

## Academic Language & Distance Learning

Instructional Technique	Suggestions for Implementation During Distance Learning
Linguistic Frames & Sentence Stems	<ul style="list-style-type: none"> <li>• Make the stems available on the LMS or Google Classroom for all to access.</li> <li>• Show students how to use them online with peers.</li> <li>• Provide online collaborative opportunities.</li> <li>• Teach students how to use them in writing and in daily life.</li> </ul>
Consensus	<ul style="list-style-type: none"> <li>• Provide students with a topic.</li> <li>• Have students brainstorm individually.</li> <li>• Group students into 4s. And share a google document with each group.</li> <li>• Have groups work to come to a consensus on the shared document.</li> </ul>
Interactive Word Wall	<ul style="list-style-type: none"> <li>• Build a virtual interactive word wall on google slides or powerpoint.</li> <li>• Include images, words, and hyperlinks.</li> <li>• Encourage students to add to the virtual interactive word wall.</li> </ul>
Picture Word Inductive Model	<ul style="list-style-type: none"> <li>• Share an image with students.</li> <li>• Have students brainstorm what they know about the image.</li> <li>• Video record yourself labeling the visual. If possible, include student interaction.</li> <li>• Model for students how to create sentences with the labels.</li> <li>• Have students create their own sentences using the labeled visual.</li> </ul>
List, Group, Label	<ul style="list-style-type: none"> <li>• Provide students with a list of academic words and/or phrases related to a unit of study on Google Docs or on Jamboard.</li> <li>• Have students work to categorize the words and/or phrases.</li> <li>• Have students label the categories they created.</li> <li>• Ask students to describe why they labeled the categories the way they did.</li> </ul>
QSSSA	<ul style="list-style-type: none"> <li>• Pose an open ended question to the group on Flipgrid or Seesaw.</li> <li>• Ask students to signal when they have a response in their mind (ex. raise hand feature on technology).</li> <li>• Provide students with a sentence stem and ask students to read it aloud with you.</li> <li>• Have students share their response on Flipgrid or Seesaw and view a partner's response to comment.</li> <li>• Call on a few students to share with the whole group randomly.</li> </ul>
Barrier Games	<ul style="list-style-type: none"> <li>• Provide each student with a critical vocabulary term from the unit.</li> <li>• Direct them to describe the word without saying the word on Flipgrid or Seesaw.</li> <li>• Have peers guess the word and tell how they knew.</li> </ul>