



## RECAP

- ✓ Linguistic diversity is characteristic of the K-12 population
- ✓ Many ELLs develop proficient word-reading skills but need significant support to develop vocabulary knowledge
- ✓ Shifting standard instructional practices means studying rigorous topics and academic words deeply



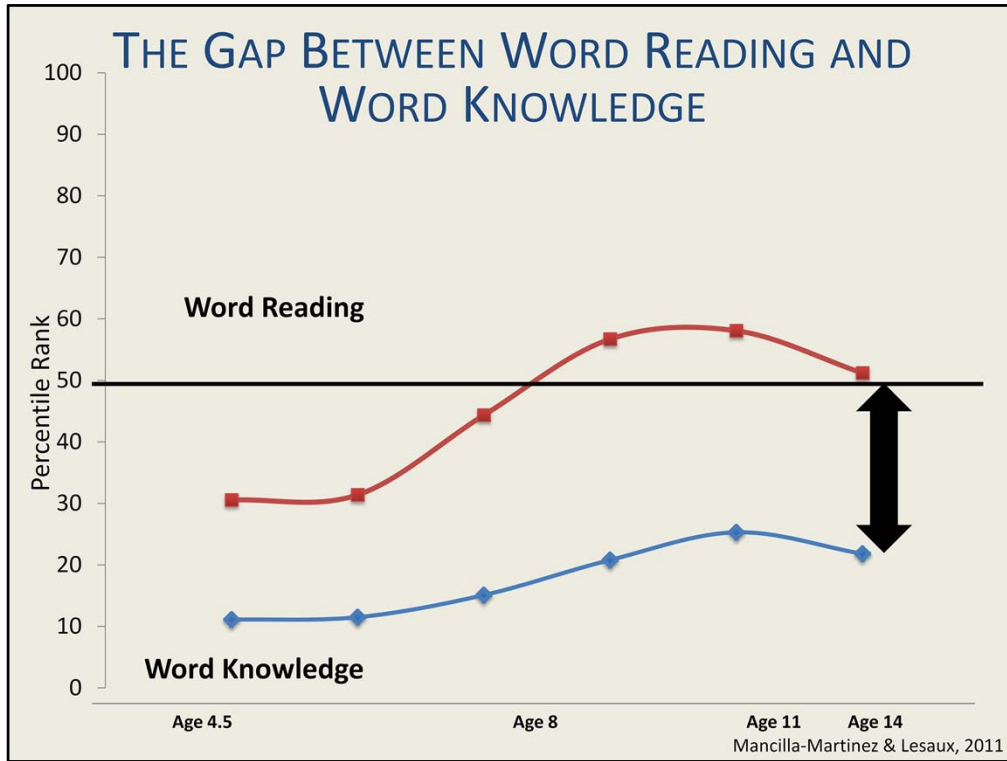
## PROTOTYPE CASE

Ana and her parents came from Puerto Rico when she was two years old; she has attended school in the same district since kindergarten, receiving ELL supports and English-only instruction. Now in the 6th grade, Ana is “stuck” at the intermediate level of language proficiency and has significant comprehension difficulties. She writes sentence fragments and is beginning to show underdeveloped spelling abilities. At school, when there is independent reading time, Ana can often be found reading magazines. Ana speaks Spanish and English at home with her parents and siblings.

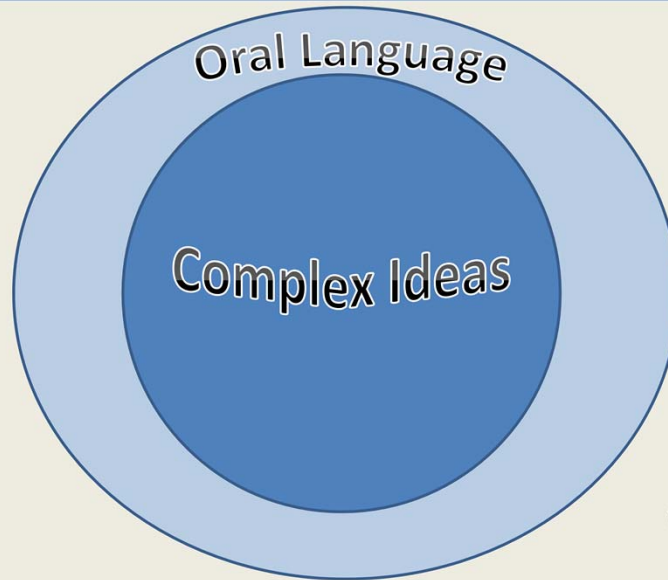
## DISCUSSION QUESTIONS

- \* What information is especially compelling?
- \* What are you struck by in light of your own practice?
- \* What do you think are Ana's specific sources of difficulty?





## WHAT'S BEHIND THESE TRENDS?





## TARGETED INTERVENTION

- \* Focus on the oral language-comprehension connection
- \* Implement classroom-level, universal design
  - Student needs amenable to whole group instruction and opportunity to capitalize on their learning rates
  - Pull-out model historically inefficient and ineffective





**ZEROING IN ON  
ACADEMIC LANGUAGE**

- Academic words
- Multiple meaning words
- Specialized words
- Word analysis
- Sentence structure
- Corresponding background knowledge

Influences performance across the content areas, even in math

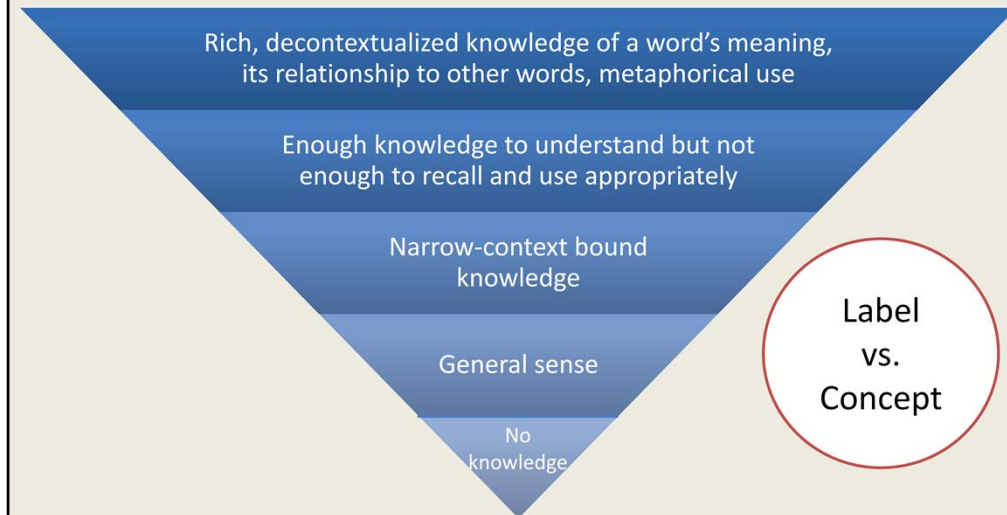
**Economic and Governmental Forces: Their Impact on American Railroads in the Twentieth Century**

And so began one of the biggest populist campaigns ever seen in America – the crusade to harness the railroad robber barons. Before long, that drive had spread to Washington where in 1887, Congress legislated not out of reason but out of fear to create the Interstate Commerce Commission. Remember that in the days of a relatively powerless federal government, the railroad industry budget was many times the size of the federal budget.

High School

# WHAT DOES IT MEAN TO KNOW A WORD?

## 5 Levels of Word Knowledge:



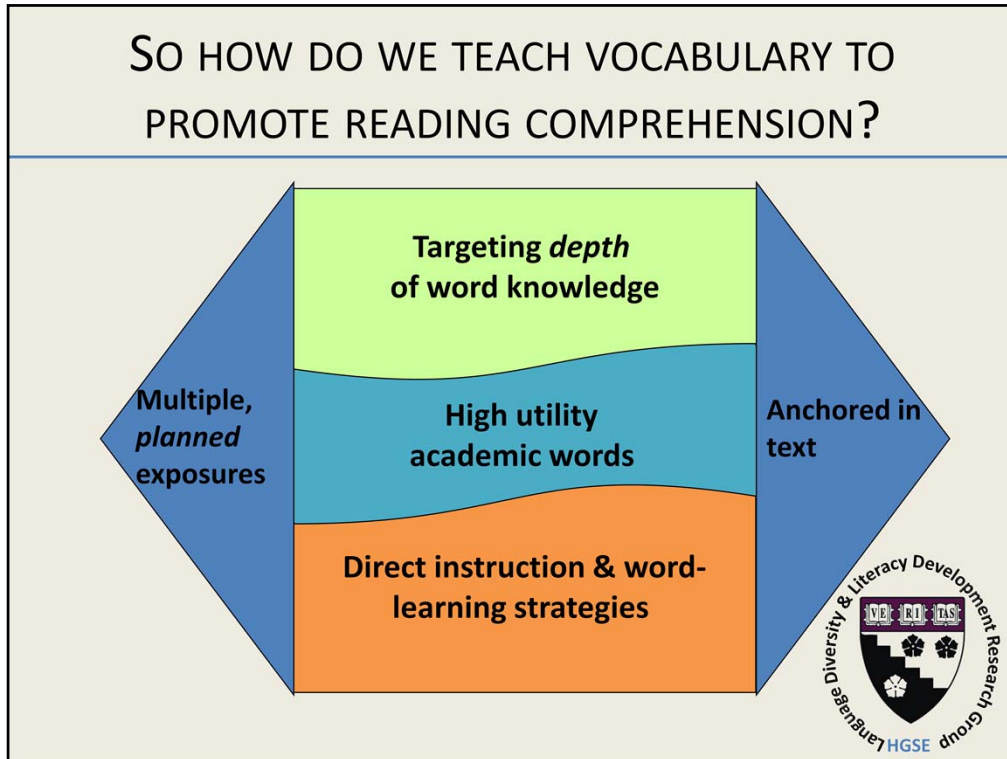
## WHAT IS ACADEMIC VOCABULARY? ABSTRACT CONCEPTS

Challenge	Affect	Community	Located	Anticipate
Focus	Culture	Discrimination	Major	Constantly
Incentive	Contribute	Distinctions	Period	Contribute
Motivate	Establish	Evidence	Puzzle	Convince
Communicate	Ethnic/ethnicity	Gender	Site	Effect
Identity / Identify	Residents	Options	According to	Expanse
Incidents	Welfare	Regulations	Average	Generate
Legally	Ancient	Research	Expert	Inspire
Method	Complex	Respond	Foundation	Image
Policy	Integrated	Topic	Media	Releasing
Research	Located	Collapse	Nearly	Region
Require	Major	Conduct	Percent	Survive
Survey	Period	Contribute	Survey	Issue
Affect	Puzzle	Crucial	Awareness/aware	Research
Culture	Site	Research	Civil	Social
		Resource	Documentary	Survive
		Seeking	Image	Vision
		Establish	Inspire	

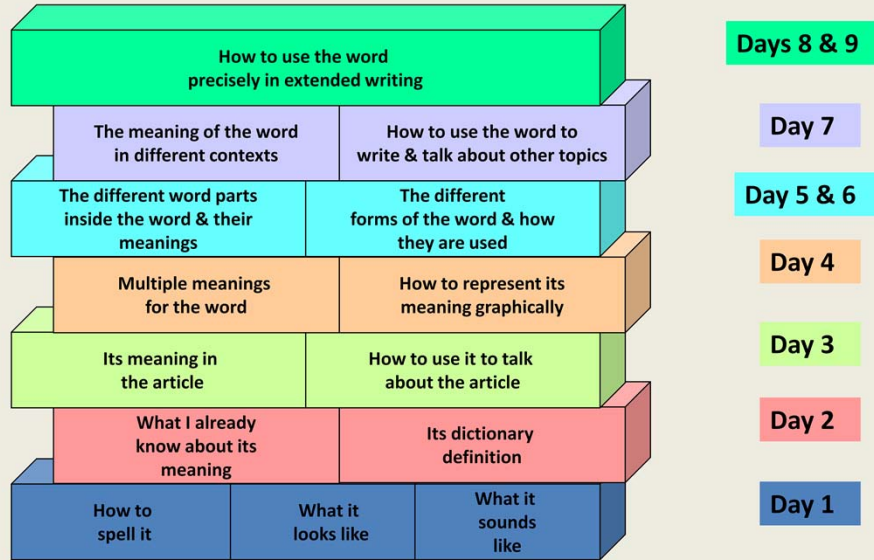
## DEGREES OF WORD KNOWLEDGE

- \* Test your own academic vocabulary knowledge!





## BUILDING UP KNOWLEDGE OF A WORD, PIECE BY PIECE



## KEY ELEMENTS OF THIS PROCESS

- \* Engaging, rich text that features academic vocabulary and complex ideas
  - Pushing on topics and questions that don't have easy answers



## WHY START WITH PRINT?




Source	Academic words per 1,000
Newspapers	68.3
Adult books	52.7
Comic books	53.5
Children's books	30.9
Conversation between two college-educated adults	17.3

Hayes & Ahrens (1998, p. 401)



# START WITH A BIG IDEA & TEACH WORDS THAT MATTER



**Platform for Discussing Big Concepts:**

- segregation
- ethical policies

**Target Words:**

discrimination, distinctions, evidence, gender, options, regulations, respond, topic

## KEY ELEMENTS OF THIS PROCESS

- \* Engaging, rich text that features academic vocabulary and complex ideas
  - Pushing on topics and questions that don't have easy answers
- \* Multiple, meaningful opportunities for word learning



# MULTIPLE, MEANINGFUL OPPORTUNITIES FOR WORD LEARNING

Talking



Example: Mock interview

Playing



Example: Pictionary



Example: *Caption It*

Contemplating

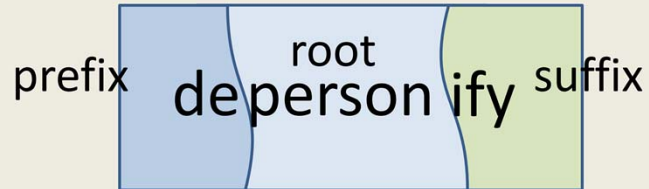
## KEY ELEMENTS OF THIS PROCESS

- \* Engaging, rich text that features academic vocabulary and complex ideas
  - Pushing on topics and questions that don't have easy answers
- \* Multiple, meaningful opportunities for word learning
  - Student collaboration: contemplating, talking, and playing (with a purpose and a structure)
- \* Promoting continued word learning
  - word consciousness, parts, and transformations



## PROMOTING WORD-LEARNING

- \* The underlying structure of words as combinations of meaningful units



- Students use morphological knowledge when they break words down into roots and affixes
  - Equips students to be better word learners.
  - Improves students' flexible and accurate writing.
- Often challenging for English learners and struggling readers

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  - Pushing on topics and questions that don't have easy answers
- \* Multiple, meaningful opportunities for word learning
  - Student collaboration: contemplating, talking, and playing (with a purpose and a structure)
- \* Promoting continued word learning
  - word consciousness, parts, and transformations
- \* Writing, debating, and discussing: Tools for reinforcing language development and critical thinking



## WRITING, DISCUSSING, & DEBATING: BACK TO THE BIG IDEAS

- \* Thoughtful language production (e.g., writing, discussing debating) demonstrates and consolidates:
  - vocabulary knowledge
  - conceptual knowledge
  
- \* Plus, vocabulary instruction and writing instruction, together, can improve overall writing quality



## SUMMARY: BUILDING ACADEMIC VOCABULARY



1. Start with a meaty text (high utility academic words + big ideas)



2. Targeting depth of word knowledge through multiple, planned opportunities to discuss the words and concepts



3. Promoting continued word learning through teaching word parts (e.g., suffixes and prefixes)

**Writing Prompt Question:**  
Write a letter to the school board arguing for or against single-gender classrooms in all the middle schools in your area. Provide three reasons that support your argument.

Discuss this question with your partner. Be sure to use the target words!

Plan your writing

4. reinforcing language development and critical thinking through writing, debating, and continued reading



## WHAT WE'RE LEARNING: PROCESS OVER MASTERY

- \* Grappling is the very essence of language learning and development
  - Articulate, clarify, extend, elaborate, reconcile
  - Turn up the volume in classrooms!
- \* Depth over breadth
  - Critical thinking and inquiry focused on complex topics takes time and practice to develop
  - Have a long-term plan for learning & teaching
  - Include an emphasis on informational text as well as narrative

Hiebert, 2006; Lesaux et al., 2010; McIntyre, Kyle, & Moore, 2006



