

# AVID English Language Development

## Summer Bridge Preview

During “We are Scholars!” students will engage in **academic routines** that will increase their confidence, academic language, and literacy development. They will participate in **community-building activities** to establish a positive peer group. Scholars will also regularly interact with targeted vocabulary from the **Academic Word List (AWL)** in a variety of ways to further develop reading, writing, and speaking when engaging in a **Socratic Seminar**.

“We are Leaders!” focuses on community building, the development and use of more **precise and sophisticated academic language** and exploring **leadership traits**. Scholars will have an opportunity to develop **self-advocacy, autonomy, and problem-solving skills**, as well as foster **metacognitive** growth throughout session 2.

	<b>Session 1 We are Scholars!</b>	<b>Session 2 We are Leaders!</b>
<b>Reading</b>	<ul style="list-style-type: none"><li>• Quote Analysis</li><li>• Text Analysis</li><li>• Critical Reading Process</li><li>• The Power of Reading</li></ul>	<ul style="list-style-type: none"><li>• Quote Analysis</li><li>• Text Analysis</li><li>• Book Study</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Quickwrites</li><li>• Text Dependent Questions</li><li>• Exit Tickets</li></ul>	<ul style="list-style-type: none"><li>• Leadership Essay</li><li>• Exit Tickets</li></ul>
<b>Oral Language</b>	<ul style="list-style-type: none"><li>• Language Coaching</li><li>• Structured Oral Language Routines</li><li>• Academic Language Scripts</li><li>• Public Speaking: Partner Interview</li><li>• Socratic Seminar</li></ul>	<ul style="list-style-type: none"><li>• Language Coaching</li><li>• Structured Oral Language Routines</li><li>• Academic Language Scripts</li><li>• Speech delivery</li><li>• Socratic Seminar</li></ul>

	<b>Session 1 We are Scholars!</b>	<b>Session 2 We are Leaders!</b>
<b>Academic Vocabulary</b>	<ul style="list-style-type: none"> <li>• Academic Word List Routine</li> <li>• Interactive AWL Wall</li> <li>• AWL Mastery</li> <li>• Pause and Reflect Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Word List Routine</li> <li>• Interactive AWL Wall</li> <li>• AWL Mastery</li> <li>• Pause and Reflect Opportunities</li> </ul>
<b>Study Skills</b>	<ul style="list-style-type: none"> <li>• Focused Notes</li> <li>• Binder Organization</li> <li>• SLANT</li> <li>• Goal Setting</li> </ul>	<ul style="list-style-type: none"> <li>• Focused Notes</li> <li>• Binder Organization</li> <li>• SLANT</li> <li>• Goal Setting</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Impressions, Perceptions, and Expectations Inquiry</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Study Project</li> <li>• Leadership Traits Investigation</li> <li>• Learning Style Survey</li> <li>• My Leadership Profile</li> </ul>
<b>Community Building</b>	<ul style="list-style-type: none"> <li>• Classroom Culture Exploration</li> <li>• Name Tents</li> <li>• Energizers</li> <li>• Call and Response</li> <li>• Guest Speaker</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Maze</li> <li>• Name Tents</li> <li>• Energizers</li> <li>• Call and Response</li> </ul>



*We are Scholars!*  
ELD Summer Bridge - Session 1/Day 1

**Instructional Routines/Lessons:** Bell Work: Community Building; Building a Communal Word Bank; Overview of the Day; *All About Me*: Name Tent; Academic Language Scripts; Team Building: Getting to Know You; Language Coaching; Checking in; Exit Ticket.

**Time:** 4 hours

**Materials:**

- Presentation
- Music
- Chart paper
- Card stock
- Markers
- Sticker Notes
- Resources - Academic Language Scripts and Language Coaching One-Pager

**Summer Bridge Performance Objective:** Scholars will engage in recursive routines that will increase their confidence, academic language, and literacy development and participate in community-building activities to establish a positive peer group.

**Essential Questions:**

- How can I work in collaborative structures to build a safe learning environment with my peers?
- What strategies can I reference to decide which language register to use in each social context?
- What can I do to become more confident as a scholar?

**Learning Objectives:**

Scholars will be able to -

- Engage in recursive routines that will increase their confidence, academic language, and literacy development.
- Speak in collaborative structures to increase skill and confidence when speaking in public and to build a sense of community.
- Define the formal and informal language registers and engage in role-playing that illustrates how, why, and when they are appropriately used.

Time	Description and Instructions	Notes and Materials
60 min.	<b>Bell Work: Community Building</b>  <b>Purpose:</b> <i>Establishing community encourages risk-taking and deeper learning.</i>	<ul style="list-style-type: none"><li>• Sticky notes</li></ul>



### Considerations

- This is the first time scholars will engage in scaffolded bell work so feel free to take additional time if needed. Go slow to go fast.
- Have communal word bank chart paper ready on the wall or a designated place in their eBinder.

### Instructional Steps

1. Read the thinking prompt, “Establishing community allows for risk-taking and deeper understanding,” and allow scholars time to think about the prompt.
2. Read aloud Step 1 “What is important in your life and why is it important.” Encourage scholars to “whisper read” (reading silently while moving their lips).
3. Read Step 2 aloud and read the frame. Model using the frame with information about you, the teacher. Use this time for your scholars to get to know you.
4. Establish A/B Partners by putting the students in pairs. Ask them to introduce themselves to each other and decide who will be the “Awesome” partners and who will be the “Brilliant” partner. Working in A/B partners, one scholar will complete the frame while the other partner actively listens. A/B partners will switch roles.
5. Read Step 3 and the frame and introduce this next collaboration step.
6. Each A/B pair connects with another A/B duo, and each participant shares what their partner said. Students return to their seats once they have shared.
7. Introduce Step 4, which is the writing step. Read the frame, and model what it might sound like. Encourage scholars to use one or more word-bank words. Read the word bank aloud, and have the scholars chorally read them back. Inform scholars that they can always change the form of the word. Scholars will have three minutes to write.
8. Working with A/B partner, allow five minutes to share and practice rehearsal/revision. Ask students to place their papers side-by-side during this process. Use a different colored pen to note revisions to writing. Discuss expectations of the active listener and speaker: What does this sound like, look like, feel like? Invite scholars to read their writing to their partner and to rehearse and revise before sharing it with the whole group.
9. Ask for academic risk-takers to share with the whole group. Invite scholars to do quiet snaps when they hear the words from the word bank. As scholars share, include a power whoosh or AVID Clap to acknowledge participation and celebrate sharing.
  - Power Whoosh: Clap three times in unison, then say a loud and long “WHOOSH!” as arms and fingers fully extend toward the person being energized.
  - Round of Applause: Ask the class to acknowledge a



	<p>presentation with a round of applause. To make a round of applause, arms and hands move in a circle while hands clap, literally making a “round” of applause by clapping in the shape of a circle.</p> <ul style="list-style-type: none"><li>• <b>Sports Clapping:</b> As a way to acknowledge a presenter or small-group presentation, ask the audience to give a “golf clap” (pretend to tee off, watch the imaginary hole in one, then quietly clap with no verbalizations), a “baseball clap” (pretend to walk up to the batter’s box and hit the ball with a bat, watch the imaginary home run, then either cheer or “run the bases”), or a “football/soccer” clap (score an imaginary touchdown or goal and celebrate with a five-second dance).</li><li>• <b>Wave:</b> Create a group “wave” like at a baseball game. In quick sequence, stand up while raising arms, then sit down while lowering arms to “move” the wave around the room.</li></ul> <p><b>Opportunities for Language Coaching</b> As a language coach, did I:</p> <ul style="list-style-type: none"><li>✓ Clarify any unknown vocabulary words?</li><li>✓ “Hummingbird” around the room to listen to academic language?</li><li>✓ Celebrate the accurate and correct use of academic language?</li><li>✓ Celebrate growths, risk-takers/mistakes, and successes?</li></ul>	
5 min.	<p><b>Overview of the Day</b></p> <p><b>Purpose:</b> <i>To chorally read the unit theme, performance objective for the Summer Bridge experience, daily learning objectives, and Essential Questions.</i></p> <p><b>Considerations</b></p> <ul style="list-style-type: none"><li>• Remind scholars that there is one performance objective for the Summer Bridge experience.</li><li>• Remind scholars to SLANT (Sit up straight, Lean forward, Ask questions, Nod your head, Track the speaker.)</li></ul> <p><b>Instructional Steps</b></p> <ol style="list-style-type: none"><li>1. Read the performance objective to the class and ask them to share words that stand out to them.</li><li>2. Drop-in read the objectives (Drop-in Reading is when the students chorally read the underlined words and the teacher reads the other words).</li><li>3. Drop-in read the Essential Questions.</li></ol> <p><b>Opportunities for Language Coaching</b> As a language coach, did I:</p> <ul style="list-style-type: none"><li>✓ Use a powerful and clear voice?</li></ul>	



25 min.	<p><b>Relational Capacity: All About Me Name Tent</b></p> <p><b>Purpose:</b> This activity serves two purposes: 1) to introduce the scholars to their peers, and 2) to start building relational capacity in the class community. <i>This will allow scholars to draw connections to one another while having fun.</i></p> <p><b>Considerations</b></p> <ul style="list-style-type: none"><li>• Have a pre-created name tent ready to share with the class as a model and a way for the class to get to know you.</li><li>• Have music ready.</li></ul> <p><b>Instructional Steps</b></p> <ol style="list-style-type: none"><li>1. Use cardstock to create a name tent that describes you.</li><li>2. Hold the cardstock in the portrait position (vertical) and fold it in half.</li><li>3. Show your example of the <i>All About Me</i> name tent</li><li>4. Provide time for students to individually work on the name tent.</li><li>5. Play music and when the music stops, the students will find a partner and introduce themselves using the frame on the slide. Remind the students to take the name tent with them for support.</li><li>6. Regain the students' attention with the "We are Scholars!" callback.</li><li>7. A/B partner debrief: Why is it important to do team-building activities in the classroom?</li><li>8. Ask for academic risk-takers to share with the whole group.</li><li>9. Celebrate with a cheer or clap.</li></ol> <p><b>Opportunities for Language Coaching</b> As a language coach, did I:</p> <ul style="list-style-type: none"><li>✓ Model how to create a name tent under the document camera?</li></ul>	<ul style="list-style-type: none"><li>• Document camera</li><li>• Cardstock</li><li>• Music</li></ul>
5 min.	<p><b>Building a Communal Word Bank</b></p> <p><b>Purpose:</b> To create a bank of academic words valued by the community.</p> <p><b>Considerations</b></p> <ul style="list-style-type: none"><li>• Practice <i>Novel Ideas Only</i>, which means that words/ideas are not being repeated.</li><li>• If non-academic words are shared, engage in a conversation about other words that could be used to convey the same meaning/feeling.</li></ul> <p><b>Instructional Steps</b></p> <ol style="list-style-type: none"><li>1. Invite scholars to share key words from the <i>All About Me</i> Name Tent activity to add to the communal word bank.</li></ol>	



	<ol style="list-style-type: none"> <li>2. Add the words on chart paper or a designated place in their eBinder.</li> <li>3. This word bank will collect academic words the students feel are important to their learning and their community throughout the Summer Bridge session.</li> <li>4. Celebrate academic risk-takers when they share the words.</li> </ol> <p><b>Opportunities for Language Coaching</b> As a language coach, did I:</p> <ul style="list-style-type: none"> <li>✓ Celebrate the accurate and correct use of academic language?</li> </ul>	
25 min.	<p><b>Academic Language Scripts Role Play</b></p> <p><b>Purpose:</b> Scholars will role-play, consider scenarios, and use language scripts to develop their voice and the confidence needed to advocate and take responsibility for their education.</p> <p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• Speaking in front of a group can be an especially daunting prospect for any student, particularly English language learners as they are still developing their oral language skills. For this reason, it is important to create a safe environment in which students feel comfortable taking risks and learning from their mistakes.</li> <li>• By providing preformulated structures to express ideas using academic language scripts and sentence frames, the oral language component is carefully scaffolded, separating language production from content —until the students gain confidence and their academic speaking grows in precision and sophistication.</li> <li>• With patience and vigilance, the teacher holds students accountable for using the language skills they have been taught, acting as a language coach who guides student progress through encouragement, correction, probing, and pushing while a student engages in speaking or listening.</li> <li>• While we model the use of formal register in school, we understand and celebrate students as language architects.</li> <li>• There are five language registers or styles. Each level has an appropriate use that is determined by differing situations.</li> <li>• The appropriate language register depends upon the audience (who), the topic (what), purpose (why), and location (where).</li> </ul> <p><b>Instructional Steps</b></p> <ol style="list-style-type: none"> <li>1. Pass out academic language scripts.</li> <li>2. Reveal slide. Inform scholars that the focus will be on the first two ALSs (academic language scripts): Requesting Assistance and Interrupting.</li> <li>3. A/B partners will create a response using their ALS and role-play</li> </ol>	<ul style="list-style-type: none"> <li>• Academic language scripts on cardstock or provided digitally</li> </ul>



what it might sound like. One scholar will play the role of the teacher, and the other will play that of the scholar.

4. Remind scholars to access appropriate academic language for the scenario.
5. Ask for academic risk-takers to share with the whole group.
6. Celebrate with an AVID Clap.
7. Reveal slide, and repeat using the Disagreeing and Offering a Suggestion ALSs.
8. Ask for academic risk-takers to share whole group.
9. Reveal the Language Register slide and connect the activity to the different language registers and show how, why, and when they are appropriately used. Explain that there are different ways we engage in communication in different settings and for different purposes. These are the most frequently used registers in communication. As you review each type of register, provide an example of when to use the different language registers. It is important to stress to the students that there is no one register that is better than another, but it will help us in life and school to know how to communicate in all of the registers.

#### **Frozen Register**

- This style of communications RARELY or NEVER changes. It is “frozen” in time and content. e.g. the Pledge of Allegiance.

#### **Formal Register**

- This language is used in formal settings. It is usually impersonal and formal. A common format for this register is speeches.

#### **Consultative Register**

- This is a standard form of communication. Users engage in a mutually accepted structure of communications. You might use this register when you first meet someone.

#### **Casual Register**

- This is informal language used by peers and friends. This is “group” language.

#### **Intimate Register**

- This communication is private. It is reserved for close family members or intimate people.

10. Ask for academic risk-takers to give examples of other academic situations when they could use ALS and situations when the informal register would be appropriate.
11. Celebrate with an AVID Clap.



	<p><b>Opportunities for Language Coaching</b></p> <p>As a language coach, did I:</p> <ul style="list-style-type: none"><li>• Encourage the use of academic language scripts?</li><li>• Refer to the learning objective on the board?</li></ul>	
10 min.	<p><b>We are Language Architects!</b></p> <p><b>Purpose:</b> What is a language architect: “Like a building architect, language architects are not free to simply do whatever they want. If this were the case, buildings would be unsafe and communicative efforts would fail. Yet, beyond some broad general parameters, that both must follow to successfully complete their tasks, there is a great deal of decision-making that both make that reflect their own unique vision and voice. From this perspective...state standards are not demanding mastery over academic language but are rather calling for students to be language architects who are able to <b>manipulate language for specific purposes</b>...The framework of language architecture sends students a <b>powerful message</b> that their home language practices are <b>integral</b> to the development of their academic identities.”</p> <p><b>Considerations</b></p> <ul style="list-style-type: none"><li>• Consider using this slide as a future callback opportunity.</li></ul> <p><b>Instructional Steps</b></p> <ol style="list-style-type: none"><li>1. Spend time honoring the class and explaining the term Language Architects. Read the first bullet using a powerful voice and invite the group to repeat the statement. Encourage “loud and proud” voices. Repeat the process for the remaining bullets.</li><li>2. Reveal the next slide and remind the class that their home language practices are essential to the development of our academic identities and during Summer Bridge we will learn how to access multiple forms of communication, analyze, problem-solve, and articulate our thinking while honoring culture and home language practices.</li></ol> <p><b>Opportunities for Language Coaching</b></p> <p>As a language coach, did I:</p> <ul style="list-style-type: none"><li>✓ Use this time intentionally to build relationships with the scholars?</li><li>✓ Did I model a powerful voice?</li></ul>	



10 min.	<p><b>Pause to Connect: Revelation/Confusion Chart</b></p> <p><b>Purpose:</b> Stopping periodically while completing a reading or critical thinking activity will help scholars process the information and allow it to resonate.</p> <p><b>Considerations</b></p> <ul style="list-style-type: none"><li>• Model a few different frames from each side of the chart.</li></ul> <p><b>Instructional Steps</b></p> <ol style="list-style-type: none"><li>1. A/B partners will turn and talk.</li><li>2. Scholars will pick their appropriate frame based on their comfort level with academic language scripts.</li><li>3. Ask for academic risk-takers to share with the whole group.</li><li>4. Celebrate with an AVID Clap.</li></ol> <p><b>Opportunities for Language Coaching</b> As a language coach, did I:</p> <ul style="list-style-type: none"><li>✓ Model the frames using a powerful voice and complete sentences?</li></ul>	
2 min.	<p><b>Callback and Checking in</b></p> <p><b>Purpose:</b> <i>To ask scholars if they are connecting to the daily learning objective by reviewing the objective and reflecting.</i></p> <p><b>Instructional Steps</b></p> <ol style="list-style-type: none"><li>1. Engage in a callback.</li><li>2. Check-in with the group via fist-to-five to gauge their comfort level thus far with meeting the daily learning objective.</li></ol> <p><b>Opportunities for Language Coaching</b> As a language coach, did I:</p> <ul style="list-style-type: none"><li>✓ Use the formal register and model using complete sentences?</li></ul>	
10 min.	<p><b>Stretch Break</b></p> <p><b>Purpose:</b> To maximize student engagement and learning, intentional breaks should energize scholars and continue to build relationships and community.</p> <p><b>Considerations</b></p> <ul style="list-style-type: none"><li>• Use this time to take a classroom community walk outside.</li><li>• Use this time to listen to music as a class.</li><li>• Use this time to walk around campus as a group.</li></ul> <p><b>Opportunities for Language Coaching</b></p>	



	<p>As a language coach, did I:</p> <ul style="list-style-type: none"> <li>✓ Use this time intentionally to build relationships with the scholars?</li> </ul>	
45 min.	<p><b>Building Academic Language Script Posters</b></p> <p><b>Purpose:</b> To establish an appropriate, physical environment in the classroom; maximizing learning for students is an important and intentional process. Look at the classroom as a space for building relationships—relationships with content, ideas, language, and people. Remember that everything in the environment “speaks,” so look around and tune in to the messages the physical items in the classroom convey.</p> <p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• Consider the resources in the room.</li> <li>• Rich and varied resources are key to accelerating learning.</li> <li>• What, and how many, learning resources do you make available to your students?</li> <li>• Are the students aware of the resources?</li> <li>• What message do the resources send?</li> <li>• Can students easily and freely access learning tools in the classroom?</li> <li>• Pick a meaningful spot for the academic language script posters.</li> <li>• Model and create a poster beforehand as an example for the scholars.</li> </ul> <p><b>Instructional Steps</b></p> <ol style="list-style-type: none"> <li>1. Inform scholars they will be practicing self-advocacy and deepening their learning experiences by collaboratively using and creating rich learning resources.</li> <li>2. Scholars will get into teams of three and assign the roles of coach, timer, and scribe. Each team will need chart paper, a pencil, and a black marker or they can create these in Ppt or Google slides.</li> <li>3. Assign each team an academic language script; they will create their poster by copying the title and script from their ALS cardstock handout and writing it on their chart paper or in the presentation. Point out the example on the slide.</li> <li>4. Teams will spend time creating their poster(s).</li> <li>5. Teams will present their posters and explain why they chose the images on the poster. A possible frame – <i>Our Poster is for the “(Name of Section)” scripts. We chose (image/visual) to represent this script because...</i></li> <li>6. Celebrate each team after presenting.</li> <li>7. Hang posters in the classroom or compile them in an eBinder/digital notebook.</li> <li>8. The community will spend time debriefing the “why” of the activity. Ask for risk-takers to share out to the whole group why it</li> </ol>	<ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Pencils</li> <li>• Black markers</li> </ul> <p>Or the posters could be created in Ppt or Google Slides</p>



	<p>is important to use an “Expressing an Opinion” and/or “Building on to What Others Say” script. Celebrate academic risk-takers with an AVID Clap.</p> <p><b>Opportunities for Language Coaching</b> As a language coach, did I: ✓ Model affirmative language conducive for effective group work?</p>	
10 min.	<p><b>Stage One Community-Building: <i>Getting to Know You</i></b></p> <p><b>Purpose:</b> The goal of Stage One is to set a tone of safety and inclusion by engaging in low-risk/high-comfort team building. This activity is designed to encourage students to introduce themselves to others and to find out interesting information about others in the class.</p> <p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• Have music ready to play during activity.</li> </ul> <p><b>Instructional Steps</b></p> <ol style="list-style-type: none"> <li>1. Scholars will move around the room, ask questions, and find people who match the descriptions. Play lively music to keep everyone moving and having fun. Call out how much time is remaining every few minutes to let the students know how much longer they have to complete the activity.</li> <li>2. At the end of the activity, ask students to share the names of those who matched the descriptions with their A/B partner.</li> </ol> <p><b>Opportunities for Language Coaching</b> As a language coach, did I: ✓ Use this time to model how to speak to others in this type of situation.</p>	<ul style="list-style-type: none"> <li>• Getting to Know You Student Handout (Vol. 2, p. 351)</li> <li>• Music</li> </ul>
5 min.	<p><b>Stretch Break</b></p> <p><b>Purpose:</b> To maximize student engagement and learning, intentional breaks should energize scholars and continue to build relationships and community.</p> <p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• Use this time to take an classroom community walk outside.</li> <li>• Use this time to listen to music as a class.</li> <li>• Use this time to walk around campus as a group.</li> </ul> <p><b>Opportunities for Language Coaching</b> As a language coach, did I: ✓ Use this time intentionally to build relationships with the scholars?</p>	



20 min	<p><b>Language Coaching</b></p> <p><b>Purpose:</b> While students are engaged in speaking and/or listening, teachers act as language coaches by encouraging, correcting, probing, and pushing. The use of coaching, rather than simply correcting, holds students accountable for their learning and allows them to reflect on, be exposed to, and have positive experiences with the language skills they have already acquired. As students become adept at responding to verbal cues, begin using the cues with the fewest words to prompt them. An important goal of using verbal cues is to encourage students to prompt themselves to speak more while the teacher speaks less and less. As students become accustomed to responding to the verbal cues of language coaching, begin to embed physical cues as well. Physical cues allow the teacher and tutor to speak even less, ensuring that students will speak more.</p> <p><b>Considerations</b></p> <ul style="list-style-type: none"><li>• Use the Gradual Release of Responsibility (I do/We do/You do Together/You Do Alone) process when introducing physical cues.</li><li>• Be comfortable with the cues, and the one-pager as a resource.</li><li>• The ultimate goal of physical cuing is for the teacher to say as little as possible and prompt the scholars to say as much as possible.</li></ul> <p><b>Instructional Steps</b></p> <ol style="list-style-type: none"><li>1. Introduce the idea of physical cuing and it is an effective tool for language coaching.</li><li>2. Show the physical cue video <a href="https://www.youtube.com/watch?v=PEKx1QT9G-k">https://www.youtube.com/watch?v=PEKx1QT9G-k</a></li><li>3. Model each of the physical cues with the class. Ask for a risk-taker to stand and model them with you.</li><li>4. Allow time for A/B partners to practice.</li><li>5. Reveal slide and instruct scholars to find their “sole” mate (a student with similar shoes).</li><li>6. Remind scholars to bring their name tents.</li><li>7. Have scholars number off 1-2 in the partnerships.</li><li>8. First round: #1 partners read their introduction from the front of their name tent, intentionally reading it in an INCOMPLETE sentence. #2 partners act out the verbal and physical cue for “use a complete sentence.” Partners switch roles.</li><li>9. Second round: #1 partner will reread their introductions, this time intentionally NOT using academic language or the formal register. #2 partners will act out the verbal and physical cue for “use academic language or formal register. Partners switch roles.</li><li>10. Ask for “sole” mate volunteers to role-play their skit in front of the class. Celebrate with an AVID Clap. Ask scholars to return to their seats.</li><li>11. Team Debrief to process new learning about language registers. Original A/B partners will turn and talk. Ask for academic risk-</li></ol>	<ul style="list-style-type: none"><li>• Physical Cues Handout</li></ul>
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	<p>takers to share with the whole group using the frames on the slide. Celebrate academic risk-takers.</p> <p><b>Opportunities for Language Coaching</b> As a language coach, did I:</p> <ul style="list-style-type: none"> <li>✓ Encourage the use of academic language scripts?</li> <li>✓ Celebrate growths, risk-takers, mistakes, and successes?</li> </ul>	
3 min	<p><b>Checking in</b></p> <p><b>Purpose:</b> To ask scholars if they reached the daily learning objectives by reviewing and reflecting on the objectives.</p> <p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• Model a fist-to-five and give students the option to keep it close to their heart/chest for comfort.</li> </ul> <p><b>Instructional Steps</b></p> <ol style="list-style-type: none"> <li>1. Go through each learning objective and ask for them to show you a Fist-to-Five to gauge their comfort level with meeting the daily learning objective. They can hold their number close to their chest so others cannot see, only the teacher for diagnostic purposes.</li> <li>2. Share with the group how you think the community is doing as a whole in meeting the objectives and let them know that we will continue to work on these important skills throughout the Summer Bridge session.</li> </ol> <p><b>Opportunities for Language Coaching</b> As a language coach, did I:</p> <ul style="list-style-type: none"> <li>✓ Use verbal and physical cues for complete sentences and elaboration?</li> <li>✓ Celebrate growths, risk-takers, mistakes, and successes?</li> </ul>	
5 min	<p><b>Exit Ticket</b></p> <p><b>Purpose:</b> To ask scholars to link their learning to the daily learning objective.</p> <p><b>Considerations</b></p> <ul style="list-style-type: none"> <li>• Use this Exit Ticket to assess learning for the day.</li> </ul> <p><b>Instructional Steps</b></p> <ol style="list-style-type: none"> <li>1. Before completing the Exit Ticket for Day 1, ask the scholars to share their moments of revelation and/or points of confusion from the day with their A/B partner. Walk around a listen to responses to collect data about successes and areas of struggle.</li> </ol>	<ul style="list-style-type: none"> <li>• Sticky Notes</li> <li>• Padlet.com</li> </ul>



	<ol style="list-style-type: none"><li>2. Reveal Exit Ticket slide. Ask scholars complete the Exit Ticket on paper or in notes and then read them to read their response to their A/B partners and make revisions.</li><li>3. Ask for risk-takers to share out Exit Ticket Responses and celebrate bravery to do so. Scholars should write their revised responses on sticky notes and post on a chart paper or post their responses on a Padlet.</li><li>4. Thank the students for a great day of community learning. Provide details and reminders for the next day. End with a cheer or celebration.</li></ol> <p><b>Opportunities for Language Coaching</b></p> <p>As a language coach, did I:</p> <ul style="list-style-type: none"><li>• Use verbal and physical cues for complete sentences and elaboration?</li><li>• Celebrate growths, risk-takers, mistakes, and successes?</li></ul>	
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**Day 1:**  
**We are Scholars!**



We are Scholars!

# Bell Work: Community Building



*Establishing community allows for risk-taking and deeper learning.*

1. Think: What is important in your life and why it is important?

2. Talk: Explain your answer to your partner using the following sentence frame:

*Something important in my life is \_\_\_\_\_ because...*

3. Talk: With your partner, find another duo, and explain what is important to your partner using the following sentence frame:

*Something that is important in my partner's life is \_\_\_\_\_.*

4. Share: Using the sentence frames below, write a summary of what is important in your life and in your partner's life.

*\_\_\_\_\_ is important in my life because\_\_\_\_\_. I am excited to share this with our community because \_\_\_\_\_. I learned that \_\_\_\_\_ is important to \_\_\_\_\_ because..*

## Word Bank:

thanks

opportunity

benefit

myself

family

# Performance Objective



Scholars will engage in recursive routines that will increase their confidence, academic language, and literacy development and participate in community-building activities to establish a positive peer group.

# Daily Learning Objectives



Scholars will:

1. Engage in recursive routines that will increase their confidence, academic language, and literacy development.
2. Speak in collaborative structures to increase skill and confidence when speaking in public and build a sense of community.
3. Define the formal and informal language registers and engage in role playing that illustrates how, why, and when they are appropriately used.

# Essential Questions



## Essential Questions:

- How can I work in collaborative structures to build a safe learning environment with my peers?
- What strategies can I reference to decide which language register to use in each social context?
- What can I do to become more confident as a scholar?

# All About Me Name Tent

My name is...

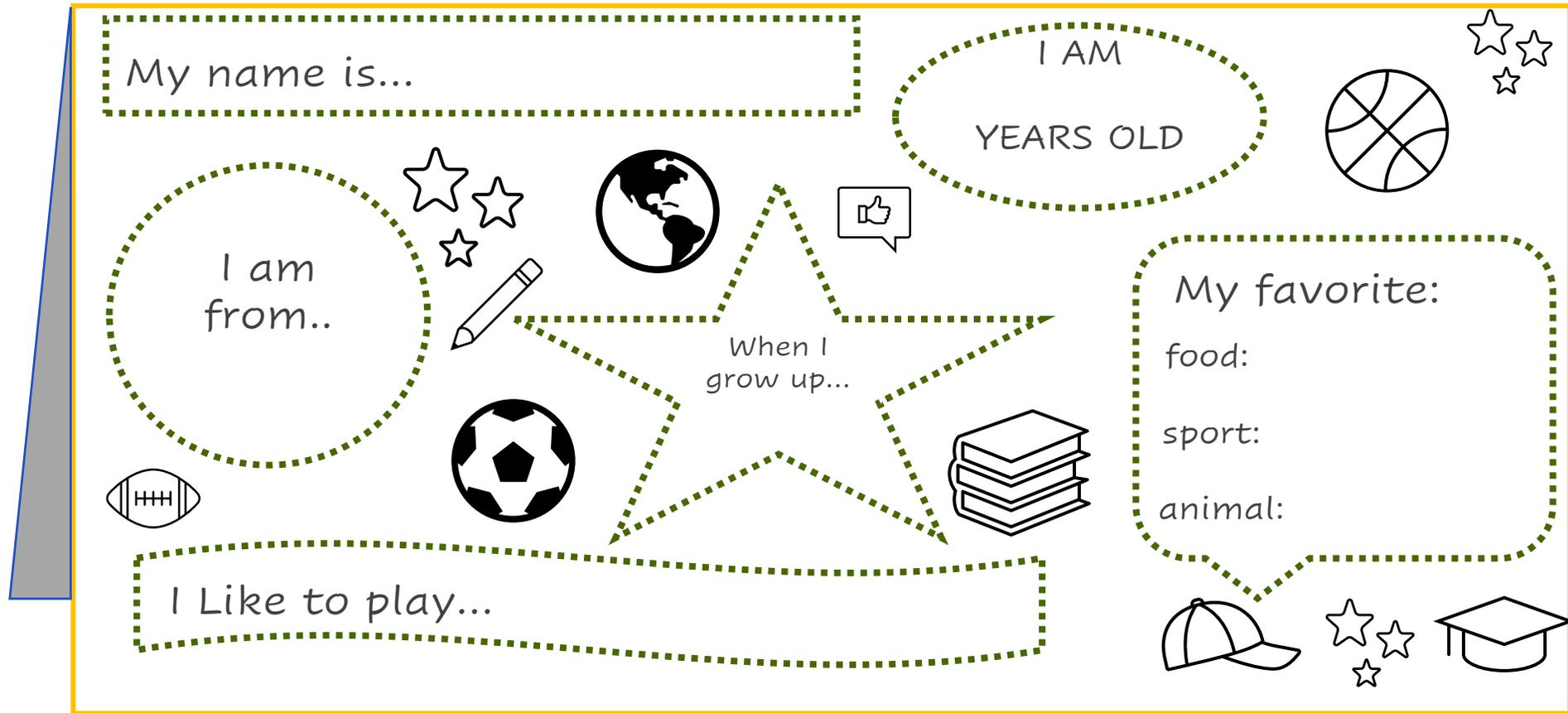
I AM  
YEARS OLD

I am  
from..

When I  
grow up...

My favorite:  
food:  
sport:  
animal:

I Like to play...



The worksheet is a yellow-bordered tent shape with a grey flap on the left. It contains several sections with dashed green borders for writing. The sections are: 'My name is...' (top left), 'I AM YEARS OLD' (top right), 'I am from..' (middle left), 'When I grow up...' (center), 'My favorite:' (middle right), and 'I Like to play...' (bottom left). Icons include a globe, a pencil, a thumbs up, a basketball, a soccer ball, a stack of books, a baseball cap, and a graduation cap. There are also several star icons scattered throughout.

# Let's Practice

Hi! My name is Mrs. Martínez. I am  
41 years old, and my favorite  
things are  
playing soccer and spending time with my family.

When I grow up, I would like to  
be a librarian.



# Music Meet Up

When the music stops, find a partner and introduce yourself using our frame. Be sure to take your name tent with you for support.

*Hi! My name is \_\_\_\_\_.*

*I am \_\_\_\_\_ years old, and my favorite things are \_\_\_\_\_.*

*When I grow up, I would like to be \_\_\_\_\_.*



# Callback

Choral response:

(Who are you?)

**We are scholars!**

(What are you?)

**We are successful!**



## A/B Partner Debrief

Why is it important to participate in community-building activities in the classroom?



# Let's Build Our Communal Word Bank



Academic words and targeted language of a discipline are discovered, identified, and valued by our community as a result of interactions and conversation.



These words have important significance to the learning at hand.

# Academic Role-Play

What would you say in each situation?

1. You need to inform your teacher that you do not have a pen, but he or she is busy greeting students.
2. You are distracted by a person in your group who talks constantly.

## Academic Language Scripts

### Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do this..., write this..., draw this..., pronounce this..., solve this?

### Interrupting

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but... (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

### Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: ...?
- Could you please explain what \_\_\_\_\_ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- So, do you mean...?

### Probing for Higher Level Thinking

- What examples do you have of...?
- Where in the text can we find...?
- I understand... but I wonder about...?
- How does this idea connect to...?
- If \_\_\_\_\_ is true, then...?
- What would happen if...?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are \_\_\_\_\_ and \_\_\_\_\_ similar?
- Why is \_\_\_\_\_ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

### Expressing an Opinion

- I think/believe/predict/imagine that...
- In my opinion...
- It seems to me that...
- Not everyone will agree with me, but...

### Building on What Others Say

- I agree with what \_\_\_\_\_ said because....
- You bring up an interesting point, and I also think....
- That's an interesting idea. I wonder...? I think....  
Do you think...?
- I thought about that also, and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- \_\_\_\_\_ said that... I agree and also think...  
Based on the ideas from \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, it seems like we all think that...."
- That's an excellent point, and I would add...

### Soliciting a Response

- Do you agree?
- \_\_\_\_\_ (name), what do you think?
- Can someone else ask a question or offer an opinion?
- \_\_\_\_\_ (name), what did you understand from that answer?

### Disagreeing

- I don't really agree with you because...
- I see it another way. I think...
- My idea is slightly different from yours. I believe that... I think that...
- I have a different answer than you...

### Offering a Suggestion

- Maybe you/we could...
- Here's something you/we might try.
- What if you/we...?

### Classroom Reporting

- \_\_\_\_\_ explained to me that...
- \_\_\_\_\_ pointed out that...
- \_\_\_\_\_ mentioned that...
- \_\_\_\_\_ shared with me that...
- \_\_\_\_\_ brought to my attention that...
- \_\_\_\_\_ pointed out something (interesting, intriguing, surprising).

# Academic Risk Taker



# Academic Role-Play

What would you say in each situation?

1. Your teacher says you are missing an assignment. You are positive you turned it in, but neither you nor your teacher can find it.
2. Your teacher says you are missing an assignment, but he or she already handed it back to you with a grade on it.

## Academic Language Scripts

### Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do this..., write this..., draw this..., pronounce this..., solve this?

### Interrupting

- Excuse me, but... (I don't understand.)
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- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- So, do you mean...?

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- What examples do you have of...?
- Where in the text can we find...?
- I understand... but I wonder about...?
- How does this idea connect to...?
- If \_\_\_\_\_ is true, then...?
- What would happen if...?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are \_\_\_\_\_ and \_\_\_\_\_ similar?
- Why is \_\_\_\_\_ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

### Expressing an Opinion

- I think/believe/predict/imagine that...
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- Not everyone will agree with me, but...

### Building on What Others Say

- I agree with what \_\_\_\_\_ said because....
- You bring up an interesting point, and I also think....
- That's an interesting idea. I wonder...? I think....  
Do you think...?
- I thought about that also, and I'm wondering why...?
- I hadn't thought of that before. You make me wonder if...? Do you think...?
- \_\_\_\_\_ said that... I agree and also think....
- Based on the ideas from \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, it seems like we all think that..."
- That's an excellent point, and I would add...

### Soliciting a Response

- Do you agree?
- \_\_\_\_\_ (name), what do you think?
- Can someone else ask a question or offer an opinion?
- \_\_\_\_\_ (name), what did you understand from that answer?

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- \_\_\_\_\_ pointed out that...
- \_\_\_\_\_ mentioned that...
- \_\_\_\_\_ shared with me that...
- \_\_\_\_\_ brought to my attention that...
- \_\_\_\_\_ pointed out something (interesting, intriguing, surprising).

# Academic Risk Taker



# Language Registers



# Academic Risk Taker



# We are a Language Architects!

- We have rich and important backgrounds, culture, life experiences, and skills!
- Speaking another language is an asset!
- We can make decisions that reflect our unique vision and voice!
- Our home language practices are essential to the development of our academic identities!
- Together, we will learn how to access multiple forms of communication, analyze, problem-solve, and articulate our thinking!
- Together, we are language architects! We are scholars!



**We are Language Architects!**



# Pause to Connect: Revelation/Confusion Chart

## Moment of Revelation

I didn't realize...

I find \_\_\_\_\_ to be  
interesting because...

I am glad...

## Point of Confusion

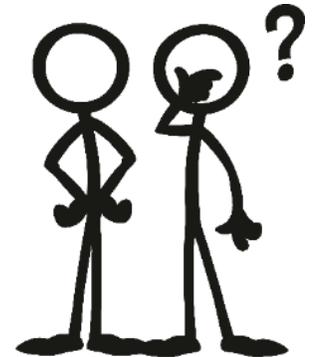
I still don't get...

I am not sure I  
understand...

Wait just a minute...

**Partner A:** State a moment of revelation or confusion.

**Partner B:** (Use the *Building On What Other's Say* or *Stating an Opinion* Academic Language Scripts)



# Callback

Choral response:

(Who are you?)

**We are scholars!**

(What are you?)

**We are successful!**



# Checking in: Are we meeting our objectives?



Scholars will:

1. Engage in recursive routines that will increase their confidence, academic language, and literacy development.
2. Speak in collaborative structures to increase skill and confidence when speaking in public and build a sense of community.
3. Define the formal and informal language registers and engage in role playing that illustrates how, why, and when they are appropriately used.

# Stretch Break



# Let's Build Academic Language Script Posters!

## Example Poster

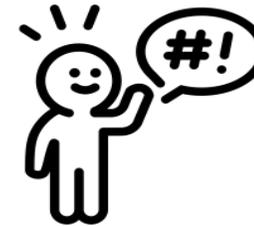
### Requirements

- Teams of three
  - Coach, timekeeper, scribe
- Chart paper
- Pencil 1<sup>st</sup>
- Black marker 2<sup>nd</sup>
- Professional and academic

### Offering a Suggestion



- Maybe you/we could...
- Here's something you/we might try.
- What if you/we...?



<https://thenounproject.com>

for help with visuals

Ensure that any use complies with the [Terms of Use](#)

# Team Debrief

How can these classroom resources help increase your confidence, and academic language?

*In my opinion, these academic language script posters can help me by/when...*



# Community-Building

## Getting to Know You!

Move around the room, ask questions, and find people who match the descriptions on your handout.

### Getting to Know You

**Directions:** Find another person and spend some time talking with that person. Find out how many of the items below fit that person, and fill in the person's name next to each item. Listen for the teacher to say, "Move!" and then move on to a new partner and start again.

*Find someone who . . .*

1. Has the same teacher as you for math \_\_\_\_\_
2. Has a brother or sister that goes to our school \_\_\_\_\_
3. Has a first, middle, or last initial that is the same as yours \_\_\_\_\_
4. Has a brother or sister who is in high school \_\_\_\_\_
5. Has a pet \_\_\_\_\_ What kind? \_\_\_\_\_
6. Plays a musical instrument \_\_\_\_\_ Which one? \_\_\_\_\_
7. Loves to eat pizza \_\_\_\_\_
8. Enjoys reading \_\_\_\_\_
9. Hates math \_\_\_\_\_
10. Plays a team sport \_\_\_\_\_ What sport? \_\_\_\_\_
11. Has no brothers or sisters \_\_\_\_\_
12. Lives with his or her grandparents \_\_\_\_\_
13. Knows what college he or she wants to go to \_\_\_\_\_
14. Likes to talk a lot \_\_\_\_\_
15. Doesn't like to talk very much \_\_\_\_\_
16. Has a hobby \_\_\_\_\_ What is it? \_\_\_\_\_

# Stretch Break



# Language Coaching



Use of complete sentence



Turn and talk



Building on what others say



Cite evidence



Elaborate



Use of academic language



Provide a different point of view

*In my opinion, these academic language script posters can help me by/when...*

Word Bank:

language

opportunity

benefit

myself

confidence

# Let's Role-Play

Rules of Engagement:

1. Find your "sole" mate
2. Bring your Name Tent
  - Partner A: Scholar role
  - Partner B: Teacher role



# Team Debrief

## Formal vs. Informal Register

*In my opinion, language registers are \_\_\_\_\_. They are important to understand to/because...*



# Checking in...

## Did we meet our objectives?



Scholars will:

- ✓ Engage in AVID Excel recursive routines that will increase their confidence, academic language, and literacy development.
- ✓ Speak in collaborative structures to increase skill and confidence when speaking in public and build a sense of community.
- ✓ Define the formal and informal language registers and engage in role playing that illustrates how, why, and when they are appropriately used.

# Pause to Connect: Revelation/Confusion Chart

## Moment of Revelation

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## Point of Confusion

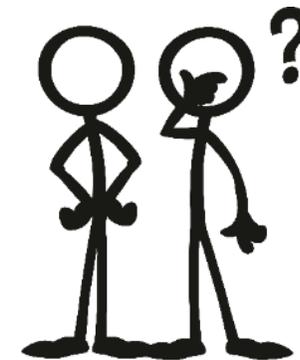
I still don't get...

I am not sure I  
understand...

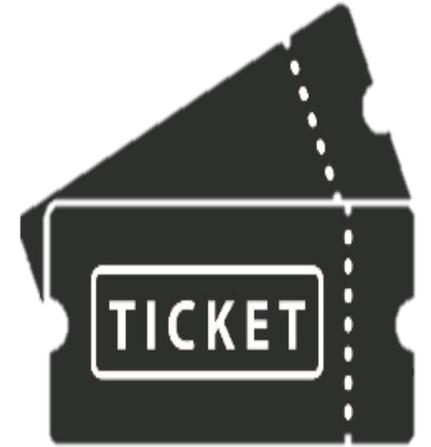
Wait just a minute...

Partner A: State a moment of revelation or confusion.

Partner B: (Building or Stating an Opinion)



# Exit Ticket



On a sticky note, answer the following prompts.

1. One thing I learned about academic language scripts is \_\_\_\_\_. This is a significant learning tool because \_\_\_\_\_.
2. Through language coaching, I now understand that a physical cue is/means \_\_\_\_\_.

Word Bank:

thanks

opportunity

benefit

myself

family