
Beyond the Word Wall

COACHING FOR ACADEMIC LANGUAGE DEVELOPMENT

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Coaching Plan for Academic Language Development

Plan Component	Procedures	Ideas
<p>WIDA Basics</p> <ul style="list-style-type: none"> • ACCESS data • Performance Definitions • Can Do Descriptors & Name Charts 		
<p>Dimensions of Academic Language</p> <ul style="list-style-type: none"> • Content area readings & analysis 		
<p>Coaching Cycles & Observations</p>		
<p>Data Collection & Analysis</p>		

References:

- Sweeney, D. (2011). *Student-centered coaching: A guide for K-8 coaches and principals*. - AND – (2013) *Student-centered coaching at the secondary level*. Thousand Oaks, CA: Corwin.
- Zwiers, J. (2014). *Building academic language*, 2nd ed. San Francisco: Jossey-Bass.
- WIDA (2012). *Amplification of the English language development standards*. Madison, WI: Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium.

WIDA Performance Definitions - Speaking and Writing Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Multiple, complex sentences Organized, cohesive, and coherent expression of ideas 	<ul style="list-style-type: none"> A variety of grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> A variety of grammatical structures Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas 	<ul style="list-style-type: none"> Repetitive grammatical structures with occasional variation Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Phrases or short sentences Emerging expression of ideas 	<ul style="list-style-type: none"> Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Words, phrases, or chunks of language Single words used to represent ideas 	<ul style="list-style-type: none"> Phrase-level grammatical structures Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

WIDA Performance Definitions - Listening and Reading Grades K-12

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage
Level 6 - Reaching Language that meets all criteria through Level 5 - Bridging			
Level 5 Bridging	<ul style="list-style-type: none"> Rich descriptive discourse with complex sentences Cohesive and organized related ideas 	<ul style="list-style-type: none"> Compound, complex grammatical constructions (e.g., multiple phrases and clauses) A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Technical and abstract content-area language, including content-specific collocations Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> Connected discourse with a variety of sentences Expanded related ideas 	<ul style="list-style-type: none"> A variety of complex grammatical constructions Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> Specific and some technical content-area language Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> Discourse with a series of extended sentences Related ideas 	<ul style="list-style-type: none"> Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions Sentence patterns across content areas 	<ul style="list-style-type: none"> Specific content language, including expressions Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> Multiple related simple sentences An idea with details 	<ul style="list-style-type: none"> Compound grammatical constructions Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> General content words and expressions, including cognates Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> Single statements or questions An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) Common social and instructional forms and patterns 	<ul style="list-style-type: none"> General content-related words Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

Whole Class Name Chart

Period:

	1 ENTERING	2 BEGINNING	3 DEVELOPING	4 EXPANDING	5 BRIDGING	6 REACHING
Listening	Point, Identify, One-step directions	Categorize, Arrange, Draw	Identify, match, sequence - pictures	Interpret, infer, role play	Carry out grade-level instructions	
Speaking	Answer wh- questions, name objects/people, basic needs	Ask wh- questions, describe pictures, events, or people, restate facts or statements	Formulate hypothesis, make predictions, describe processes & procedures, retell stories/events	Discuss stories, issues, and concepts, give speeches, oral reports, defend a point of view	Defend a POV and give reasons, use and explain figurative language, discuss abstract content ideas	
Reading	Match, cognates, sound/symbol/word relations	Locate and classify info, identify facts and explicit messages	Identify main idea, details, sequence, use context clues	Interpret info or data, find details that support main ideas, identify word families, figures of speech	Glean info from multiple sources, draw conclusions, or infer, answer analytical questions	
Writing	Label, draw, copy, single word answer	Make lists, simple sentences, fill in graphic organizer	Simple expository and narrative texts, describe events, people, procedures, compare/contrast	Take notes using graphic organizer, summarize, edit & revise writing, create original ideas or detailed responses	Apply info to new contexts, react to multiple genres, author multiple forms of writing	

The Features of Academic Language in WIDA's Standards

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	Linguistic Complexity <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	Language Forms and Conventions <i>(Types, arrays, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/perspective
Word/Phrase Level	Vocabulary Usage <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the...

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles

Uncovering the Features of Academic Language*

Words & Phrases

- What are the important **general/academic** (Tier 1/Tier 2) **words or phrases** in the text?
- Are there **specific content or technical** (Tier 3) **words or phrases**?
- Are there **multiple-meaning words** or **homophones** (sound the same but spelled differently)?
- Are there **prefixes** or **suffixes** that alter the meanings of words?
- Are there **important connotations** assigned to certain words?
- Are there **culturally-based, idiomatic, or figurative expressions** or use of words?
- Are there **important collocations** – words that commonly go together for specific purposes or to create specific meaning? (Ex: *make a point, divide by / add to*)

Sentences & Grammatical Structures

- What are the **verb tenses** (past, present, future)? Are they mixed?
- What other **verb forms** are used (modals, passive voice, conditional, etc.)
- How are **clauses and phrases** used within sentences? Are there multiple prepositional phrases (*e.g., from point C to the common vertex of the adjacent interior angle of the polygon*)?
- What types of **connecting words** or **cohesive devices** are used within and between sentences? Is information inserted as clauses (*although, which, also, etc.*)?
- What types of **punctuation** are used (e.g., quotation marks, dashes, semi-colons, parentheses)?

Discourse & Complexity

- What is the **amount** of written text?
- How **dense** is the text? What is the ratio of content words to high-frequency words, or number of clauses within sentences? E.g.:
 - (More dense) ***Conductors are materials that allow electricity to flow through them and are mostly metals, apart from a material called graphite which can be found in pencils.***
 - (Less dense) ***Conductors are types of materials that can carry electricity. Conductors are mostly metals but also include a material called graphite. Graphite can be found in your pencil.***
- What is the **text structure** (narrative, explanatory, argumentative, etc.)? How is **coherence** within this structure achieved?
- Is there a variety of **sentence types** (simple, compound, complex)?
- What **background knowledge** is necessary to fully comprehend the text?

Debrief & Discuss: Knowing that all of the academic language features in your content area texts can't be taught all at once, briefly list *a few* features in the text that you determine are most significant to student comprehension or production. Explain your choices to your neighbor(s).

SOCIAL STUDIES (6TH/7TH Grade)

Although it was once mighty enough to carve out the Grand Canyon, the Colorado River is now drying up. That's bad news for the 30 million people in the United States and Mexico who rely on the 1,450-mile-long river for water.

Like most rivers, the Colorado is fed by its basin – the waterways and ground water that stream into and off of the river. Historically, the Colorado has flowed south into Mexico, where it empties into the Gulf of California. But in the past 15 years, the river hasn't always made it that far. It evaporates into a trickle about 50 miles north of the Gulf.

The Colorado's shrinkage is blamed on population growth, climate change, and overuse, with several dams diverting water to Los Angeles and other cities. The crisis has environmentalists racing to protect the once raging river. Among other things, they're teaching farmers in the basin how to conserve water as they irrigate their crops.

- *Junior Scholastic*, September 2013

SCIENCE (8TH/9TH Grade)

CONCEPT 9.2: The cell cycle multiplies cells

Objectives

- Describe the structure of a chromosome.
- Name the stages of the cell cycle and explain what happens during each stage.

At this moment, millions of cells in your body are dividing, each forming two new cells. However, the vast majority of your cells (about 200 trillion) aren't dividing but are going about other cell activities—building proteins, breaking down food, consuming energy, and so on. How does cell division fit into the life of a cell?

Chromosomes and Cell Division

Almost all the genes of a eukaryotic cell are located in the cell nucleus. Most of the time, this genetic material exists as a mass of very long fibers that are too thin to be seen under a light microscope. These fibers consist of [chromatin](#), a combination of DNA and protein molecules. As a cell prepares to divide, its chromatin fibers condense, becoming visible as the compact structures called [chromosomes](#). The number of chromosomes in a eukaryotic cell depends on the species. For example, human body cells generally each have 46 chromosomes. Each chromosome may contain many hundreds of genes.

Before cell division begins, a cell duplicates all of its chromosomes. Each chromosome now consists of two identical joined copies called [sister chromatids](#). (Biologists use the term "sister" to identify joined chromatids, but it does not imply female gender.) The region where the two chromatids are joined tightly together is called the [centromere](#).

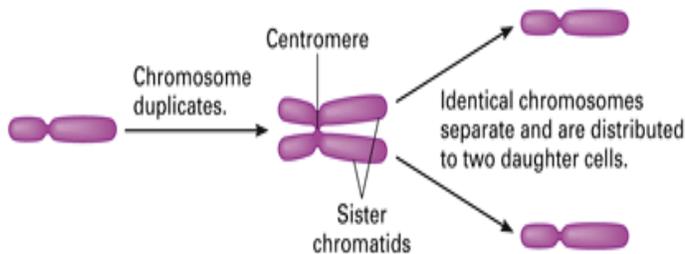


Figure 9-4
Each chromosome in a reproducing cell undergoes the duplication and separation process shown here. Duplication occurs during interphase, in preparation for cell division.

A dividing human skin cell starts with 46 pairs of duplicated chromosomes (each made up of two sister chromatids). When the cell divides, the sister chromatids separate from each other (Figure 9-4). Once separated from its sister, each chromatid is considered a full-fledged chromosome. The result of the division is two offspring nuclei, each containing 46 chromosomes.

The Cell Cycle

How often a cell divides depends on the type of cell. Some cells divide once a day. Some divide more often; others, less often. Some highly specialized cells, such as mature muscle cells, do not divide at all. Eukaryotic cells that do divide undergo an orderly sequence of events known as the [cell cycle](#). The cell cycle extends from the "birth" of a cell as a result of cell reproduction to the time the cell itself reproduces (Figure 9-5). Understanding the cell cycle will help you understand how cells function and how irregularities in the cell cycle can lead to disease.

MATH (7TH/8TH Grade)

Abby takes 5 gallons of water out of her aquarium. Later, she adds 5 gallons of water to the aquarium. What is the overall increase or decrease of the amount of water in the tank? Write an expression to represent the overall change. Then use a vertical number line or a picture to represent this change. Then explain the result using the vocabulary "additive inverse."

A square section of a kitchen floor is made of 52 square tiles. Write an equation that shows the area of this floor. About how many tiles are on each side of the square section of the floor? Round your answer to the nearest tenth. Then explain if the actual solution is a rational or irrational number.