

Adapted from:

<https://www.wpunj.edu/coe/departments/field/assets/Academic%20Language%20Gridv3.pdf>

		Definition	Examples
Language Functions How		“The content and language focus of the learning task represented by the active verbs within the learning outcomes.” (edTPA, 2015) Shared language functions include identifying, describing, interpreting, analyzing, arguing a position or point of view; predicting; evaluating and comparing. (edTPA, 2015)	interpreting maps, identifying main ideas and details, predicting, evaluating and interpreting an author's purpose, arguing through writing or presentation a position/point of view, comparing outcomes, ideas data (edTPA, 2015)
Language Supports With What		Scaffolds, representations, pedagogical strategies.	Anchor charts, word walls, sentence frames, modeling use of vocabulary, think aloud
Language Demands	Vocabulary Word Level	“Includes words and phrases that are used within the disciplines including: (1) words and phrases with subject -specific meanings that differ from meanings used in everyday life (2) general academic vocabulary used across disciplines and (3) subject-specific words defined for use in the discipline.” (edTPA, 2015)	1) table, chart, concession, plane, plain, field, draw 2) compare, analyze, evaluate, interpret, predict, argue 3) democracy, magma, synonym, equation
	Syntax Sentence Level	The arrangements of words and phrases to for well-formed sentence. The rules that support well-formed sentences specifically word order and word choice.	1) Sentence Structure: compound, complex, length 2) Transitions: however, yet, therefore 3) Complex Verb Tenses 4) Voice: passive, active (ALD Network, 2015)
	Discourse Message Level	“The structure of written and oral language as well as how members of the discipline talk, write and participate in knowledge construction.” (edTPA, 2015) “Academic discourse is putting words and sentences (the other two dimensions) together to clearly communicate complex ideas.” (ALD Network, 2015)	1) Message organization and text structure 2) Voice 3) Density of words, sentences, ideas 4) Clarity and coherence 5) Purpose, functions and audience (ALD Network, 2015)

References:

ADL Network. (2015) Complex academic language. Retrieved from <http://aldnetwork.org/academic-language>

edTPA. (September 2015). Assessment handbook glossary. Retrieved from

<https://secure.aacte.org/apps/rl/resource.php?ref=edtpa&cid=37>

Zwiers, J. (2008). Building academic language: Essential practices for content classrooms. San Francisco, CA: John Wiley & Sons, Inc.