework to illustrate exemplary standards based instruction Thanks to the ELD Standards we are now free to teach our ELs the way we knew best all along language and content taught hand in hand across the school day Lean on Ivannia Soto and Linda Carstens *California ELD Standards Companion* as your one stop guide for delivering that excellent education our ELs so deeply deserve **Integrated English Language Development: Supporting English Learners Across the Curriculum** Eugenia Mora-Flores,2019-12-10 Innovative educators are always looking for effective ways to meet the demands of teaching content standards while supporting the linguistic needs of every student This resource shows educators how to infuse language learning into every subject area including language arts mathematics science and social studies This powerful resource presents research based instructional strategies to immerse students in content while promoting oral and written

language development Educators will be inspired to take their teaching to higher levels by providing engaging and challenging learning environments for English language learners *Show, Tell, Build* Joyce W. Nutta, Carine Streb, Florin M. Mihai, Edwidge Crevecoeur Bryant, Kouider Mokhtari, 2020-07-29 Building upon the theoretical and practical foundation outlined in their previous book *Educating English Learners* the authors show classroom teachers how to develop a repertoire of instructional techniques that address K 12 English learners ELs at different English proficiency and grade levels and across subject areas *Show Tell Build* is organized around two decision maps for planning and implementing differentiated instruction for ELs the Academic Subjects Protocol for teachers of academic subjects and the Language Arts Protocol for teachers of language arts The instructional tools and techniques described in each chapter help teachers provide communication support for ELs through showing and telling and develop their language proficiency through building their skills The book also discusses the demands that academic language poses for ELs and ways to assess students proficiency in English *Show Tell Build* provides classroom teachers English language development specialists literacy coaches and school leaders with valuable knowledge and skills to support ELs academic success *Learning Unlimited* Nicoleta Filimon, Christi Cartwright-Lacerda, 2024-11-07 Multilingual learners are more prevalent than ever in today's diverse classrooms and within that population students with limited or interrupted formal education SLIFE face a particularly complex set of challenges *Learning Unlimited* provides teachers with practical strategies and an instructional model tailored to meet the needs of these students along with other struggling multilingual learners MLs ensuring their academic success and personal growth Nicoleta Filimon and Christi Cartwright Lacerda seasoned educators with extensive experience working with SLIFE and MLs share their insights and proven techniques to create an inclusive and supportive learning environment In this book Filimon and Cartwright Lacerda offer Effective strategies and step by step guidance to foster academic conversations enhance reading comprehension and achieve success in academic writing A spiraling approach to revisit and reinforce key concepts ensuring students grasp and retain essential knowledge Real world application in the form of practical examples instructional materials and templates that teachers can implement in or adapt to fit various classroom settings Tools and resources that empower teachers to address the unique needs of their students and help them thrive academically and socially Whether you are a new teacher or an experienced educator *Learning Unlimited* equips you with the knowledge and confidence to make a lasting impact on the lives of SLIFE and other struggling MLs Join Filimon and Cartwright Lacerda on this journey to unlock the full potential of every student in your classroom **Co-Planning** Andrea Honigsfeld, Maria G. Dove, 2021-09-26 Pool your collective wisdom in support of your English learners English Learners ELs and multilingual learners MLs have double the work of their English speaking peers as they are required to master language and content simultaneously To support this dynamic academic and language development process all teachers need to have an understanding of language acquisition and EL ML specific methodologies along with offering social emotional support to ELs MLs and work in tandem with each

other Bestselling authors Andrea Honigsfeld and Maria G Dove have returned with this new resource that complements and expands on their previous titles on co teaching and collaboration by addressing collaborative planning in greater depth Co planning is positioned as the first step toward integrative language and content instruction as regular and purposeful collaboration ensures that ELs MLs have access to core content Key features include Practical step by step guidance to starting and sustaining collaborative planning for integrated language literacy and social emotional development An array of checklists templates and protocols for immediate implementation Snapshots from the Field provide real life examples of co planning in action Beautiful full color design with original sketch notes to bring concepts to life QR codes that link to author interviews elaborating on key ideas This substantial guide will assist novice and seasoned educators alike in their move away from isolated practices and help them engage in collaborative planning and professional dialogue about asset based best practices for ELs MLs

Academic Language & Academic Vocabulary Eli R. Johnson, 2012 Academic Language Academic Vocabulary is the perfect book for any teacher instructional coach or school administrator who is striving to improve instruction It contains the general academic language and the domain specific language essential to implementing the Common Core Standards The book provides strategies that will definitely enhance response to intervention RTI and content area instruction These strategies give students the skills they need to overcome the challenges they face in school The book contains academic language lists the mortar and four content area academic vocabulary lists the bricks to help ELL struggling readers and any student who wants to succeed academically and prepare for college The word lists alone are worth their weight in gold for students who lack the essential academic language and academic vocabulary to succeed in school Learn the strategies and key words that will unlock learning for all of your students

Writing Awesome Answers to Comprehension Questions (Even the Hard Ones) Nancy Boyles, 2021-05-04 Help students appreciate texts and write about them with conviction Responding to a comprehension question is a surprisingly complex task It draws on multiple skills students must be able to read and analyze a text passage consider what aspect of the text the question addresses and then quickly and concisely write about their ideas citing evidence to support them Hence the prominence of constructed response questions in standardized testing In this refreshingly clear and upbeat guide literacy consultant Nancy Boyles gives a step by step demonstration of how to help students achieve success with this task and in the process of unpacking the steps involved demonstrates how the instruction can inspire teachers creativity as well as deepen students literacy skills Filled with ready to use scaffolds for every stage of instruction sets of sample questions anchor charts cue cards answer frames this is a one stop resource for teaching students how to organize their thoughts about what they've read and then set them down in writing

Science Teacher Preparation in Content-Based Second Language Acquisition Alandeom W. Oliveira, Molly H. Weinburgh, 2016-10-25 The primary purpose of this book is to provide science teacher educators with exemplars of professional development programs designed to prepare school teachers to effectively help language learners in science

classrooms simultaneously gain language proficiency and conceptual understanding To this end this book examines seventeen science teacher preparation programs that span a wide variety of grade levels elementary middle and secondary countries Italy Luxemburg Spain UK and US and linguistic contexts English as a Second Language English as a Foreign Language trilingual classrooms and teaching deaf children science through sign language The book is divided into three main parts Each part consists of chapters that illustrate a common cross cutting theme in science teacher preparation in content based second language acquisition namely pre service teacher preparation in service teacher preparation and international perspectives Each part provides many insights on the similarities and differences in the professional development approaches used to prepare science teaching with varied amounts of instructional experience help students in different parts of the world overcome linguistic barriers while simultaneously learning concepts central to science Bringing together researchers from various academic backgrounds science education TESOL and Applied Linguistics attention is given to varied facets of the intersection of science and language learning in the specific context of school teacher preparation

The Instructional Leader and the Brain Margaret Glick, 2011-09-27 Apply neuroscience to leadership and become a gamechanger An instructional leader who understands how people learn has the power to transform a school and raise student achievement Brain pioneer Margaret Glick weaves the fields of cognitive science neuroscience educational leadership and instruction into a cohesive framework for understanding how the brain learns and shows how to apply this knowledge to teacher and student learning Understanding the five elements that affect how we learn results in the following benefits Increased understanding of the learning process Improved communication Enhanced relationships Better interpersonal skills New tools for giving effective feedback An inner compass for continuous improvement Included are brain illustrations rubrics implementation ideas for teachers step by step pedagogy and assessments to help instructional leaders understand how brain functions inform instruction and how to teach these principles to their teachers

Common Core for the Not-So-Common Learner, Grades 6-12 Andrea Honigsfeld, Maria G. Dove, 2013-07-30 New hope for our students who struggle most Under the best of circumstances meeting the Common Core can be a challenge But if you re a teacher of academically and linguistically diverse students and who isn t these days then that challenge may sometimes feel more like a fantasy Finally here are two expert educators who are brave enough knowledgeable enough and grounded enough to tackle this issue Armed with this resource s advice tools and strategies you ll Better understand the 32 ELA anchor standards Learn more about the specific skills uncommon learners need to master them Discover new research based teaching strategies aligned to each standard

The Literacy Gaps Ivannia Soto-Hinman, June Hetzel, 2009-08-11 The book makes a contribution to the education of English language learners It provides practical instructional suggestions for teachers of both ELLs and SELs that are informed by a deep understanding of theories of second language and second dialect acquisition and the development of reading and writing proficiencies Guadalupe Vald s Professor of Education Stanford University The

concepts of gaps and bridges are clearly articulated up front and provide a well structured theme that unites the various parts of the text The use of this structure provides a logical and coherent mechanism for providing a complete picture of the problem the literacy gap between ELs and native speakers and a means for addressing this problem Kristina Anstrom Senior Research Scientist The George Washington University Center for Equity and Excellence in Education Build bridges of support so English language learners can learn alongside their peers English language learners ELLs and standard English learners SELs face multiple gaps as they strive to achieve so educators need to take a holistic comprehensive approach to bridge those gaps and meet the needs of ELLs and SELs in the classroom Based on an original well researched framework this much needed resource provides practical strategies for supporting learning and success for ELLs The authors provide strategies examples and classroom tools to address The gap between students and texts covering word recognition background knowledge comprehension and academic language development The gap between students and teachers including socio cultural differences between teachers and students and teacher perceptions and expectations The gap between students and their peers discussing language proficiency differences grouping strategies and grade level and schoolwide programs The Literacy Gaps helps educators give ELLs the skills they need to close the most important gap of all the achievement gap

Teaching and Supporting English Learners: A Guide to Welcoming and Engaging Newcomers Eugenia Mora-Flores, Stephanie Dewing, 2022-12-16 Learn how to best support English learners and address the needs of newcomers This professional book provides step by step strategies for teachers of ELs Written by Eugenia Mora Flores and Stephanie Dewing this book offers practical tips to help teachers bring English language instruction into any classroom With this meaningful resource teachers will meet English learners diverse needs and make newcomers feel safe and welcome

EL Excellence Every Day , **Prison Law** Mary Rogan, 2016-08-19 Prison litigation is becoming increasingly common in Ireland Prison numbers are at an all time high and conditions in many Irish prisons have been criticised by international and domestic human rights bodies such as the Irish Penal Reform Trust and the Inspector of Prisons who have voiced concern about the lack of accountability for decisions taken by prison administrators on issues such as discipline transfers and release The rights of prisoners are a key focus of the book These rights are examined in relation to prison conditions contact with the outside world discipline remission transfer and release Prison Law analyses practical issues that prison law practitioners are likely to come up against such as causes of action evidential difficulties and time limits Written from both a domestic and international perspective the book sets out the position in Irish prisons of particular groups including women children foreign prisoners and those from an ethnic minority background and identifies areas in which the treatment of prisoners gives rise to concerns under the Constitution or the European Convention on Human Rights The most up to date book in this legal area Prison Law also includes an appendix setting out the fully consolidated Prison Rules 2007 2013 This title is included in Bloomsbury Professional s Irish Criminal Law online service

Writing Modern

Ireland Catherine E. Paul, 2015 *Writing Modern Ireland* examines the complex literary manifestations of Ireland and Irishness from the turn of the twentieth century to very recently. Together with examinations of the nation the collected essays consider Irish identities that may be sexual racial regional gendered disabled and able bodied traumatized and in the process of healing. Identity like literary texts is a constant process of making and remaking. Revision and publication. This collection takes up the question of what it means to write modern Ireland evoking the many resonances that name will carry. A mythic place a land controlled from elsewhere a nation hoped for and achieved a nation denied and resisted an island divided an idea soaked in fantasies and dreams a homeland abandoned in searches for brighter futures a land of opportunity a people who are many people and a place defined by writers who both empower and challenge it. W B Yeats looms large as he does in modern Irish writing and in commemoration of his sesquicentennial year. Building on a themed issue of *The South Carolina Review* the present volume is expanded and rededicated by Catherine E Paul. Clemson University. It features critical essays by Ronald Schuchard on Yeats Michael Sidnell on Beckett Liam Harte on Sebastian Barry Jefferson Holdridge on contemporary Irish poets and Thomas Dillon Redshaw on the revival of the Cuala Press illustrated together with a host of significant scholarship and criticism by 14 additional international experts from the USA UK Belgium France and of course Ireland. p 4 of cover

Mobilizing Knowledge in Physiotherapy David A. Nicholls, Karen Synne Groven, Elizabeth Kinsella, Rani Anjum, 2020-10-25 *Mobilizing Knowledge in Physiotherapy: Critical Reflections on Foundations and Practices* is a collection of 15 collaboratively written critical essays by 39 authors from 15 disciplines and seven countries. The book challenges some of the most important contemporary assumptions about physiotherapy knowledge and makes the case for much more critical theory practice and education in physiotherapy health and social care. The book challenges the kinds of thinking that have traditionally bounded the profession and highlights the ways in which knowledge is now increasingly fluid complex and diffuse. The collection engages a range of critical social theories and interdisciplinary perspectives from within and without the profession. It includes sections focusing on evidence practice patient perspectives embodiment culture diversity digital worlds and research methods. The book makes an important contribution to how we think about mobilizing knowledge and it speaks to a diverse audience of academics practitioners educators policy makers and students both within physiotherapy and from a range of related health and social care disciplines. This book will be a useful reference for scholars interested in conceptions of professional knowledge and the theory of professional education and practice in physiotherapy and beyond.

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