

Integrating Language Instruction with Content Area Instruction

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Academic vs. Social Language

Academic Language

- Vocabulary is technical; longer sentences and more complex grammar
- Reading textbook or often lecture style
- Precise understanding and explanation required; higher order thinking
- Fewer clues. Most clues are language clues such as further explanation
- More difficult to clarify

Social Language

- Simpler language (shorter sentences, simpler vocabulary and grammar)
- Informal settings, usually face to face
- Exact understanding is not required
- Many context clues from gestures, social context
- Many opportunities to clarify

Differentiated Writing Activities

The following examples are differentiated writing activities for the solar system. These writing activities can be adapted for the three to five English proficiency levels for each theme.

Theme: Solar System

ESL Level: Beginning (Level 1)

Students will write (or copy) simple sentences about the solar system, sun, and planets. Students will create a Step Book with one fact (sentence) per page. There will be a total of five pages in the step book. Have students illustrate their sentences.

- ☐ Write the first sentence for them: *The sun is large.*
- ☐ Have students illustrate the sun.

ESL Level: Early Intermediate (Level 2)

- Students will complete the same writing assignment as the Beginning Level (write five sentences and create a Step Book).
 - Students will include another sentence or two about what the sun and planets are like.
 - Students will write an increasing number of words and simple sentences.
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- ☐ Write the first sentence for them: *The sun is the central part of the solar system.*
 - ☐ Have students illustrate the sun in the middle of the planets for the first page.

ESL Level: Intermediate (Level 3)

Students will produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling. Students will create an “I AM” poem describing themselves if they were the sun, Earth, any planet, or the solar system.

I am the sun.

I feel _____

I see _____

I like _____

I don't like _____

I wonder _____

I am _____

Students will write an essay or short story about why they wrote how/what the sun feels, sees, likes, wonders, etc.

ESL Level 4 Early Advanced:

- Students will write a multiple-paragraph expository composition for the solar system.
- Have students create a graphic organizer with “solar system” in the middle.
- Students will write two to three subtopics (e.g., sun, planets). Brainstorm with students and write sample topic sentences on the board.
- Students will independently form, revise, and articulate their understanding of the solar system in three to four paragraphs.

ESL Level 5 Advanced:

- Students will write and publish a persuasive essay about why the sun is important to Earth and the solar system. Students should use standard grammatical forms.
- Begin the essay with the title: “Why the Sun Is Important to Earth and the Solar System.”
- Review and confirm that students include the following:
 - ☐Students will use opinions with supportive facts about the solar system.
 - ☐Students provide a series of arguments or reasons to support why the sun is important.
 - ☐Facts about the sun are organized in logical order.
 - ☐Students will include a concluding statement or summary about the sun.

Anticipation / Prediction Guide

- Create anticipation (or prediction) guides for texts or investigations to help activate and assess students' prior knowledge and to motivate student interest.
- Select major concepts and statements you want your student to learn.
- Choose statements that may challenge or support a student's belief.
- **Directions:** Place a check (or write Y for yes) if you agree with the statement in the “me” column. After reading the text, check the statements which agree with the text. Compare your opinions with those in the text.

Frayer Model (for vocabulary development or concept development)

Students can develop their understanding of a word or concept by having them analyze a word's essential and non-essential characteristics. Have students write a definition, list characteristics and write examples and non examples of the concept or word.

(Adapted from Frayer, Frederick, & Klausmeier, 1969)

<i>definition</i> A mathematical shape that is a closed plane figure bounded by 3 or more line segments	<i>Examples</i> <ul style="list-style-type: none">•Pentagon•Square•Trapezoid•Hexagon•rhombus
<i>characteristics</i> <ul style="list-style-type: none">•Closed•Plane figure•More than 2 straight lines•Made of segments•2 dimensional	<i>Non-examples</i> <ul style="list-style-type: none">•Circle•Cone•Arrow•cylinder

QAR (Question – Answer – Relationship) Strategy (Raphael, 1982, 1986)

- This strategy is designed to connect reading purpose to text and to the reader's personal experiences and information sources. QAR can be used to help children understand the thinking demands of questions.
- There are four categories of information sources:
- **Right There** – the information is stated explicitly in the text.
- **Think and Search** – The information is still in the text, but must be inferred or concluded from various statements in the text. This involves the interpretive level of thinking (explanation, compare/contrast, cause/effect, list/example).
- **Author and You** – The information is a combination from the text and the students' background knowledge. This level requires use of the interpretive, applicative, or transactive , level of thinking.
- **On My Own** – this information is primarily from the readers' background knowledge. Uses the transactive or applicative level of thinking.

Dialogue journals benefit children because:

- Students receive an individual reply from their teacher (Hae Joon)
- Students experiment with writing in English or the second language in a meaningful context (Elena)
- Build communication skills
- Build authentic literacy skills
- Students choose their own topics

Dialogue journals benefit teachers because:

- It provides a weekly developmental record of the child's writing
- Models writing in an authentic context
- Helps children make the connection between oral and written language
- Learn about the child and his/her interests