Interactive Resource Repository (IRR) Document Review Protocol

i3 PEN Project

Title: Framing Academic Language for Math

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Year: 2016   **Num/Vol:** Click here to enter text.

Source: [PARCC Released Items](#)

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Does the document refer to EL students?   X Yes   ☐ No

Level of EL student:
☐ Beginner   X Intermediate   X Advanced

Grade of EL student:
☐ 6th   X 8th   ☐ 10th   ☐ 12th
☐ 7th   ☐ 9th   ☐ 11th

Is this document:

☐ State-based standards   X Common Core State   ☐ Next Generation State
                              Standards (CCSS)   Standards (NGSS)

Document Source (*check one*):
☐ Peer-reviewed journal   ☐ Regional Educational Laboratory report
☐ Non-peer reviewed journal   ☐ Book/chapter in book
☐ Newsletter   ☐ Video
☐ Professional association periodical ☐ Original resource
☐ Trade newspaper (e.g., Chronicle of ☐ SMES recommended: Click here to enter
Higher Education)   text.
☐ Federal report (e.g., GAO report,   X Website: **PARCC Released Items- see**
Department of Education)   **above**
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Select the ways in which this resource can be interactive *(check all that apply)*:
X Comments   X New Source Adaptation
X Ratings of resource   ☐ Self-assessment questionnaires
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different points of view on the same topic   if the expert is from SMES)
/content /grade /methods etc., if it is an   ☐ Links to Youtube/Teachertube/Vimeo
article   etc.
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Direct use/Purpose Statement (50 words):

In this lesson, students practice using academic language vocabulary and sentence stems to compare and contrast and justify their answers. The lesson begins with a hands- on, fun exercise in using academic language to compare and contrast. Students are posed with a mathematical problem to solve individually, Then, students work in small groups to compare solutions and write a paragraph using academic language, including vocabulary and sentence frames.