

Evidence-Based Facilitator Guide Intermediate Academic Content and Literacy for English Learners

Recommendation 1. Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities

Updated March 2023



REGION 17
Idaho
Montana



Professional Development Facilitator’s Guide

Recommendation 1. Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities

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Materials Checklist

Item	Consumable Y or N	Quantity	Notes
Computer			
Projector			
Clicker			
PowerPoint presentation on flash drive or computer			
Handouts			
Chart paper and pens			
Sticky notes			
Agenda			
Sign-in forms			
Evaluation form			
Articles to be read			
Miscellaneous			

Idaho State Department of Education Introduction

About the guide

Designed to help instructional leaders deliver effective training to teachers, this guide provides one of four evidence-based recommendations for supporting literacy among English learner students in grades 4–8. It includes practical application ideas and examples, as well as resources for immediate implementation. This guide is based on *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*, a practice guide from the Institute of Education Sciences (IES). More information is available at ies.ed.gov/ncee/wwc/PracticeGuide/19.

This guide, as well as the accompanying presentation materials, were compiled by the Region 17 Comprehensive Center at Education Northwest for the Idaho State Department of Education.

How to use the guide

This guide is designed to complement the training provided to an instructional leader (e.g., coach, teacher, administrator) who supports teachers in using evidence-based strategies to improve outcomes for English learner students in grades 4–8. The instructional leader will be trained to facilitate and lead learning in a school and/or district. This guide includes a suggested script for each slide in the accompanying PowerPoint presentation. The facilitator can also use the supplemental handouts. For more information on word recognition, phonological awareness, decoding, sight words recognition, and language structure, see courses.lumenlearning.com/suny-hccc-childrenslit and courses.lumenlearning.com/literacypractice.

Note: *The PowerPoint presentation that corresponds to this guide is based on the first of four IES recommendations. There are four presentations total, and the first 20 slides are the same in each one. Thus, if you are delivering more than one of these presentations to the same audience during the same professional learning event, after describing the session outcomes (see slide 1), you can skip to slide 21 after your first presentation and begin with the section that starts with, “Today’s presentation is focused on taking a closer look at Recommendation 1 ...”*

The design of this guide gives facilitators the flexibility to respond to school or district needs in a targeted manner. Each evidence-based practice can be provided as a brief training session over the course of a school year. These recommendations can be grouped into common threads and provided as a full- or half-day professional development session. The practices and subsequent activities are not content specific; they can help improve literacy across all content areas in grades 4–8.

What participants need to bring

Participants should bring their core instructional materials, teacher manuals, textbooks, and/or grade-level standards. Throughout the professional learning session, they will be asked to reference and make connections to the instructional tools (i.e., core instructional materials, Curriculum Connection) they are using.

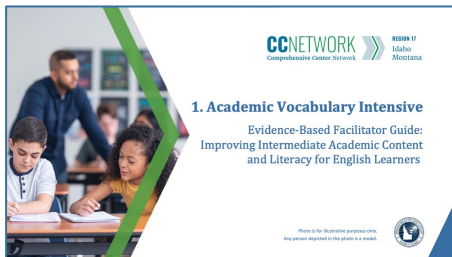
Presenter’s facilitation agenda

Outcomes

- Describe four evidence-based research practices for teaching academic content and literacy to English learners.
- Identify and apply practice recommendation 1 to current core materials by identifying academic vocabulary words to teach, employing vocabulary learning strategies, and identifying the role of morphology in 14 common root words used in content courses.

Slide

Suggested script



1

Welcome

(Introduce yourself and your colleagues, and allow participants to introduce themselves.)

Today's presentation on teaching academic content and literacy to English learner (EL) students was developed in partnership with the Idaho State Department of Education and the Region 17 Comprehensive Center. Our shared goal is to help Idaho educators provide EL students in grades 4–8 with the language and literacy learning they need to succeed.

Quote

“Words are not just words . . . It is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford.”

The Challenge of Advanced Study: The Interdependence of Reading and Learning M. I. Adams, 2009, p. 180

2

Quote

Read and reflect on this quote. *(Allow time for reflection)*

What does this quote make you think about? What implications does it have for you and your students?

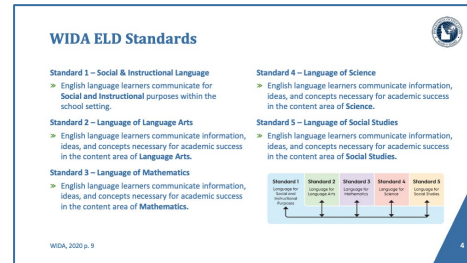
(Give participants a few minutes to share their thoughts with a partner or in groups of four and then ask participants to share with the entire group. If in a virtual environment, enter thoughts in the chat or use a virtual engagement tool.)

Every day, teachers and students across Idaho are using language to provide instruction, exchange ideas, and discuss learning. Language is at the center of the learning process. Learners use words to describe what they are seeing, understanding, and communicating about their learning. Regardless of whether we teach math, English language arts, or any other subject—as teachers, we are the most important factor in student learning. Put another way, we all teach language: The language of our content.

Slide	Suggested script
<div data-bbox="205 365 653 609" data-label="Image"> </div> <p data-bbox="205 638 222 662">3</p>	<p data-bbox="779 240 1020 272">Suggested script</p> <p data-bbox="779 289 1125 321">Reference: Adams, 2009.</p> <p data-bbox="779 370 1140 402">Idaho Content Standards</p> <p data-bbox="779 431 1896 597">Recognizing the value of consistent, real-world learning goals to ensure all students are graduating from high school prepared for college, career, and life, our state reviews and updates content area standards—including updated standards for English Language Arts/Literacy, Math, and Science in 2022.</p> <p data-bbox="779 626 1881 703"><i>(Pull up the website for the content standards: sde.idaho.gov/academic/standards. Show participants where the literacy standards and their content standards are.)</i></p> <p data-bbox="779 732 1812 938">These standards inform the curriculum a district adopts. Standards and curriculum work together to guide teachers in understanding what students should know and be able to do. Our goal today is to provide some tools for improving language and content instruction for English learner students in grades 4–8.</p> <p data-bbox="779 967 1766 1092">The information presented in today’s session addresses Idaho’s Content Standards—including English Language Arts, Social Studies, Science, and others—in which we ask students to listen, speak, read, or write.</p> <p data-bbox="779 1122 1507 1154">Reference: Idaho State Department of Education, n.d.</p>

Slide

Suggested script



WIDA ELD Standards

Standard 1 – Social & Instructional Language
➤ English language learners communicate for social and instructional purposes within the school setting.

Standard 2 – Language of Language Arts
➤ English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 3 – Language of Mathematics
➤ English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

Standard 4 – Language of Science
➤ English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Standard 5 – Language of Social Studies
➤ English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

WIDA, 2020, p. 9

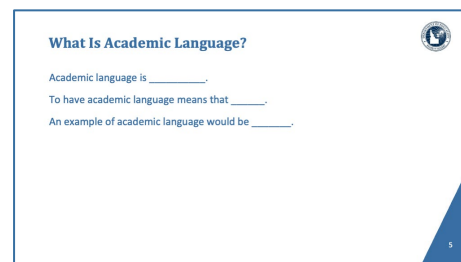
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WIDA ELD Standards

These are the World-Class Instructional Design and Assessment English Language Development Standards, or the WIDA ELD Standards for short. The ELD Standards Statements illustrate the integration of content and language. They show language use for learning in the content areas and address the language of schooling.

Note that Standard 1, Language for Social and Instructional Purposes, is foundational for engagement and learning in every discipline. Language is a part of the entire school day and engaging multilingual learners in situations where they can simultaneously learn content and language will increase their opportunity to engage fully in content learning and leverage their language assets as support for their academic achievements.

Reference: WIDA, 2020a.



What Is Academic Language?

Academic language is _____.

To have academic language means that _____.

An example of academic language would be _____.

5

What Is Academic Language?

(Allow time for participants to turn and talk to a neighbor. Ask volunteers to share their responses using this sentence frame: "Academic language is ..." Then show and read the next slide.)

Slide

Suggested script

What Is Academic Language?

“Academic language is the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts.”

Building Academic Language: Essential Practices for Content Classrooms | Zehler, 2008, p. 20

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What Is Academic Language? (Continued)

Academic language is “the set of words, grammar, and organizational strategies used to describe complex ideas, higher order thinking processes, and abstract concepts.”

Reference: Zwiers, 2008.

Language in Standards for Mathematical Practice

MP.5 Students attend to precision. Describe solution strategies to mathematical tasks using grade-level appropriate vocabulary.

MP.6 Students attend to precision. Develop and refine mathematical communication skills by using clear and precise language in their discussions with others and in their own reasoning.

MP.4 Students model with mathematics. Experiment with representing problem situations in multiple ways, including numbers and words (mathematical language).

Idaho Content Standards, Mathematics, 2022

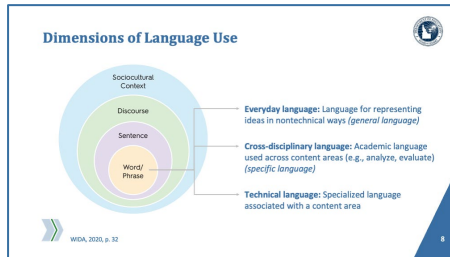
7

How are the WIDA, Academic Language, and Content Standards Related?

Let’s look at an excerpt from the Idaho Mathematics Content Standards. The standards acknowledge that “discussing mathematical thinking with peers gives each student the opportunity to internalize a cohesive structure for numbers.” In order to discuss and communicate mathematical concepts, students need to use precise mathematical language.

The Standards for Mathematical Practice complement the content standards so that students increasingly engage with the subject matter. Here are two examples where the Standards for Mathematical Practice specifically address developing mathematical language and vocabulary expectations throughout K–12 for all students to grow in mathematical maturity and expertise. What specific considerations must be considered when teaching EL students?

Reference: Idaho State Department of Education, n.d.



8

Dimensions of Language Use

Formerly described as the “Features of Academic Language,” the WIDA standards describe the dimensions of language use to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions (word/phrase, sentence, discourse) based on the intended audience. It is important to understand language dimensions as the factors that relate to language acquisition for multilingual learners.

WIDA expanded the continuum of K–12 performance definitions into six grade-level cluster Proficiency Level Descriptors to support consistent interpretations by state, local, and school-based educators and to address developmental differences in the complexity and range of language uses needed by primary and secondary students.

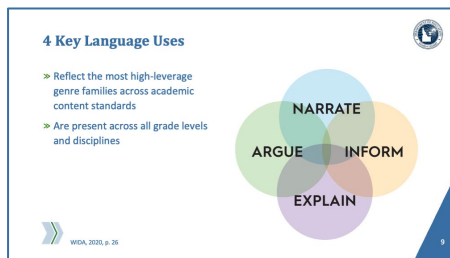
- The **discourse dimension** refers to how language is organized to communicate ideas together in a text (think paragraph length and cohesion) and imparts overall meaning across an entire text.
- The **sentence dimension** helps shape how a text is sequenced and connected and contributes to its grammatical complexity.
- The **word/phrase dimension** adds precision to communication and focuses on how language users strategically select everyday, cross-disciplinary, and technical language to convey precise meaning more effectively.
- **Everyday language** refers to the language for representing ideas in nontechnical ways—like “dogs” instead of “canines.” This is also known as “general language.”

Slide

Suggested script

- **Cross-disciplinary** language refers to the common academic language used across content areas—words like “analyze,” “evaluate,” and “summarize.” This is also known as “specific language.”
- **Technical language** refers to the specialized language associated with a content area—like “mitosis,” “imperialism,” and “pi.”

Reference: WIDA, 2012; WIDA, 2020a; WIDA, 2020d.



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Four Key Language Uses

As part of developing the WIDA ELD Standards Framework, 2020 edition, WIDA researchers analyzed academic content standards from several states, research literature, and evidence-based disciplinary practices. The updated standards emphasize four Key Language Uses: Narrate, Argue, Inform, and Explain. While each discipline has unique ways of applying each, they also share common aspects across all disciplines. The choice to update the name of the “Key Uses of Academic Language” in the 2016 edition to “Key Language Uses” in the 2020 edition reflects the belief in multiple, multilingual competencies and an expanded view of language proficiency. Key Language Uses bring focus and coherence to the language of schooling, helping educators make choices that prioritize and coordinate content and language integration.

Additional Resource

WIDA Standards Framework FAQ: Key Language Uses

prod.wida.us/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-%20KeyLanguageUses.pdf

Reference: WIDA, 2020a; WIDA, 2020b.

Slide

Suggested script

Distribution of Key Language Uses

WIDA ELD Standard	Narrate	Inform	Explain	Argue
Language for Social and Instructional Purposes				
Language for Language Arts				
Language for Mathematics				
Language for Science				
Language for Social Studies				

1. Most prominent
 2. Prominent
 3. Present

10

Distribution of Key Language Uses in the Content Areas

The four Key Language Uses are present in all content areas.

(Using the Most Prominent, Prominent, and Present symbols or numbers, have participants identify how prominent each of the identified Key Language Uses are in their content area and grade level.)

Handout 1: Distribution of Key Language Uses

Distribution of Key Language Uses

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	○	◐	◑	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

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Distribution of Key Language Uses in the Content Areas (Continued)

Here is an example illustrating the distribution of the most prominent Key Language Use for middle school. What do you notice?

(Have participants compare their answers with each other and with the example on the slide.)

Reference: WIDA, 2020a.

Distribution of Key Language Uses

WIDA ELD STANDARDS STATEMENTS conceptual framing of language and content integration

KEY LANGUAGE USES prominent language uses across disciplines

LANGUAGE EXPECTATIONS goals for content-driven language learning

PROFICIENCY LEVEL DESCRIPTORS a continuum of language development across six levels

Associated Language Functions and Language Features: why students might use language to meet the purposes of schooling

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Language Expectations

So far, we have discussed the standards and Key Language Uses within the WIDA ELD Standards Framework. The third component is language expectations.

Language expectations can be described as goals for content-driven language instruction. They make common patterns of language use in academic contexts visible and are the most similar statements to what educators generally find in academic content standards.

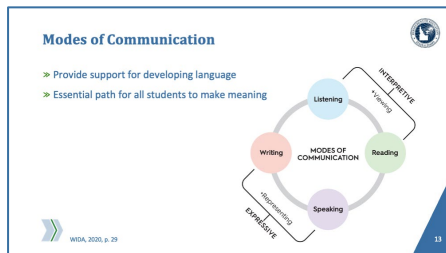
Slide

Suggested script

Language expectations revolve around a set of language functions. Language functions are common patterns of language used to meet the purposes of schooling. For example: Explaining phenomena, explaining how they arrived at a mathematical solution, writing fictional narratives, or informing peers of newly gained knowledge. Language expectations can be learned through explicit instruction, and while English learners may take various paths to develop and reach language expectations, they should be offered access to the same high expectations for content-driven language development.

Additional Resource: WIDA Standards Framework FAQ: Language Expectations wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-StandardsFAQ-LanguageExpectations.pdf

Reference: WIDA, 2020a; WIDA, 2020c.

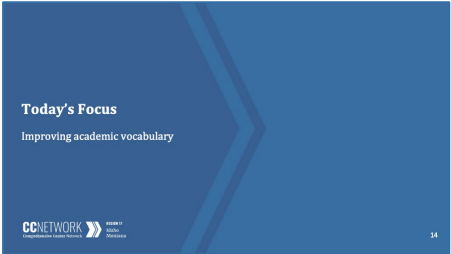
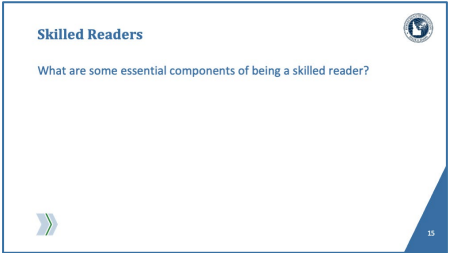


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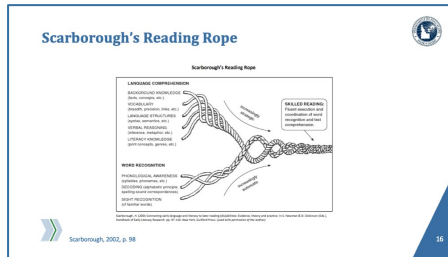
Modes of Communication

As quoted in the WIDA Guiding Principles of Language Development, “multilingual learners use and develop language through activities that intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication” (WIDA, 2019, p. 13). As part of the 2020 edition’s mission to increase accessibility options for students and emphasize multimodal forms of communication, language expectations are articulated in two expanded communication modes: interpretive (listening, reading, and viewing) and expressive (speaking, writing, and representing).

Additional Resources: WIDA Standards Framework FAQ: Proficiency Level Descriptors

Slide	Suggested script
	<p>wida.wisc.edu/sites/default/files/Website/News/2021/February/WIDA-Standards-FAQ-PLDs.pdf</p> <p>WIDA Guiding Principles of Language Development wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf</p> <p>Reference: WIDA, 2019; WIDA, 2020a; WIDA, 2020d.</p>
 <p>14</p>	<p>Today's Focus</p> <p>Today, our focus is improving academic vocabulary instruction. Let's pause for a moment and think about the learners in our classrooms—specifically, EL students and academic language learner (ALL) students.</p>
 <p>15</p>	<p>Skilled Readers</p> <p>As teachers, one of our goals is to develop skilled readers so that students are prepared to conceptualize and reach their college and career goals.</p> <p>What are some essential components of being a successful/skilled reader? Think about a skilled reader you know and describe to a partner how they think and what they can do.</p> <p><i>(Have participants share their responses with the entire group as you generate a mind map.)</i></p>

Slide



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Suggested script

Sc Scarborough's Reading Rope

The ultimate goal of reading instruction is to produce skilled readers. Dr. Hollis Sc Scarborough's Reading Rope is a solid representation of what it takes to become a skilled reader. Let's consider two essential components represented in Sc Scarborough's Reading Rope: Language comprehension and word recognition.

In the illustration, the twisting ropes represent the underlying skills and elements that come together to form the two essential components of skilled reading. For either of the two essential components to develop successfully, children need to be taught the elements necessary for automatic word recognition (i.e., phonological awareness, decoding, sight recognition of frequent or familiar words) and strategic language comprehension (i.e., background knowledge, vocabulary, verbal reasoning, literacy knowledge). Word recognition is developed through intentional, systematic, and explicit instruction in the structure of the English language, such as phonics. Language comprehension is developed in various ways, such as conversation, teacher "read-alouds," and student-to-student dialogue.

What happens when components are not addressed? If one strand of the rope is not strong? Being more deliberate in the integration of these skills is the key to a solid foundation for our readers. The science of reading tells us we cannot focus our attention on strengthening strands in isolation.

*(You can find a more elaborate explanation of Sc Scarborough's Reading Rope in the book *Steps to Success*: [textbooks.opensuny.org/steps-to-success.](http://textbooks.opensuny.org/steps-to-success/))*

Reference: Sc Scarborough, 2002a.

Simple View of Reading (SVR)

Adequate WR Adequate LC	Poor WR Adequate LC
Adequate WR Poor LC	Poor WR Poor LC

Word recognition (WR): Phonological awareness, decoding and encoding skills
Language comprehension (LC): Skills related to language comprehension



Gough & Tunmer, 1986



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17

The Simple View of Reading

So, we know that we need to account for language comprehension and word recognition. How does that help us get more targeted with our instruction and intervention? Using the Simple View of Reading, we can think about four basic reader profiles.

Look at Box 1. Readers may have adequate word recognition and language comprehension. We hope that all our readers are at least adequate in the two components—and wouldn't it be great if they were really good in both? ELs and ALLs usually do not fall into this category.

Look at Box 2. Readers may have poor word recognition but adequate language comprehension, which results in poor reading comprehension. In other words, when text is read chorally or is read to them, these learners can make adequate inferences and answer the kinds of questions that demonstrate an understanding of the text.

Look at Box 3. Readers may have adequate word recognition but poor language comprehension, which results in poor reading comprehension. Some ELs fall into this category, especially if their first language shares an alphabetic sound system, such as Spanish. Native English speakers who fall into this category are sometimes referred to as “word callers.” They can read every word but cannot understand the text. A more technical term is “hyperlexic.”

Look at Box 4. Readers may have poor word recognition and poor language comprehension, which results in poor reading comprehension. We need to be cautious here when considering EL students. We would not want to identify an

Slide

Suggested script

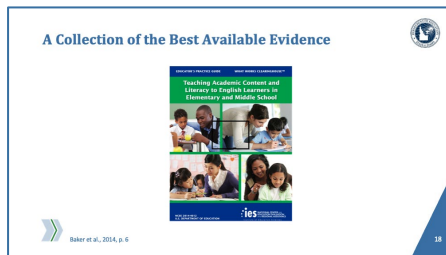
EL student as having this double deficit, as it may not be a deficit at all. Rather, it may be a matter of needing more language development.

Our task is to figure out why a reader is having difficulties. We want to find each reader's strengths and capitalize on them. We also want to find each reader's weaknesses and intervene. Again, Box 1 is the goal because we know that students who have success with reading comprehension are skilled in both word recognition and language comprehension.

All teachers share the goal of helping students develop reading comprehension across content areas. The Simple View of Reading is a big concept. Let's take a moment to synthesize this information. What key ideas can we take away? When thinking about Scarborough's Reading Rope, SVR, and the concepts related to supporting language development, it becomes clear that all teachers are teachers of language.

Do you agree? Disagree? What things come to mind when you hear this? *(Take time to allow teachers to share.)*

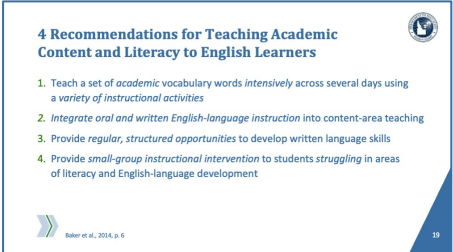
Reference: Gough & Tunmer, 1986; Scarborough, 2002a; Scarborough, 2002b.



IES Practice Guide

This information is based on a practice guide from the Institute of Education Sciences (IES), called Teaching Academic Content and Literacy to English Learners in Elementary and Middle School.

“The IES publishes practice guides to share evidence and expert guidance on addressing education-related challenges not readily solved with a single program, policy, or practice. Each practice guide’s panel of experts develops

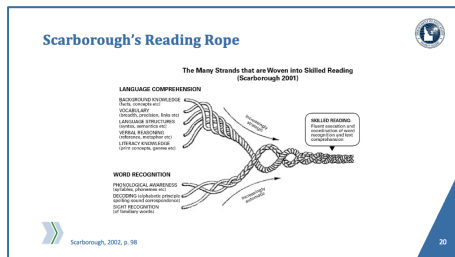
Slide	Suggested script
	<p>recommendations for a coherent approach to a multifaceted problem. Each recommendation is explicitly connected to supporting evidence. Using common standards, the supporting evidence is rated to reflect how well the research demonstrates the effectiveness of the recommended practices. Strong evidence means positive findings are demonstrated in multiple well-designed, well-executed studies, leaving little or no doubt that the positive effects are caused by the recommended practice. Moderate evidence means well-designed studies show positive impacts, but there are questions about whether the findings can be generalized beyond the study samples or whether the studies definitively show evidence that the practice is effective. Minimal evidence means that there is not definitive evidence that the recommended practice is effective in improving the outcome of interest, although there may be data to suggest a correlation between the practice and the outcome of interest.”</p> <p>Reference: Baker et al., 2014, p. 72.</p>
 <p>19</p>	<p>Four Recommendations for Teaching Academic Content and Literacy to English Learners</p> <p>The IES guide provides four recommendations on teaching academic content and literacy to EL students. Take a minute to read them. <i>(Wait for participants to read.)</i></p> <p>Why do you think IES identified these things? <i>(Wait and allow for sharing.)</i></p> <p>What do you notice about the italicized words? <i>(Wait and allow for sharing.)</i></p>

Slide

Suggested script

(More information about IES is available at ies.ed.gov. The IES practice guide will be referenced in the resources slide for participants, but it is not considered a handout.)

Reference: Baker et al., 2014.



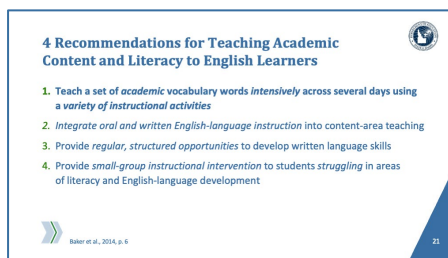
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Sc Scarborough's Reading Rope

What connections can you make to skilled reading and the four recommendations from IES? (Allow time to share in partners or as a group.)

Let's go back to Scarborough's Reading Rope. In the area of language comprehension, skilled readers need language to talk about the text. Along those lines, students need to be talking and collaborating with their classmates—which allows teachers to hear how a student is understanding the text and class content. Teachers also need to be cognizant of the words students are using, because having those words in their oral vocabulary helps with word recognition.

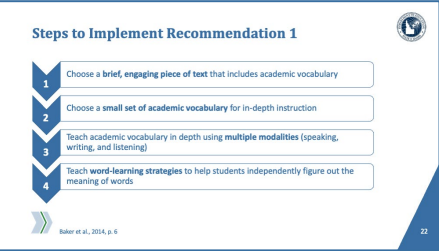
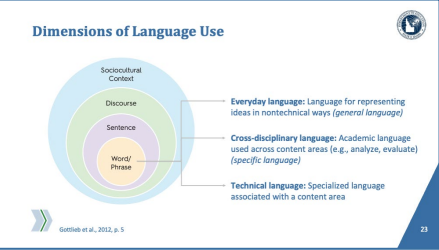
Reference: Scarborough, 2002a.



21

Today's presentation is focused on taking a closer look at Recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities.

As the IES guide states, "Many English learners lack opportunities to develop the sophisticated, abstract, academic vocabulary necessary to support reading, writing, and discussion of the academic topics covered in school ... This can, and frequently does, lead to struggles with complex texts that are loaded with abstract content and academic vocabulary ... The [standards] require that students acquire

Slide	Suggested script
	<p>grade-appropriate general academic and domain-specific vocabulary, and use these words accurately.”</p> <p>Reference: Baker et al., 2014, p. 6, 13.</p>
<p data-bbox="239 493 506 513">Steps to Implement Recommendation 1</p>  <p data-bbox="201 745 235 771">22</p>	<p>To carry out this recommendation, educators should ... <i>(Read the slide).</i></p> <p>Reference: Baker et al., 2014, p. 6.</p>
<p data-bbox="239 833 434 852">Dimensions of Language Use</p>  <p data-bbox="201 1084 235 1110">23</p>	<p>When we previously looked at WIDA’s features of academic language, under the word/phrase level was the idea of general, specific, and technical language.</p> <p>Before we go to the next slide, in your groups, think of some words specific to your subject area that would be considered “general words.” Next, think of some words that would be considered “domain-specific” or “technical.” Write those words on a piece of paper. Feel free to use the teacher tools you brought.</p> <p><i>(Give participants three minutes to do this activity, then show the next slide.)</i></p> <p>Reference: WIDA, 2012.</p>

Slide

Academic Vocabulary Categories

General	Domain-Specific
<ul style="list-style-type: none">• Environment• Factor• Exhibit• Investigate• Factor• Transition	<ul style="list-style-type: none">• Mathematics• Pi• Communicative <p>Science</p> <ul style="list-style-type: none">• Photosynthesis• Admits• Diode

24

24

Suggested script

Academic Vocabulary Categories

Here are some examples. How did you or would you distinguish between general and domain-specific words? *(Allow time for responses from several volunteers.)*

General words are transferable or portable—they can be used in writing and speaking across many disciplines. Domain-specific words are particular to a subject area or unique to a particular academic discipline. Consider both categories when choosing what words to teach.

Brief Engaging Text

When you walk into a zoo today, the exhibits look different than they used to look years ago. Before the 1970s, zoos had cages with the walls and floors. Now, animals in zoos live in more natural environments. For example, instead of animals spending waking hours and hours in cramped cement areas, they play on soft grass and logs in trees. Before, large birds lived in small cages. Now, zoos have large exhibits where birds can stretch their wings and soar from tree to tree. According to zoo design expert Jon C. Coe, these changes often have a positive impact on animals' health and happiness.

Still, creating better living spaces is just one step toward improving the lives of animals that live in zoos. Even in exhibits that look like their natural environments, animals can become bored. According to Coe, boredom can have harmful effects.

"An exhibit may look great, but it isn't doing much for the animal unless it also involves a choice of things to do all day," said Coe. Animals need to be challenged with activities such as looking for food and exploring their surroundings. In fact, some research has shown that giving zoo animals more options and activities promotes good health and lowers the incidence of violent behavior. Today, several zoos have created living environments for their animals that involve the kinds of problems that Coe described. For instance, the orangutans of the National Zoo in Washington, DC can travel across the zoo on overhead ropes to visit friends.

Coe recommends more investigation into these types of zoo exhibits and their impact on animal health. With this new pursuit of creating more natural environments in zoo exhibits, he sees a happier and healthier future for many zoo animals.

Baker et al., 2014, p. 15

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Brief, Engaging Text

Review the text your students will interact with, consider the vocabulary suggested in your teacher texts, and generate a set of academic vocabulary words you will teach across several days using various instructional activities.

For example, look at this brief text, adapted from the American Veterinary Medical Association. Brief texts can be excerpts from student essays, trade books, websites, letters to the editor, op-ed columns, or magazine or newspaper articles. These kinds of texts can provide content-rich informational material.

You have a copy of this text in your handouts **(Handout 2)**. Feel free to mark it up. What words would you choose? Is there anything you notice about the vocabulary in the text that would cause you to choose a particular word as part of your vocabulary set?

(Allow time for participants to work in pairs or groups of three as they discuss the words they might choose. Pay attention to any words participants choose that are related to the criteria to consider on the next slide.)

Slide

Suggested script

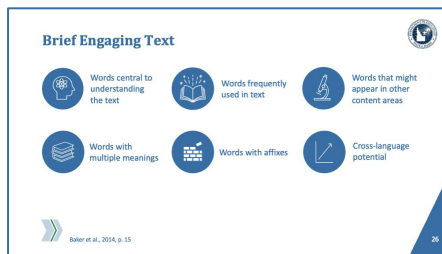
Cross-Language Potential: In Spanish, we can take advantage of cognates, such as *option* and *opción*. However, be careful with false cognates. For example, *brave* is *valiente*, not *bravo*. In addition, *embarazada* means *pregnant*, not *embarrassed*. We call these *falsos amigos*.

Additional Resource: *There is a cognates resource from the state education department of New York that can be found here:*

buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=4052&dataid=23916&FileName=engspanish_cognates1.pdf

Handout 2: When You Walk into a Zoo

Reference: Baker et al., 2014, p. 15; New York State Department of Education, 2015.



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Criteria to Consider

(Have participants read the slide and check to see whether any of their words met the criteria.)

Here are some possible “listen and look-fors”:

- What words in the passage would be central to the text? *(Possible answers: environment, exhibit, impact, investigation)*
- Were there any frequent words? *(Possible answer: natural environments)*
- What words were portable or would be considered general academic vocabulary?
- Were there any words with multiple meanings? *(Possible answer: “environment”—as in ecosystem or one’s surroundings)*

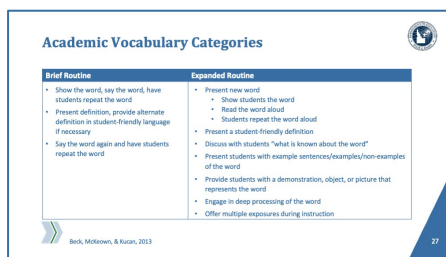
Slide

Suggested script

- Were there any words with affixes? (*Possible answer: exhibit, expose, exhibition*)

Core Curriculum/Program Connection: Look at your core materials. Do the suggested vocabulary words align to the suggested criteria?

Reference: Baker et al., 2014, p. 15.



The slide titled "Academic Vocabulary Categories" is divided into two columns: "Brief Routine" and "Expanded Routine".

Brief Routine	Expanded Routine
<ul style="list-style-type: none">• Show the word, say the word, have students repeat the word• Present definition, provide alternate definition in student-friendly language if necessary• Say the word again and have students repeat the word	<ul style="list-style-type: none">• Present new word<ul style="list-style-type: none">• Show students the word• Read the word aloud• Students repeat the word aloud• Present a student-friendly definition• Discuss with students "what is known about the word"• Present students with example sentences/examples from examples of the word• Provide students with a demonstration, object, or picture that represents the word• Engage in deep processing of the word• Offer multiple exposures during instruction




Beck, McKeown, & Kucan, 2013

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Academic Vocabulary Categories

(Review vocabulary instructional routines with participants.)

- Always pronounce words for students—and break words down if necessary.
 - Cognates are helpful for EL students (e.g., for L1 or first-language Spanish speakers, words like *catastrofhe* and *catástrofe*).
 - Be aware of false cognates (e.g., *embarazada* means “pregnant” not “embarrassed.”)
1. Present a new word
 - Show students the word
 - Read the word aloud
 - Have students repeat the word aloud
 2. Present a student-friendly definition
 3. Discuss with students “what is known about the word”
 - Are there components of the word that can help determine the definition?
 - Have you heard this word before? If yes, in what context?

Slide	Suggested script				
	<p>4. Present students with example sentences/examples/non-examples of the word</p> <p>5. Provide students with a demonstration, object, or picture that represents the word</p> <p>6. Engage in deep processing of the word. Ask students:</p> <ul style="list-style-type: none"> • For additional examples or non-examples • For additional synonyms/antonyms • To compare, contrast, justify, categorize, or create using the word <p>Reference: Beck et al., 2013.</p>				
<p>Academic Vocabulary Categories </p> <table border="1" data-bbox="237 828 604 881"> <thead> <tr> <th data-bbox="237 828 405 844">Student-Friendly Definition</th> <th data-bbox="405 828 604 844">Traditional Definition</th> </tr> </thead> <tbody> <tr> <td data-bbox="237 844 405 881">A writer retelling events that occurred during their life</td> <td data-bbox="405 844 604 881">A historical account or biography written from personal knowledge or special sources</td> </tr> </tbody> </table> <p> Beck, McKeown, & Kuhn, 2013</p> <p>28 </p>	Student-Friendly Definition	Traditional Definition	A writer retelling events that occurred during their life	A historical account or biography written from personal knowledge or special sources	<p>Characterize the Word</p> <p>An explanation should pinpoint a word’s meaning by explaining its typical use. For example, you could ask:</p> <ul style="list-style-type: none"> • “When do I use THIS word particularly?” • “Why do we have such a word?” <p>Start a student with a strong focused concept of what a word means rather than draw attention to multiple senses of meaning.</p> <p>What comes to mind when you think of the word <i>tamper</i>? Maybe you think that if you tamper with something, it won’t work anymore. However, the dictionary defines <i>tamper</i> as “interfering in a secret or incorrect way.” This would seem to include simply meddling in someone’s affairs, like a busybody—<i>tamper</i> actually lacks the sense of doing something in a sinister way. A more student-friendly</p>
Student-Friendly Definition	Traditional Definition				
A writer retelling events that occurred during their life	A historical account or biography written from personal knowledge or special sources				

Slide

Suggested script

definition is “changing something secretly so that it does not work properly or becomes harmful.”

Explain Meanings in Everyday Language

Use language that is already accessible for students when explaining meanings. Certain terms (such as “are associated with”) can be puzzling rather than helpful. Consider the word *ally*. How would you define it in student-friendly terms? Here is a suggestion: “Someone who helps you with what you are trying to do, especially when other people are against you.”

Now consider the word *meticulous*. It means “extremely or excessively careful about small details.” However, this definition gives prominence to the word *careful*. A more student-friendly definition would be something along the lines of “being very neat and careful about small details.”

Reference: Beck et al., 2013.

Activities for Explicit Instruction

- Define (student-friendly)
- Reinforce: Example, non-example, concrete representation, visual representation (or “realia”)
- Extend (repetition)



Baker et al., 2014, p. 6

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Activities for Explicit Instruction

To help students gain a deeper understanding of the target words, explicitly teach using student-friendly definitions, examples, non-examples, and concrete representations of the target words such as visuals and realia. Examples and non-examples help clarify and pinpoint the word’s meaning, while concrete representations help bridge the gap and make the connection between language that represents abstract concepts and examples that are more tangible.

Reference: Baker et al. 2014, p. 6.

Slide

Suggested script

Instructional Routine: Example

Soe, n.d.

Here is an example of the Frayer Model.

Reference: Frayer et al., 1969; Soe, n.d.

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Instructional Routine: Example

Frayer Model Examples – Guess the word/concept

National Behaviour Support Service, n.d.

In this example, the students guess the word or concept using the definition, characteristics, examples, and non-examples.

*(Use **Handout 3** to provide support for the Frayer Model.)*

Core Curriculum/Program Connection: Have participants collaboratively create a poster of the Frayer Model using a vocabulary word from their curriculum.

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Handout 3: Frayer Model

Resource: National Behaviour Support Service, n.d.

Most Frequent Prefixes

Prefix	Meaning	Example	ELA	Math	Social Studies	Science
anti-	against	antwar				
dis-	not, opposite	disactivate				
dis-	not, opposite of	disagree				
en-, em-	cause to	encloud, embrace				
fore-	before	forecast				
in-, im	in, on	inhabit, imprint				
in-, im-, il-, ir-	not	injustice, impossible				
inter-	between	interact				
mid-	middle	midsize				
mis-	wrong	misfire				

White, Sowell, & Vanaghara, 1989

Prefixes

EL and ALL students benefit from opportunities to learn frequent affixes as part of morphemes. In English, morphemes—the part of a word that carries meaning—are prefixes, suffixes, root words, and/or base words. In 1989, researchers found 20 prefixes that are frequently used in school texts. When we teach EL and ALL students about prefixes, we provide them with access to the meaning of words.

Slide

Most Frequent Prefixes

Prefix	Meaning	Example	ELA	Math	Social Studies	Science
non-	not	nonessential				
over-	too much	overrun				
pre-	before	prehistoric				
re-	back, again	return, redesign				
semi-	half	semicircle				
sub-	under	submarine				
super-	above	supernatural				
un-	not	unhappy				
under-	below	undersea				

White, Sowell, & Teragutha, 1989

32 & 33

Suggested script

Core Curriculum/Program Connection: In the tools you brought today, where are opportunities to teach students about prefixes? (*Allow a few minutes for participants to discuss with one another.*)

Be cautious—one prefix can have multiple meanings, which can be confusing, especially for EL students. For example, *in-* can mean *not* and *in*. Further, what appears to be a prefix sometimes is not (such as *un-* in *uncle* and *under*).

Previewing the text can help you anticipate issues that may cause confusion among students.

Reference: White et al., 1989.

Most Frequent Suffixes

Suffix	Meaning	Examples	ELA	Math	Science	Social Studies
-able, -ible	can be done	comfortable				
-al, -ial	having characteristic of	personal				
-ed	past tense verb	divided				
-en	made of	wooden				
-er	comparative	greater				
-er, -or	one who	worker, doctor				
-est	comparative	greatest				
-ful	full of	careful				
-ic	having characteristic of	linguistic				
-ing	present participle	figuring				
-ion, -ion, -ation, -ition	act, process	subtraction, radiation				

White, Sowell, & Teragutha, 1989

Most Frequent Suffixes

Suffix	Meaning	Examples	ELA	Math	Science	Social Studies
-ive, -ative, -ive	adjective form of noun	plaitive, communicative				
-ly, -ly	state of	infinitely				
-less	without	fearless				
-ly	characteristic of	quickly				
-ment	action or process	establishment				
-ness	state of, condition of	kindness				
-ous, -uous, -uous	possessing the qualities of	poisonous				
-s, -es	more than one	boxes, boys				
-y	characterized of	sneaky				

White, Sowell, & Teragutha, 1989

34 & 35

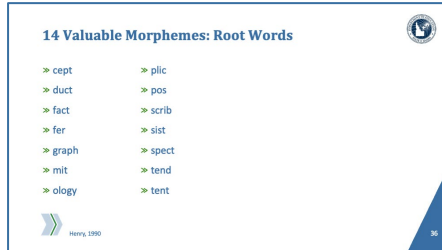
Suffixes

On this slide, you'll see the most frequent suffixes.

Spotlighting our language structure gives our EL students clues about the meaning of words. As you may recall, word-level knowledge plays a role in critical strategic comprehension. In this case, a student's knowledge of word structure does too—specifically, not only how words are made up of individual sounds (phonemes) but also word parts (syllables). Some of those syllables make up units of meaning linguists call morphemes, but in school, we call them affixes, root words, or base words.

And, yes, for you English teachers, there is the idea of derivational and inflectional suffixes, but we won't get into those concepts that deeply in this session.

Reference: White et al., 1989.



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14 Valuable Morphemes

These 14 root words provide clues about the meaning of over 100,000 words.

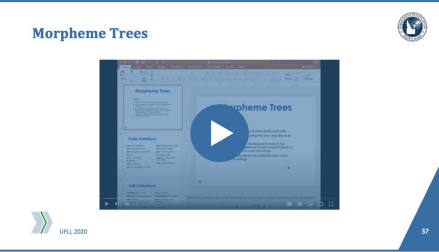
When teaching root words to students, you can use this slide and the corresponding handout as a teacher reference. Along those lines, instead of having students memorize a list of root words, use what they already know and transfer that knowledge to new words that contain the same root.

You may notice that some of these morphemes have multiple spellings. With a partner, figure out the meanings using the word part map. *(Give participants two minutes to complete this activity.)*

Let's see what you have found.

Here are the meanings of the morphemes:

- *Cept - Seize, take, catch (accept)*
- *Duct - Lead (conductor)*
- *Fact - Make (manufacture)*
- *Fer - Bring, bear, yield (suffer)*
- *Graph - Write, record (autograph, photograph)*
- *Mit - Send (submit, omit)*
- *Ology - Word, study of (biology)*
- *Plic - Fold (complicate)*
- *Pos - Put, place (position, depose)*
- *Scrib - Write, written (manuscript, scribal)*
- *Sist - Stand, endure (assist, resist)*

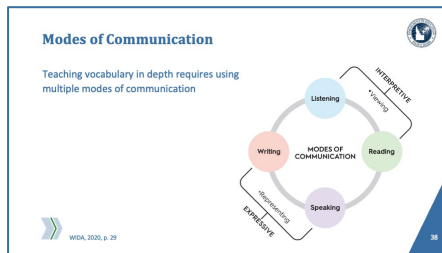
Slide	Suggested script
	<ul style="list-style-type: none"> • <i>Spect - See, watch (spectator, spectacle)</i> • <i>Tend - Stretch (tendon)</i> • <i>Tent - Have, hold (content, attention)</i> <p>Core Curriculum/Program Connection: In your materials, explore opportunities to teach root words.</p> <p>In your handouts, you have a copy of these 14 valuable morphemes, along with other common English root words. You also have a word part map. Let’s watch a video demonstrating how to use morpheme trees to build vocabulary.</p> <p>Handout 4: Root-Word Relatives</p> <p>Handout 5: 14 Valuable Root Words</p> <p>Reference: Henry, 1990; Henry, 1993.</p>
 <p>37</p>	<p>Morpheme Trees</p> <p>Video: <i>Morpheme Tree Tutorial</i>, youtube.com/watch?v=SDqvZrBTZZ8 (1:56)</p> <p><i>(Watch the tutorial on using morpheme trees for building vocabulary knowledge. As participants watch, ask them to consider how this morphology activity can also support students with decoding and reading fluency. At the end of the video, have participants to discuss what they noticed. Mention that in this example, “trees” are used, but in the classroom, teachers could create word “webs” or other charts that allow students to continuously collect words that are built from the targeted root.)</i></p> <p>Note: Participants can find this resource and more at the University of Florida Literacy Institute site. This is the link to the morpheme tree resources:</p>

Slide

Suggested script

docs.google.com/presentation/d/164jRTYjOXAJ_zQgEM98El6BluySjv6ZCXnuXqWx-1o8/copy?usp=sharing

Reference: UFLI, 2020.



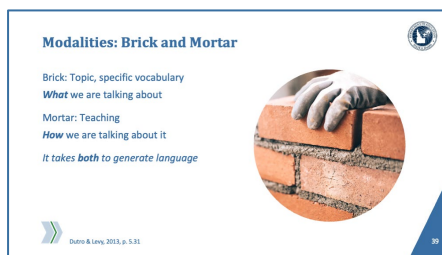
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Modes of Communication

As we learned earlier, and as quoted in the WIDA Guiding Principles of Language Development, “multilingual learners use and develop language through activities that intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.” Teaching vocabulary in depth requires using multiple modes of communication: speaking, listening, hearing, and/or reading.

Words that students hear and understand comprise their listening vocabulary. Words that students use in their own speech make up their speaking vocabulary. Words that students understand in print comprise their reading vocabulary. Words that students generate, whether it be in a first or final draft, make up their writing vocabulary. But these words alone are not enough.

Reference: WIDA, 2019, p. 13; WIDA, 2020a, p. 29.



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Modalities: Brick and Mortar

To generate words or language about what they are learning, students need topic-specific academic vocabulary. When thinking about this concept, “the construction metaphor of ‘bricks’ and ‘mortar’ has been helpful ... The bricks refer to the vocabulary specific to the content topic at hand; it is what we are thinking, talking, reading, and writing about. Mortar is the functional language that allows us to do

Slide

Suggested script

something with the bricks; it is how we are organizing our thinking, speaking, and writing about the topic.”

One of the ways we can teach academic vocabulary using multiple modalities, especially in writing and speaking, is to ask our students to use complete sentences. To do this, we need “mortar.”

In addition, it is essential that our students speak in complete sentences because it connects topic-specific vocabulary in a way that demonstrates how students are understanding the concepts and ideas being taught in our classes.

Having a large vocabulary is critical, and knowing the meaning of words allows a reader to interpret, construct, and reflect on an author’s meaning. Put another way, bricks are important—but we can’t forget the mortar. We will discuss this concept in more depth in another session. For now, in your classroom, be sure to emphasize that students should speak (and use newly acquired words) in complete sentences.

Reference: Dutro & Levy, 2013, p. 5.31.



Summative Video

Although it uses the term “newcomer,” this video summarizes four recommendations for all EL and ALL students. (*Teaching Newcomer English Learners: Four Powerful Vocabulary Practices*: [youtube.com/watch?v=z8GagOVLtyY&feature=youtu.be](https://www.youtube.com/watch?v=z8GagOVLtyY&feature=youtu.be))

Slide

Suggested script

After watching the video, be ready to share what resonated with you, what questions you have, and any connections you made to today's session.

Reference: IES, 2019.

Reflections: Think, Write, Share

- What information was new? What was a good reminder?
- What implication does this information have for your classroom?
- What is one thing you would like to try with your students?
- How might you use this information when planning for a lesson?



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(Discuss the questions on the slide as a final reflection. If time permits, an alternate reflection activity is to have teachers share strategies for teaching new vocabulary words and affixes that they have already incorporated into their classrooms.)

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(These are the reference and final questions slides.)

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Slide

Suggested script

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Questions

CC NETWORK



2011

2011

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42, 43, 44, & 45

Handout List

1. Distribution of Key Language Uses (WIDA, 2020a)
2. When You Walk into a Zoo (Baker et al., 2014)
3. Frayer Model (National Behaviour Support Service, n.d.)
4. Root-Word Relatives
5. 14 Valuable Root Words (Echevarria et al., 2013; Henry, 1990; Henry 1993)

Helpful Websites

Idaho Content Standards (Idaho State Department of Education, n.d.): sde.idaho.gov/academic/standards

Steps to Success: Crossing the Bridge Between Literacy Research and Practice (Munger, 2016):
textbooks.opensuny.org/steps-to-success

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (Baker et al., 2014):
ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf

Teaching Newcomer English Learners: Four Powerful Vocabulary Practices [Video] (IES, 2019):
youtube.com/watch?v=z8GagOVLtyY&feature=youtu.be

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