CABE

Boost Academic Vocabulary Through Content-area Reading, Writing, and Speaking & Listening Activities

By Hillary Wolfe, M.A.
Agenda

• Grounding
• The Need
• Culturally Responsive Instruction
• What is Academic Language?
• Research-based instructional strategies
  • Reading strategy: Sentence deconstruction
  • Speaking & Listening strategy: Talking in rounds
  • Writing strategy: Contrastive analysis
• Reflection
Grounding

- Chris Emdin
Grounding

• Turn and Talk: How does Chris Emdin’s perspective relate to an asset based, culturally responsive environment?
The Need

DIVERSITY
Culturally Responsive Instruction

Defined:
Using the culture knowledge, prior experiences, frames of reference and performance styles of ethnically diverse students to make the learning encounters more relevant to and effective for them.
Learning Environment

Create an environment that views the language and experiences that linguistically and culturally diverse students may bring to school from their homes and communities as valuable **assets**, resources in their own right and solid foundations to be built upon for developing academic English.
What is Academic Language?

**Academic language** is the language needed by students to do the work in schools. It includes, for example, discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g., essays, lab reports, discussions of a controversial issue.)

[Academic Language - Defined by PACT](https://www.csun.edu/science/ref/language/pact-academic-language.html)
# Research-Based Instructional Strategies

## Table 1. Recommendations and corresponding levels of evidence

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Strong Evidence</th>
<th>Moderate Evidence</th>
<th>Minimal Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.</td>
<td>![Strong Evidence]</td>
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<tr>
<td>2. Integrate oral and written English language instruction into content-area teaching.</td>
<td>![Strong Evidence]</td>
<td></td>
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<td>3. Provide regular, structured opportunities to develop written language skills.</td>
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<td>![Minimal Evidence]</td>
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<tr>
<td>4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.</td>
<td></td>
<td>![Minimal Evidence]</td>
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Research-Based Instructional Strategies

Theory to Practice

• Reading – give students explicit strategies to unpack the language of a complex text.

• Speaking and listening – give students opportunities to engage in collaborative conversations to authentically use academic language.

• Writing – Emphasize task, audience and purpose and help students make appropriate choices.
Research-Based Instructional Strategies

Reading Strategy: Deconstruct a Sentence

• Why –
  If we don’t tell them what to look for, how will they know?
Research-Based Instructional Strategies

Reading Strategy: Deconstruct a Sentence

• How: Address the struggle with pronouns and references in complex text.

• What: Deconstruct one or two key sentences to give students practice.

Let’s try it!
Cells use energy from the sun or from food to make proteins that plants and animals need.

This process is called cell metabolism. Let’s see how it works in this animal cell.
Deconstruct a Sentence

The glucose molecule is like food for the cell. First the molecule goes through the outer layer that protects the cell. This layer is called the cell membrane. Then the glucose heads to the nearest mitochondrion. Plant and animal cells are packed with mitochondria. These organelles are like power plants for the cell.
This website says that over the years, hundreds of thousands of monarchs have stopped in the place where we are going. The butterflies like to stop for the nectar, which is a sweet liquid found in many of the yellow flowers that grow there.
Research-Based Instructional Strategies

Speaking and Listening Strategy: Talking in Rounds

Why – Students need to use academic language in authentic and meaningful ways.

“The Rabbit of Easter, He Brings of the Chocolate”
Research-Based Instructional Strategies

• How: Use small group time for structured conversations.

• What: Assess a student’s understanding of a concept by his or her ability to explain and justify that concept to another.

Source: Kristin Gray@mathminds
Research-Based Instructional Strategies

Round 1: Read the statement. Each person say if you agree, disagree, or are unsure, and why. No one else may comment.

Round 2: Go around the group a second time. Each person say if you agree, disagree, or are unsure about your own statement or someone else’s and why. No one else may comment.

Round 3: Go around the group a third time. Tally as each member says if they agree, disagree, or are unsure. No one comments.

Source: Kristin Gray@mathminds
Talking in Rounds

A track ball on a mouse would make a better wheel.

There are actually 11 triangles in the kite.
Talking in Rounds

1. Say if you agree, disagree, or are unsure about the statement, and why.

2. Say if you agree, disagree, or are unsure about your own statement or someone else’s and why.

3. Tally as each member says if they agree, disagree, or are unsure about the statement.

A track ball on a mouse would make a better wheel. There are actually 11 triangles in the kite.
Research-Based Instructional Strategies

Writing Strategy: Contrastive Analysis

Why – Culturally responsive, asset-based approach to different dialects, accents, syntax, styles.
I am not throwing away my shot!
Hey yo, I’m just like my country
I’m young, scrappy and hungry
And I’m not throwing away my shot!
I’m ’a get a scholarship to King’s College
I prob’ly shouldn’t brag, but dag, I amaze and astonish
The problem is I got a lot of brains but no polish
I gotta holler just to be heard
With every word, I drop knowledge!
I’m a diamond in the rough, a shiny piece of coal

• Tryin’ to reach my goal. My power of speech: unimpeachable
  Only nineteen but my mind is older
  These New York City streets get colder, I shoulder
  Ev’ry burden, ev’ry disadvantage
  I have learned to manage, I don’t have a gun to brandish
  I walk these streets famished
  The plan is to fan this spark into a flame
  But damn, it’s getting dark, so let me spell out the name, I am the—
  A-L-E-X-A-N-D-E-R—we are—meant to be…
“Imagine a day” (8th grade NCLB)

First, imagine a day without television to watch. It would be so boring. I would have to keep the light on the bulb would be not as fire. Since there no television, you would have to go to bed early. To keep yourself busy you can do educational thing, such as reading books.

Second, imagine a day without television to watch. I wouldn’t be able to watch my Shows. Such as Girlfriends the episode were Tai takes Tai ex boyfriend, and bring him to Tai birthday party. Another show was The Road Show were different college boys vs girls, and the two hosts are Justisa, and Mikelinks the girls mostly win. When they win its a sound they make such as Click, click, clap, born! Last episode is The Parkers were Kim goes off with Jerona to Los Vegas to get married with out Ms. Parker permission. There was
In response, teachers correct

Adding-in
“missing”
“forgotten”
letters, endings,
& words

One Reason My house is a special place because it has a big bedroom, I have room to relax on my big bed. There’s room for my friends to play the computer. There’s a big closet for my clothes and also for sports equipment.

Also, my house is a special place because it has a fireplace. The fire is warm like a mitten. The wood makes a crackling sound like cereal. There’s a smoky smell like a campfire.

Third, my house is a special place because it has a porch. There’s also a screen to keep the bugs out. You can also relax and listen to the birds. It feels cool like the evening breezes.
Research-Based Instructional Strategies

• How: Instead of proper/improper, right/wrong, error/correct, show how language is effective/ineffective, appropriate/inappropriate, patterned for different settings.

• What: Put two texts side by side to compare language based on task, audience and purpose.
Contrastive Analysis

First, analyze the student text. What are some grammatical, syntactical, or dialect patterns you notice?

I think reading is important because it makes you smart. Reading books are popular because people enjoy reading books and it makes you learn and it makes people enjoy reading.
Contrastive Analysis

Next, call out a pattern and have students identify it in their own writing.

…reading book are popular

…it make you smart…

…it make you lern…

…it make people….
Contrastive Analysis

- How did another author make a different choice?

**I Don’t Want Homework!**

by Ambria

I think homework is a waste of time, and here’s why.

I think kids should not have homework because we need time to rest. We need to relax our brains and ourselves!

Another reason why I think kids should not have homework is because we need to have time to do fun activities. We would not have time to play a sport or do dance if we had homework.

I also think kids need time to interact and play with other kids and friends. Homework takes away from this time.

We shouldn’t have homework because we need to learn in ways other than just writing on paper. Homework takes away from this time.
Contrastive Analysis

• How did another author make a different choice?

We are lucky to have parks in our community where people can relax, play, meet each other, and enjoy nature. But what if our parks aren’t clean? Have you ever seen animals, such as birds, eat trash from the ground? Did you ever think about how important it is to pick up trash that other people leave behind? I hadn’t really thought about it before, but now I realize how important it is to keep our parks clean for the animals’ well-being.
Reflection
Questions?

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