Who are we?

Amy Fanning and Lindsey Martinez
Amy Fanning

*6-12 CLD Specialist at Frontier Academy
*Taught elementary school for 12 years
*Masters in English Language Learning
*Mom of 5 boys, 3 of whom are ELLs (adopted from Ethiopia at ages 3, 5, and 8 with no English language background)
Lindsey Martinez
*K-5 CLD teacher at Shawsheen Elementary
*BA in Elementary Education
*Endorsement in CLD
*Have taught in District 6 for 10 years.
*I have 2 boys ages 11 and 7
We will explore various vocabulary strategies to increase academic discourse for all students.
Four Language Domains

Receptive: Reading and Listening

Productive: Writing and Speaking

Which of these domains do you believe students spend the most time using on a given school day? (think about your ELLs in particular)
What do you think????

What is the average time a student spends producing academic language during the course of a 90 minute block?

1. Write your estimate on a piece of paper.
2. Discuss with a partner why you estimated that number.

**Academic Language** - words you see in a school setting that are required to understand concepts and be successful in school

**Estimate** - a good guess
ANSWER:

54 seconds- a total of about 4 minutes per day.

(This number is fluid and can change based on a number of factors. Our goal is to INCREASE it, whatever the starting point.)
• 1-2 years to attain conversational fluency and 5-7 years to attain academic language fluency (BICS and CALP)

  * Think of some of your students... can anyone think of someone who has been in an English speaking school for at least 5-7 years and you would not consider them fluent in academic language?

  **********How often are we asking our students to USE academic language?**********
Today’s Focus

Vocabulary

&

Academic Discourse
Vocab, vocab, everywhere......

*Understand that our students can be coming from language poor environments (not just our ELLs)

*Teaching vocabulary needs to be done in context, not in isolation.

*Teachers need to understand multiple meaning words and take that into account when introducing new content.

*Students need to internalize the words and to do that, they need about 12 production opportunities to really own a word.
Tiers of Vocabulary

**Tier 1:** The majority of the words that we use in conversation. These are common, everyday words. Most of the time, kids don’t need to be explicitly taught these words as they’re used so frequently.

**Tier 2:** These are more academic words, and many of these are used across multiple subjects. These words are less common in conversation but very common in text that kids will be exposed to. They are also words that students must know in order to be successful across all content areas.

**Tier 3:** These are highly academic and content specific. Think of them as words students will most likely not encounter out and about in the world unless they go into a career that relies on those words.
Which words are most important to focus on?

**TIER 2 WORDS**

Examples of these words: analyze, require, conceal, brilliant, contrast, locate, industrious, merchant, maintain, benevolent, occurrence, emphasize, portray, convey, reinforce, infer, furthermore, synthesize, significant

Activity time!!! :) Collaborate with a partner.
Academic Word List

This is a document of the 570 most common Tier 2 words needed for academic success in college. They are listed in sublists from most common to least common.

*****A lot of these have Spanish cognates - they’re Tier 2 words in English but Tier 1 in Spanish.*****


http://etd.fcla.edu/CF/CFE0003528/Bushong_Robert_W_201012_MA.pdf (very long paper - the list is on pages 73-83)
Let’s stop excessive teacher talk! :)

“If you want them to HEAR it, you talk. If you want them to LEARN it, they talk.”

~Spencer Kagan
In order for our students to write using academic language, they need to be comfortable speaking while utilizing academic language.

**Our students who need the most practice with using academic language are the ones who usually get the least amount of it.**
How do we get kids using academic language in the classroom?

Make it the norm for everyone to participate in discussion. Consider grouping NEP’s in groups of 3.

As teachers, WE need to be modeling this academic language and discourse in the classroom.

Provide sentence frames/starteras as a scaffold for all students. These can be modified for all grade levels and any topic. *Practice these starters so they feel comfortable with them.* Tiered sentence frames to challenge or students create sentence frames.

Turn and talk options. This is a low pressure way to participate. ELLs can be very hesitant to share with the group.
More talking- So much talking :)

Have roles when working in groups (scribe, discussion leader, etc...). Switch roles often so students get a chance for all roles.

WAIT TIME!! :) This is HUGE for our ELLs and the easiest underutilized strategy.

Give students an opportunity to think about the answer, write it down, share it with a partner, and then share it out. Yes, it takes more time, but it’s worth the extra time. (Post it notes are great for this!) **Think-Write-Pair-Share**

Have students answer each other’s questions instead of you.

Introduce students to the difference between Tier 1 and Tier 2 vocabulary and have them go between the two.
Vocabulary ideas

1. On vocab tests, instead of just giving the word and requiring a definition, give the word in a sentence so they see it in context as that is how they’ll most often see the word.

2. Interactive Word Walls- change what words are on the wall after they’ve been mastered and be sure to utilize the words often (students and teachers).

3. Make stories using vocabulary words (can just be oral stories that partners make or written. Collaborative stories

4. Use visual representations for vocab (and any concept) as often as possible.

5. Use vocabulary graphic organizers where students can write the definition, a sentence, an illustration, and make other connections to the word. Frayer Model
Collaborative Frayer Model
6. Develop actions for the words to help them remember them.

7. Have students PRODUCE as often as possible. Hearing the words doesn’t internalize them like speaking them.

8. Give them sentence frames that help them understand how to use a word.


9. Switch up the vocabulary that you use so they’re hearing synonyms. If you always use ‘prove’ and then they see ‘justify’ on a test, it can throw them off. Keep a list of verbs you could use interchangeably in your directions and conversation.
The two new strategies I will implement are ________________ and _____________. These will benefit all students by______________.
Any questions?

Thank you for coming!!! :}