**Suggested Discussion Topics for Academic Vocabulary Workshop Planning**

**March 11, 2013**

**Wenatchee**

**List of possible activities**

1. Table copy handouts - Culturally Responsive Classrooms, CCSS,…
2. Bibliography - resources and professional development
3. Introductions and goals; Implications for TPEP and CCSS
4. Warm up activity
5. Inquiry chart – access prior knowledge, review, and evaluation
6. Vocabulary Gap with Legos - demonstration of research on vocabulary gap
7. Review of literature on development of academic vocabulary - lecture
8. Special needs of migrants – discussion – 7 areas, social and cultural processes
9. Family inclusion – Resources for the home “Dancing Tops”
10. Brain research - lecture
11. “Fliver” Callender’s - simulation of direct instruction classroom routine
12. Vocabulary Routines and CCSS - Bethany Robinson’s activity to align vocabulary strategies with CCSS and identify gaps
13. Word Walls and Cognates – simulation using Callender’s word wall cards – power of L1
14. Describe an Orange - simulation of importance of first hand experiences and multi-sensory input
15. GLAD Living Wall - simulation of vocabulary building with John Kerr’s GLAD EOC Biology unit
16. Catherine Snow’s Forward simulation of indirect vocabulary development through reading
17. The Meaning of *Rouche*. Simulation of the power of background knowledge, Adams (1982)
18. Academic Jeopardy – games played to develop academic vocabulary, Marzano
19. Academic Lotería – traditional migrant family game for developing academic vocabulary at home
20. Technology and mobile learning Vod cast of input chart
21. Learning logs – reflection (evaluation and follow-up?)
22. Victor Video – Time permitting – The face of bicultural ambivalence
23. Evaluation

**Possible sequence from Beck’s *Bringing Words to Life***

Rational for robust vocabulary instruction

Vocabulary gap leads to academic gap

SES and ELL issues

Need for indirect vocabulary development

Vocabulary learned in context

Need for direct instruction of vocabulary

Too many words

More difficult to learn from written context

Choosing Words to Teach

Most useful words

Tier II words

No list of age appropriate words to teach

Introducing Vocabulary

Developing Vocabulary in the Earliest Grades

Developing Vocabulary in the Later Grades

Making the Most of Natural Contexts

Enriching the Verbal Environment

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NOTES FROM PREVIOUS MEETING

Migrant Field Office K-20

08/02/2013

Friday the 8th of February, 2013 (very British)

8:30 -12;00

Academic Language Workshop Draft Agenda

MEP Field office Service Delivery Plan 2012 – 2013

Activity 7 Provide training and technical assistance to districts and schools on effective academic vocabulary development and reading comprehension strategies in the content areas.

Reading Comprehension is a reciprocal part of the development of academic vocabulary.

What is this workshop’s relationship with similar professional development activities implemented by Teaching and Learning, CCSS ELA, and content area professional development? How do we align with existing professional development based upon the work of Dave Irwin, Wayne Calendar, Marzano, Beck…?

Draft Academic Language Workshop Agenda

It was suggested that we study Isabel Beck’s Books; Bringing Words to Life or Creating Robust Vocabulary (chapter with professional development) to set a sequence for the workshop that follows academic language development as outlined in the book. (three components of how people learn, or Isabel Beck’s sequence Kathy will investigate)

Note that the original draft agenda is in blue

9:00-2:30 lunch in

1. Welcome and introductions
2. Purpose of Workshop—This workshop will provide participants with strategies for effective academic vocabulary development and improving reading comprehension within the context of Math and Science as outlined in the Common Core State Standards and End of Course exams.

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| ELA Common Core  L.CCR.4 (Language College and Career Readiness Standard #4)  Determine and clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.  L.CCR.5 (Language College and Career Readiness Standard #5)  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  L.CCR.6 Part 1 (Language College and Career Readiness Standard #6)  Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.  L.CCR.6 Part 2 (Language College and Career Readiness Standard #6)  Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

1. Review of literature/current research – Align with strategies and how they relate to the ways migrant students learn vocabulary.

Suggested Examples;

Beck’s background (application of new vocabulary to student’s life) , seven steps for developing vocabulary…

Marzano’s six step direct instruction strategy; non-linguistic representations, student selected vocabulary, teacher/student relationship, expectations, games (skill practice), assessment…

Callender’s direct instruction and daily routine

Krashen’s *Natural Approach* and free voluntary reading

Freeman and Freeman’s acquisition of literacy skills (balanced literacy)

Shefelbine’s balanced literacy

Identify ineffective strategies (from STEM white paper)

Background/cultural research and vocabulary strategies

Direct instruction strategies

Indirect strategies

Reflection/metacognition research and strategies

Assessment

1. Simulation activity – “Fliver” from Wayne Callender - Instructional Routine simulation with posttest Dawn challenge facing ELL students, assessment, intentional choice of words to teach with specific strategies.
2. Inquiry Chart (links to prior knowledge – What works – (what you know) and challenges (want to know) Donald
3. ~~Graphic Organizer~~ *~~Puzzle Pieces of Educational Practices~~*

Web maybe more helpful – expand puzzle with research and strategies that align with each piece.

1. Rationale—Why a special workshop dealing with migrant students? Introduce the special considerations of migrant students in the area of language acquisition and literacy. Show the data and cite the research – Thom and Nicole

Possible topics;

Academic Gap analysis

Why a separate workshop for teachers who only have a few migrants?

Cultural issues

Additive vs. subtractive

CCSS global skills

Priority for Service Students – who are the migrant students?

What are supplemental services? – be careful not to go too deep and give teachers an out.

Documentary examples of migrant issues (video clip) Nicole will send a link

Motivational and Social and Cultural Processes motivation issues

Accessing student and community background

Prepare for careers in global community (additive vs. subtractive)

Which strategies meet migrant needs and why

1. Building Background Activity (describe an orange) - Pat Wolfe’s research on long term memory

Kathy Isabel Beck strategies

Tiered Vocabulary

1. Fliver vocabulary Test Wayne Callender Dawn
2. Evaluation

1)Process the inquiry chart (add what else do you want to know or what other questions they still have…) Donald

2)Metacognition—Reflection--How will you use this learning…

3)Formal evaluation of workshop to include connections to your PD (TPEP) and what more do you need? Nicole

**Important presenter connections for every item that we present:**

* Make your part of the agenda as interactive as you can for participants (I do, we do, you do…)
* Include time for participants to reflect (10:2)
* Make connections across content areas (at least Science and Social Studies)
* How would you adapt for ELLs at levels 1&2? (Use of L1)
* Always emphasize that academic vocabulary development is inseparable from reading, writing, speaking and listening
* Weave in and mention often the specific Migrant considerations
* Reference the CCSS 7-9 on the research process. Show how the strategy connects to the research process.
* Cite the research behind each strategy you present and add those references to the workshop’s biblioigraphy. (Nicole will prepare the bibliography if we all get the article or book citations to her).