Part IV: Elaborating on Academic Language Proficiency
Academic Language Proficiency is

• Associated with language acquisition that, in large part, is tied to schooling
• Representative of social and academic contexts
• Driven by the language of content-based curriculum and instruction
• Grounded in a blending of language proficiency and academic content standards
Academic Language Proficiency: A Blend of Social Language Proficiency and Academic Achievement
Imagine you are a first grader. What are some language patterns (expressed as math sentences) that you need to understand in order to solve this problem?

For example a teacher may say, “Count the boxes.”
Did you think of any other math sentences?

• How many **altogether**?
• How many **in all**?
• How much is 3 **and** 2?
• What is the **sum** of....?
• What is 2 **plus** 3?
• **Add** the two numbers.
• Three squares and two **more** are....
• Three plus two **equals**....
Academic Language Proficiency… Multiple Meanings in English

Think about the word ‘table’, a piece of furniture

Now, how might you use this word in the context of

• English language arts?
• Mathematics?
• Science?
• Social Studies?
Think about the word ‘cell’

Now, how might you use this word in the context of

• Mathematics?
• Science?
• Social Studies?
Language Proficiency is Related to but Distinct from Academic Achievement

Language proficiency revolves around the language within the context of the core curriculum areas.

Academic achievement reflects the knowledge and skills associated with the content of the core curriculum areas.