
Academic Language, Academic Vocabulary and Scaffolds

EL Specialists Training

— March 28th, 2017 —

8:30-3:00PM

Overview of Our Three Day Series

Day 1: Enhancing our understanding of:

How language is acquired and language levels

How primary language can support development of content understanding and developing additional languages

Comprehensible Input



Day 2: Enhancing our understanding of:

How to create environments where ELs are meaningfully engaged in classroom activities in which they can develop oral language and content area understandings.



Day 3: Enhancing our understanding of:

The language used in classroom activities

The language proficiencies of our students (ELs)

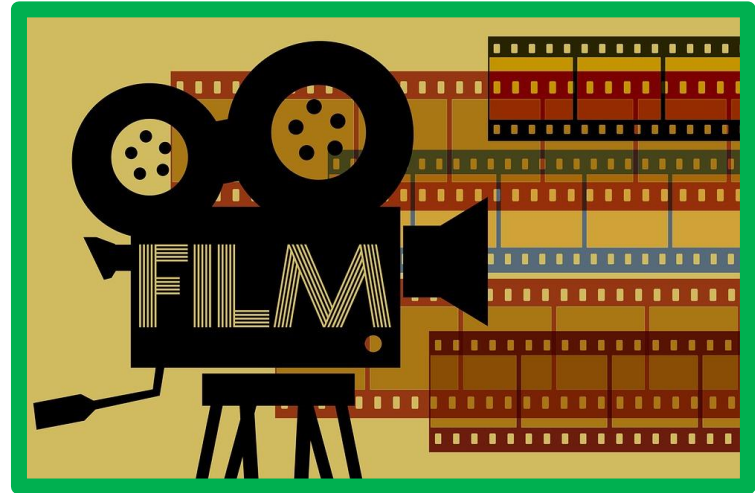
Agenda:

- Welcome & Introductions
- Academic Vocabulary
- Break
- Academic Vocabulary-Digging Deeper
- Lunch
- Academic Language
- Break
- Academic Language-Digging Deeper
- Reflection



Check and Connect

If you were in a major motion picture what kind would it be and who would be your co-star?



5 minute
timer

5:00

Word knowledge is much more than word identification or definitional knowledge.

"It takes more than definitional knowledge to know a word, and we have to know words in order to identify them in multiple reading and listening contexts and use them in our speaking and writing." (Allen, 1999)

EI Students Need:

Explicit vocabulary instruction
and
Structured verbal engagement



Arreaga-Mayer & Perdomo - Rivera, 1996

What We Know:

Vocabulary knowledge is the single greatest contributor to reading comprehension and thus a strong predictor of overall academic achievement.

--Kate Kinsella, Isabel Beck, Robert Marzano, Doug Fisher, et. al.

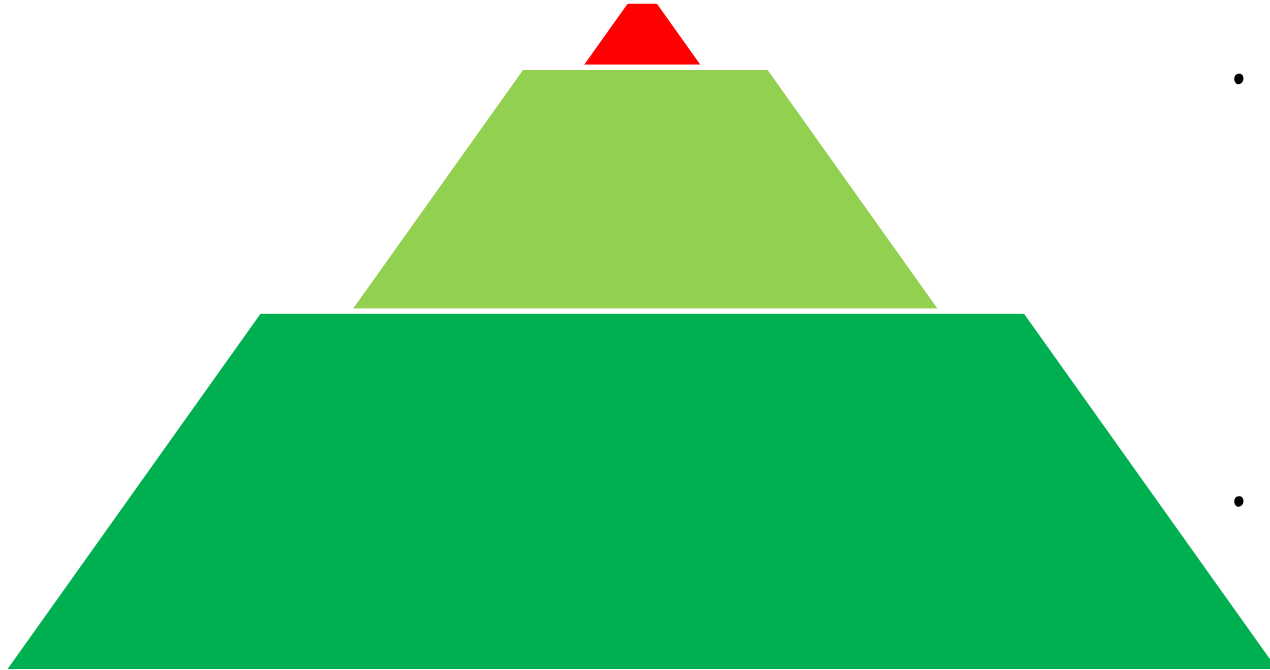
Read and Apply- Article from Edutopia

- ❑ Read the article
- ❑ Find words from the unit you brought that are new or interesting for you (**one word per sticky**).
- ❑ Follow the procedure in the article to rate words and sort them by tier to determine which words to teach.

10 minute
timer

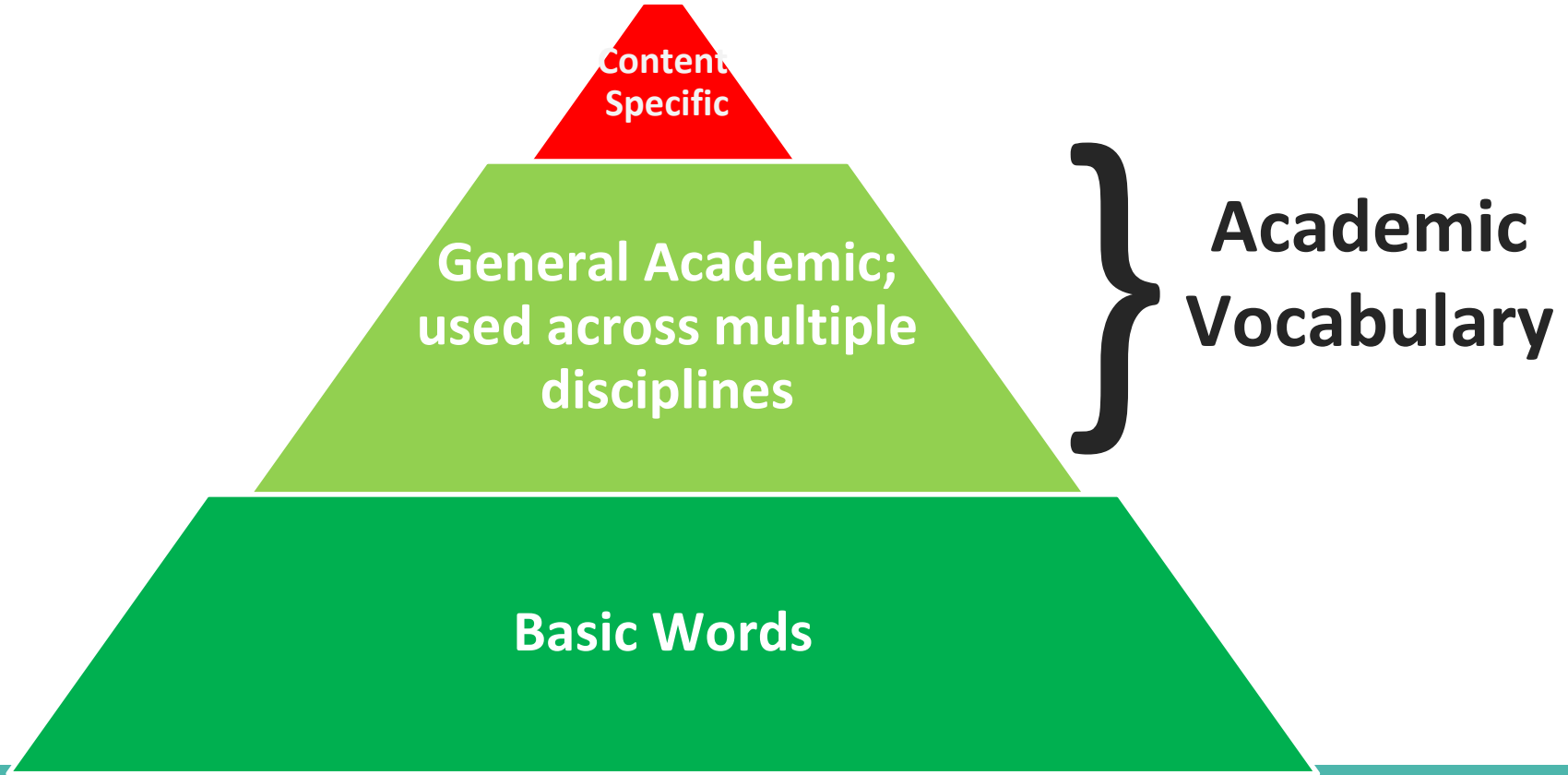
10:00

Word Frequency Distribution



- 310 words make up about 50% of words in text.
- We often find ourselves teaching the rare words that only occur in 10% of text!
- The trick is to teach the middle of the pyramid.

Isabel Beck's 3 Tiers



Questions to help identify Tier 2 Words

- **Importance and utility:** Is it a word that students are likely to meet often in the world?
- **Instructional potential:** How does the word relate to other words, to ideas that students know or have been learning?

Academic Vocabulary- How do you support it?

Give one and get one- 4 boxes for them to fill out from their travels and sharing with others.



5:00

How will you apply this in your classroom?

How can you work with your EL Specialist?

We're available to help and provide resources, as needed.



How will you support initial exposure?

→ Model a Think Aloud

→ CCD

→ Word Web

→ Paint Chips


→ Frayer Model



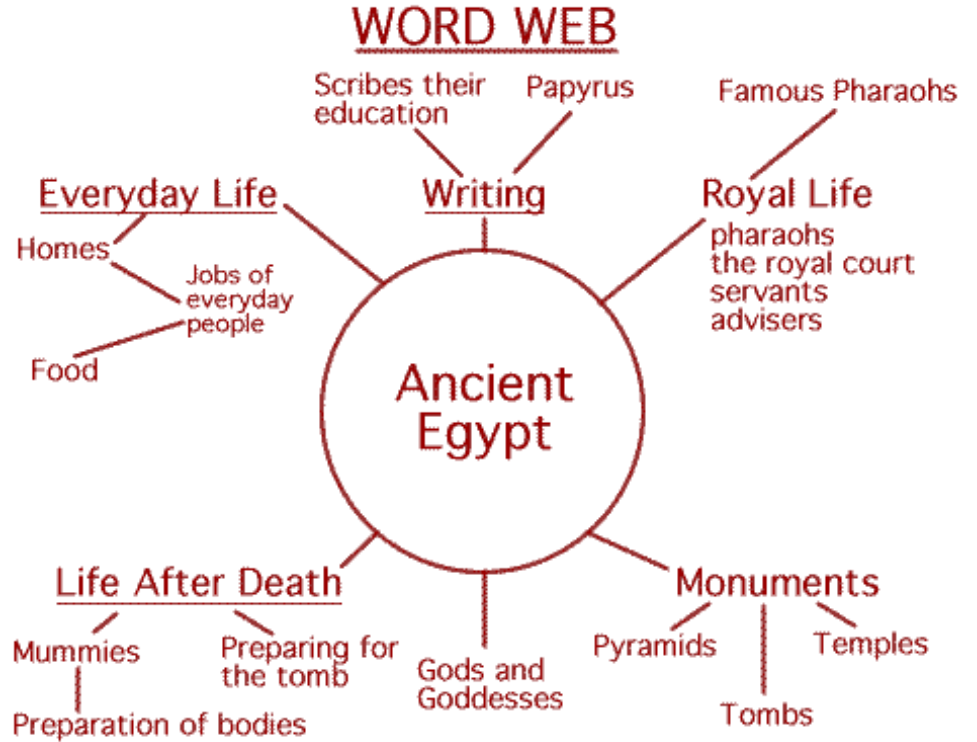
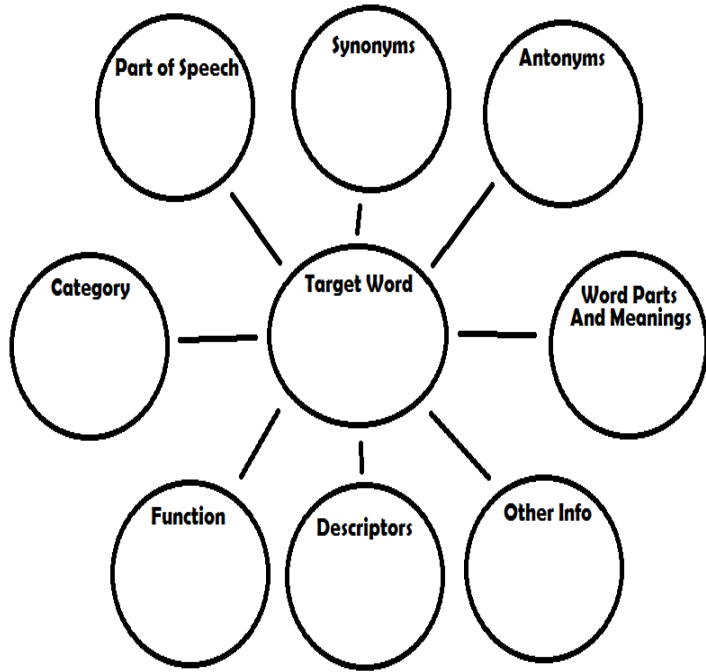
Cognitive Content Dictionary

New word	Home language/cognates/ related words/word work	Prediction	Formal meaning	Sketch	Oral Sentence ✓ if groups use in sentence

CCD-

New word	Home language/cognates/ related words/word work	Prediction	Formal meaning	Sketch	Oral Sentence ✓ if groups use in sentence
system	Synonym: unit or whole Greek: systema Spanish Cognate: sistema	I think it means that things go together.	A whole group made up of smaller parts working together		

Word Web



Paint Chips

cool

chilly

cold

wintry

freezing

icy

arctic

warm

roasting

hot

spicy

boiling

sizzling

fiery

wee

minute

mini

itty-bitty

tiny

small

little

big

large

great

huge

enormous

giant

jumbo

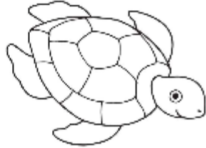
Frayer Model

Definition (In your own words) A simple, closed, plane figure made up of three or more line segments	Facts/Characteristics <ul style="list-style-type: none">• Closed• Simple (curve does not intersect itself)• Plane figure (2D)
Examples <ul style="list-style-type: none">• Rectangle• Triangle• Pentagon• Trapezoid• Hexagon	Nonexamples <ul style="list-style-type: none">• Circle• Cone• Arrow (ray)• Cube• Letter A

Polygon

My Definition <i>A reptilian animal with a hard shell on its back</i>	Characteristics/Facts <ul style="list-style-type: none">• <i>Can pull its head and legs back inside its shell</i>• <i>Can live a long time</i>• <i>Is cold-blooded</i>
Examples <ul style="list-style-type: none">• <i>Myrtle at the Aquarium</i>• <i>Snapping Turtle</i>• <i>Sea Turtle</i>	Non-Examples <ul style="list-style-type: none">• <i>Lizard</i>• <i>Snake</i>• <i>Alligator</i>• <i>Fish</i>

Turtle



Share Packet + Brief Overview

→ Look through the packet.

→ Choose TWO activities that are interested in trying in your classroom.

Create a Category

Focus: categorization

Object: create as many different categories as possible based on a list of terms and phrases

For upper elementary through high school, all content areas

Preparation: Create 4-8 lists of 15-20 words

Play: in teams or individually

Task: Teacher shows the word list, and students categorize 3+ terms in as many ways as possible.

Points can be given based on the number of categories generated.

Tip: nouns generally work best, but you can make lists with just verbs or adjectives.

Name That Category

Focus: categorization

Made after "\$100,000 Pyramid" TV show

Helps students focus on attributes of concepts by looking for commonalities.

Preparation: Game board with identified categories of increasing difficulty in each cell. Hide the category names.

Play: Students work in pairs or small groups. Only one "clue giver" from each team can see the game board. Uncover the first cell and clue giver lists words that fit that category. When the teams correctly identify the category name, move on to the next category until one team guesses all of them. The first team done is the winner. Teams receive the points they earned up to that time.



Continued Practice and Application

Prepare to work on two strategies right now and spend 15 minutes in each station.

- CCD with Vicky & Sylvia
- Frayer Model with Sonja
- Word Web with Sarah
- Paint Chips with Anne

15:00

Academic Language

What is it?

How will you support it?

What will you do in your classroom?



What are we really talking about when we say academic language?

<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scld=506599&scild=15616>

What do you see, in terms of Stanford's big 3?

1. Conventions (grammar, punctuation, spelling, etc.)
2. Knowledge of language (functions in different contexts, style choices, etc.)
3. Vocabulary acquisition and use

15:00

LUNCH



What Strategies Would you Use?

10 minute
timer

10:00

1. Based on what you just saw, where would you place them in the ELP standards?
2. What supports or scaffolds do you think were used or would you use to move them to the next level of academic language?

What Strategies Do you Use?

2

- Individually, write the way(s) that you currently teach or focus on academic language. One strategy per sticky. (2 minutes)
- Each person shares their strategies with table team members. (Look for new or recurring ideas!) (5 minutes)
- Each group shares the themes or recurring ideas they found. (3 minutes)

5 minute
timer

5:00

Is My Teaching Aligned to CCSS?

In table teams, look at each sticky note and decide as a group which Common Core Standards (Language or Speaking & Listening) the strategy fits. Choose a runner to place the sticky on the appropriate poster.



REFLECTION:

Are there any gaps? Are our current practices reaching the level of the CCSS?

How do we support for CCSS?

What did she do to get them to talk like that????

<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scld=506599&scild=15616>



Providing Context for Picture File Cards

9th / 10th Grade Geography

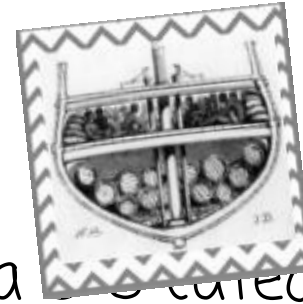
Unit Outline 1: World- Global Expansion and Encounters (1492-1750)



3.2.3 Understands the causes and effects of voluntary and involuntary migration in the world in the past or present.

Explain the factors leading to the slave trade and its effects on societies in Africa and the Americas.

Picture File Cards - Open Sort



With your team of 4 or less:

1. Look at the cards and agree on a few categories
2. Label categories with sticky notes
3. Place the cards back in one pile and shuffle
4. Take turns choosing a card and stating where you think it should go. (Use sentence frames)
5. Team needs to come to a consensus before placing each card. (Use sentence frames)

20 minute timer

20:00

We reflect on what we heard

Questions got more difficult with the actual sorting into categories.

Categorizing them the first time made it difficult to make the second round meaningful.

Good activity to get kids started using sentence frames.

Would want to simplify and reduce the number of sentence frames that students are using in an actual activity.

Have students pick one or two sentence frames in each area that students want to try using for each activity.

Could assign roles that shift as you're going through the activity.

Quick first round made the second round more meaningful. Generated more discussion.

Can have students generate additional frames, as needed, to have the kinds of conversations that are needed for the activity.

Need to develop classroom norms about agreeing and disagreeing so that students can feel safe to

Take a break.

You deserve it!



Four Corners Debate-preparation

15 minute timer

15:00

Try a 4 corner debate about 4 strategies for scaffolding instruction for ELs.

1. Go to the corner with the corresponding number on your name tag.
2. Use the artifact box provided
3. Divide and read the articles with the lens of the strategy you will be presenting.
4. Use the green template provided to make a claim and back it up with evidence.
5. Create a poster with the main points for your presentation.

Four Corners DEBATE

- Presentation on your strategy (2 minutes per team)
- Take notes on your template while teams share.
- Regroup with your team to prepare for **rebuttals** and **closing** based on what other teams shared. (5 minutes)



Academic Language- How will you support it?

→ What will you do in your classroom?

→ What support can you get from your EL Specialist now, and in the

Sentence Frames

Graphic Organizers

Word Banks

Discussion Stems

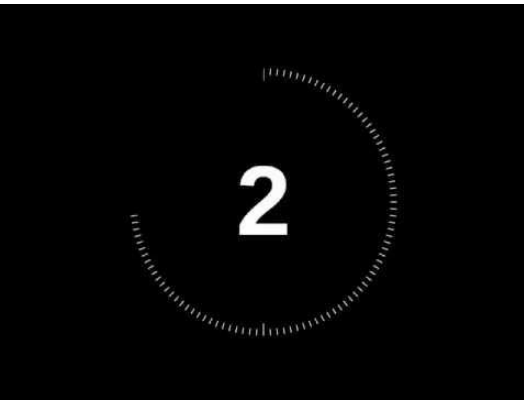
Processing Words

What

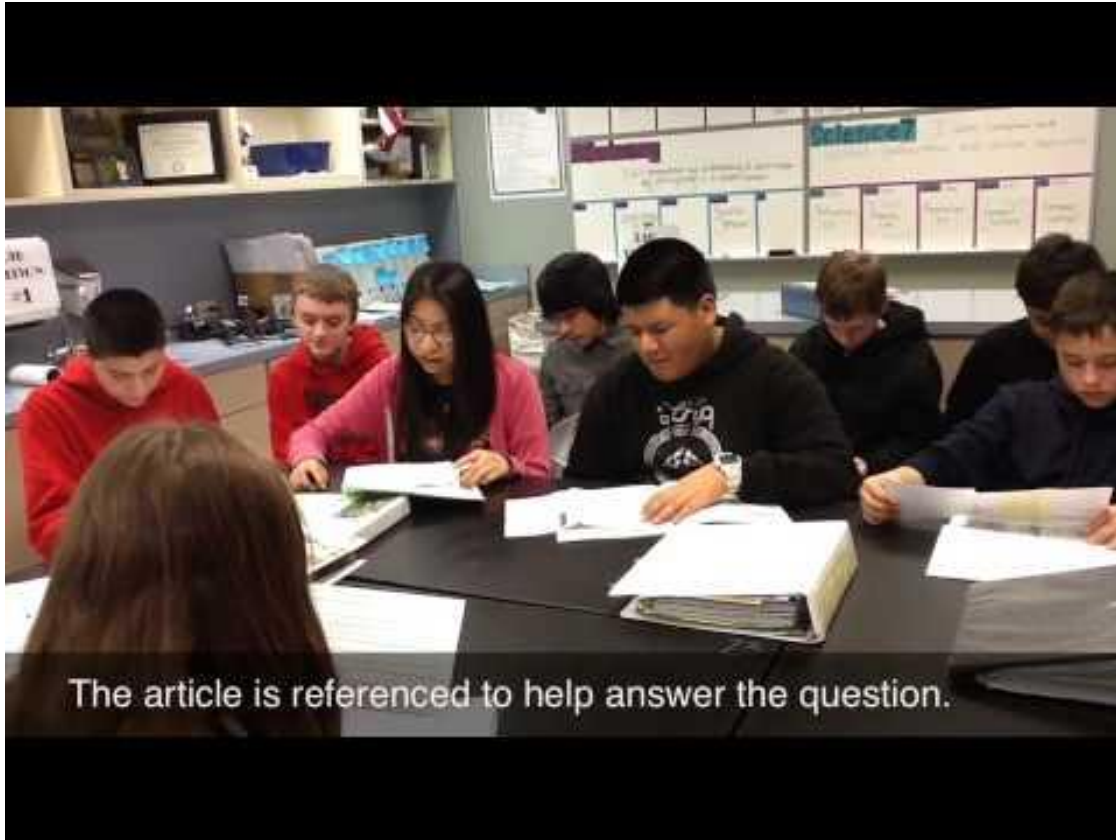
else can you add?

Academic Language Video Reflection

- What scaffolds do you see incorporated?
- What else could you add?



Academic Language-Socratic Seminar



The article is referenced to help answer the question.

Final Reflection

- Spend the next 15 minutes working with your EL Specialist.
- Fill out the Reflection sheet for today.
- Fill out and turn in the Clock Hours if desired.

