

## Unit 3: Academic Language

12 Class Meetings

*Created May 2021*

### Essential Questions

- What is the relationship between my knowledge of language structure and my ability to read and write?
- How can I use academic language to deepen my understanding of content in the English language?

### Enduring Understandings with Unit Goals

**EU 1:** Knowing the sounds and corresponding spelling sounds in English will help me to become a more proficient interlocutor and a more proficient reader and writer in English

- Recognize and apply Tier 1 words, high frequency and question words
- Recognize and apply Tier 2 content vocabulary

**EU2:** Applying and understanding academic language will allow me to engage in higher level thinking skills and build my English fluency

- Recognize and apply Tier 3 academic language within disciplines

### Standards

- 6-8.1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
- 6-8.2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- 6-8.3. Speak and write about grade-appropriate complex literary and informational texts and topics
- 6-8.4. Construct grade-appropriate oral and written claims and support them reasoning and evidence
- 6-8.5. Conduct research and evaluate and communicate findings to answer questions or solve problems
- 6-8.6 Analyze and critique the arguments of others orally and in writing
- 6-8.10. Make accurate use of standard English to communicate in grade-appropriate speech and writing

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### ISAAC Vision of the Graduate Competencies

**Competency 1:** Write effectively for a variety of purposes.

**Competency 2:** Speak to diverse audiences in an accountable manner.

**Competency 3:** Develop the behaviors needed to interact and contribute with others on a team.

**Competency 4:** Analyze and solve problems independently and collaboratively.

**Competency 5:** Be responsible, creative, and empathetic members of the community.

### Unit Content Overview

1. Marzano's 6 Ways for Building Academic Language
2. Vocabulary journals
3. Idioms
4. Compound words
5. Morphemes
6. ISAAC's vision of the graduate

**Key Terms:** morphemes, idioms, academic language, discipline, roots, affixes, concrete, abstract

**Vocabulary:** pattern, cognate, frequency, pronunciation, target, colloquialism

**Interdisciplinary Connection:**

- LA
- Spanish
- Social studies

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### Daily Learning Objectives with *Do Now Activities*

#### Students will be able to...

- Distinguish abstract and concrete words\*
- Define academic language and provide examples
- Compare and contrast taxonomy action verbs
- Formulate descriptions and provide detail of relevant academic vocabulary
- Illustrate representation of academic vocabulary
- Recognize and apply idioms and colloquial words and phrases
- Examine academic language in ISAAC's Vision of the graduate \*
- Create outline for self-vision/mission statement

### Instructional Strategies/Differentiated Instruction

- Accountable Talk discussions
- Graphic Organizers
- Self-assessments
- Strategic grouping
- Personal Connections
- Word Walls/visuals
- Chunking
- Small/Whole group discussion
- Pair/Share
- Shortened/modified reading and writing assignments
- Sentence Starters
- Conferencing
- Text and video chunking with guiding questions
- TPS

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### Assessments

#### FORMATIVE ASSESSMENTS:

- Group discussion
- Do now activities
- Journal entries
- Grammar practice
- Reading check assessments
- Graphic organizers
- Vocabulary quizzes
- Accountable talk discussions
- Exit slips
- Academic language journal

#### SUMMATIVE ASSESSMENTS:

- Performance Task – Mission/vision statement

### Unit Task

**Unit Task Name:** Mission/vision statement

**Description:** This performance task gives students a chance to demonstrate their application of what they have learned in **EU 1:** Knowing the sounds and corresponding spelling sounds in English will help me to become a more proficient interlocutor and a more proficient reader and writer in English and applying academic language **EU2:** Applying and understanding academic language will allow me to engage in higher level thinking skills and build my English fluency, to develop a mission statement. Students will model the skills and attributes of ISAAC's mission statement to create one of their own, about a topic/organization/idea they are passionate about.

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### Unit Resources

- Visuals
- Marzano's 6 step process
- Vocabulary Journals
- Graphic organizers
- Guest speaker
- Journals
- Websites