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Crafting Academic Conversations to Engage Today's Learner

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ONE STOP WORD SHOP

CRAFTING ACADEMIC
CONVERSATIONS TO ENGAGE
TODAY'S LEARNER

March 2017
National Youth At-Risk Conference
Presenters: LaTina Robinson & Janine Cox

OUR JOURNEY

ONE STOP WORD SHOP



AUTHORS/RESEARCHERS

20+ YEARS IN EDUCATION

DISTRICT LEVEL EXPERIENCES

LITERACY CONSULTANTS

FORMER CLASSROOM TEACHERS

School Demographics:

**97% Free and Reduced
74% African American**

**3.71 Avg. Teaching
Experience
660 Students**



How do we **improve** comprehension?

Improve **academic** language.

What is academic language?

- It is the language of schools.
- It is the language in textbooks.
- It is the language in assessments.



“Academic language is a second language, because all literate people must learn it to enable them to access academic content.”

Solomon & Rhodes, 1995

Tiered Vocabulary

Beck, McKeown, & Kucan, 2002

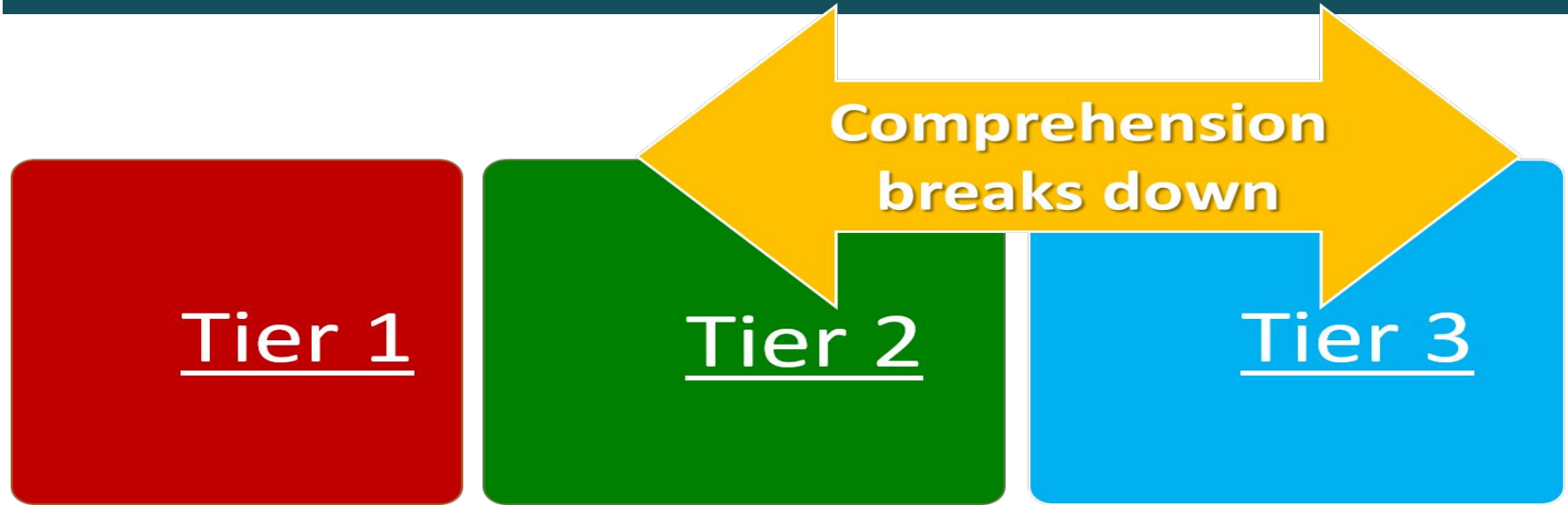
ONE STOP WORD SHOP

Academic Language

Tier One	Tier Two	Tier Three
Basic common	Rich Language multisyllabic	Technical/ Formal Content/Discipline Domain Specific
story book house boy bird clock	plane draft revolution plot conflict	hyperbole metaphor due process segregation isotope
Academic Settings		

Tiered Vocabulary

ONE STOP WORD SHOP



High frequency in
oral language

High frequency in
written text

Low frequency
outside of specific
subjects

Academic Text

Levels of Understanding



Unknown

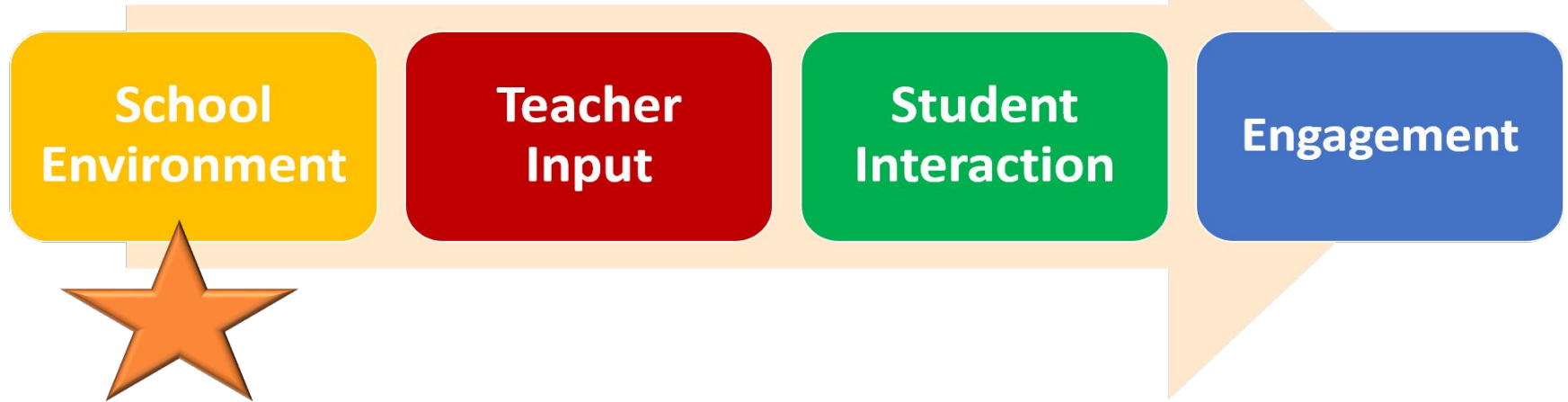


Familiar



Known

Developing Academic Language

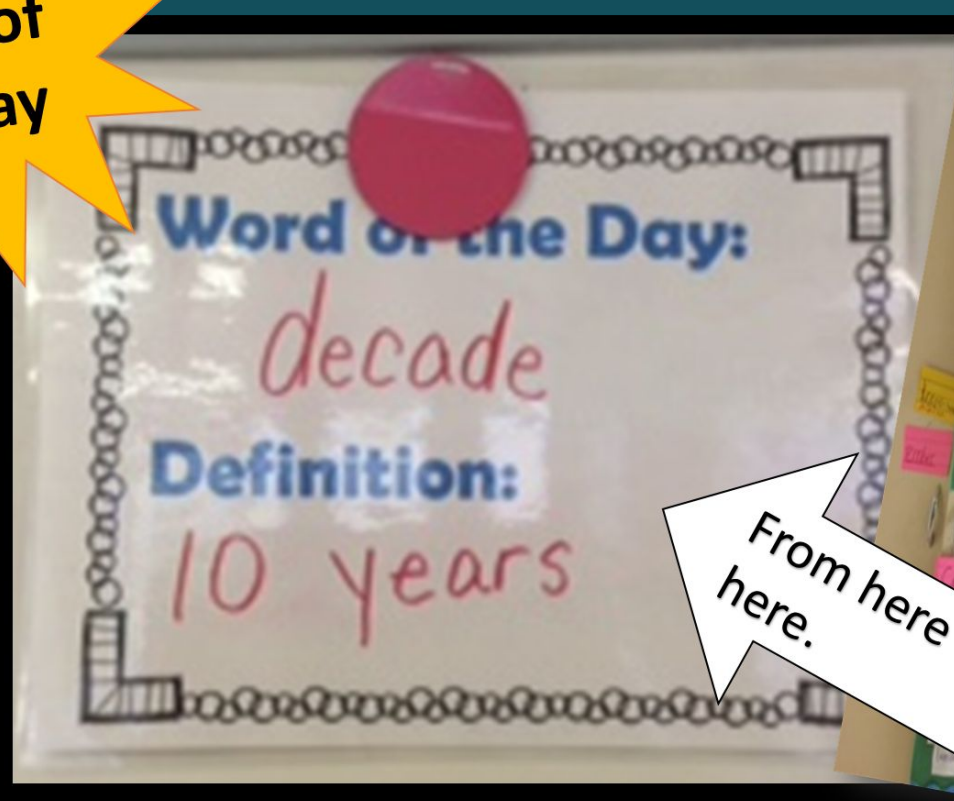


Word Consciousness

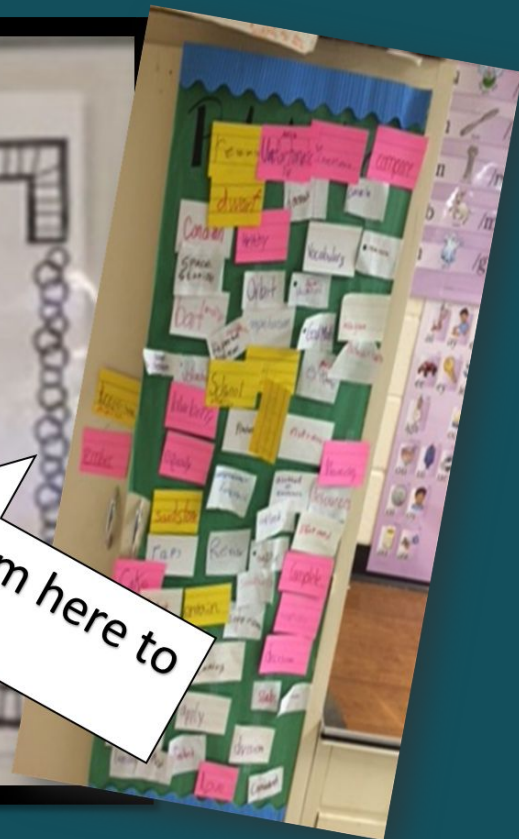
**Create a contagious word
learning environment.**

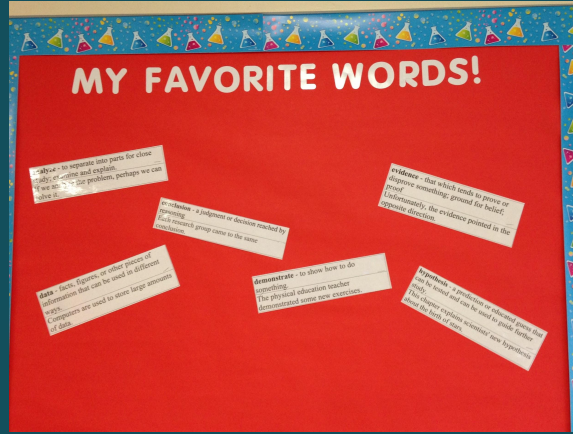
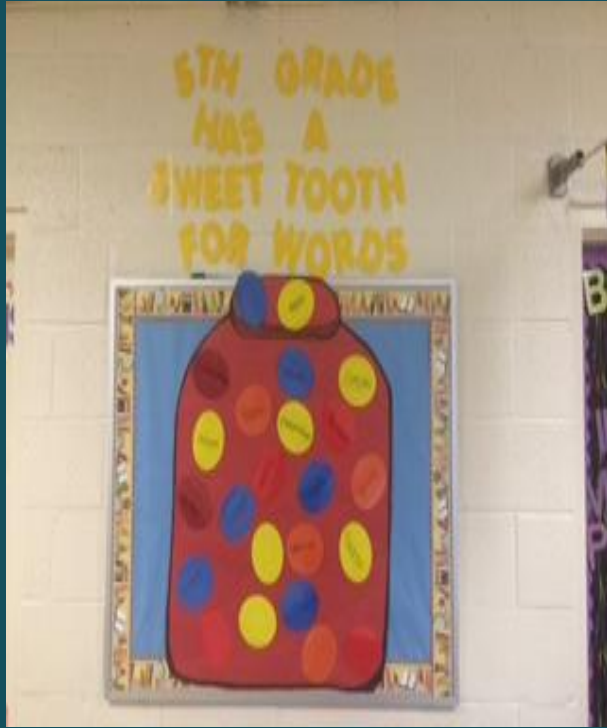


**Word of
the Day**



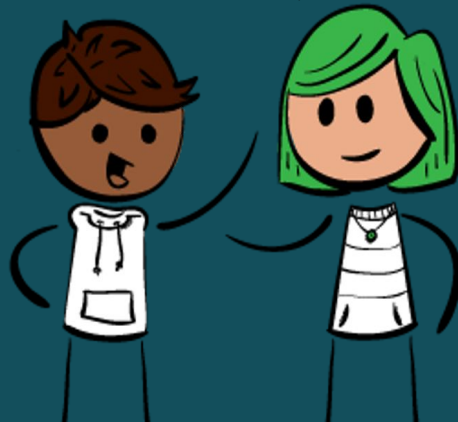
From here to
here.





Student 1:
What do we
have to do?

Student 2: We
should **analyze**
the parts of the
story using this
graphic
organizer.



Predict

Explain

Justify

Illustrate

decompose

Determine

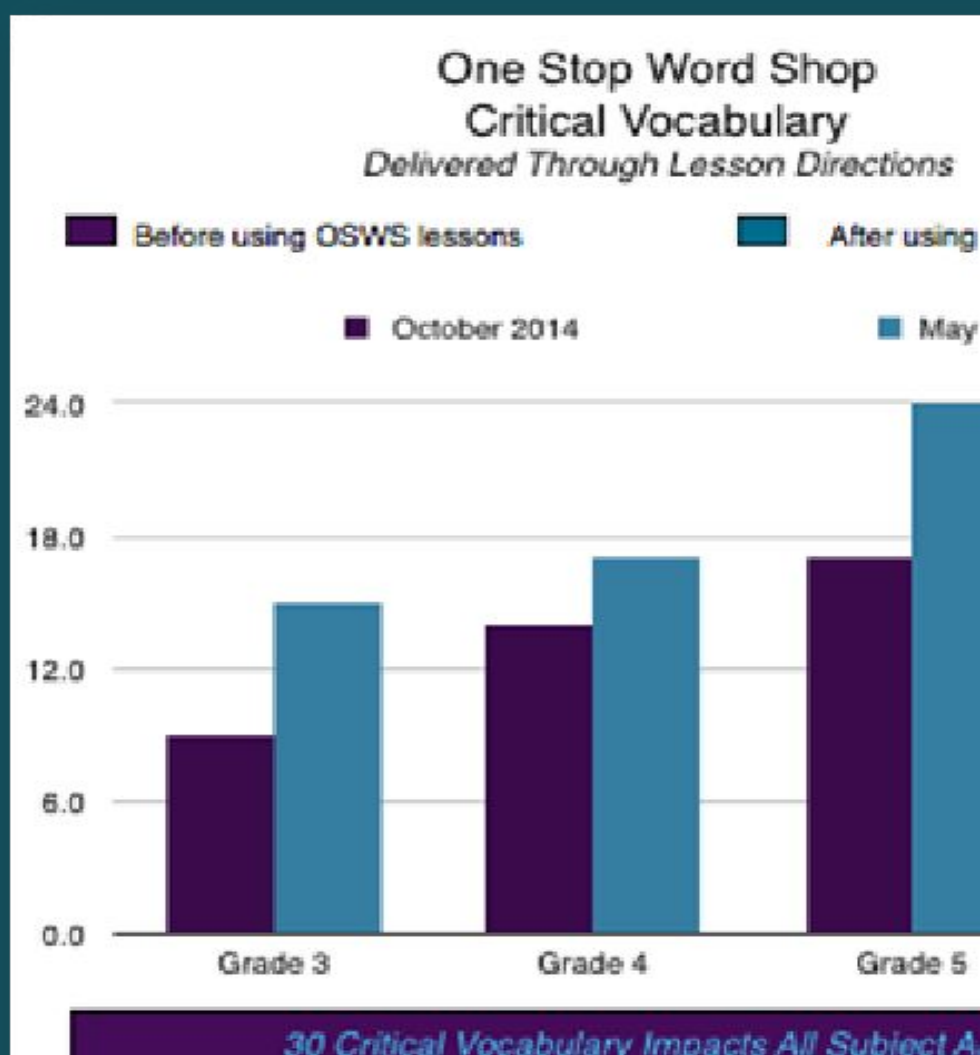
Recount

Support

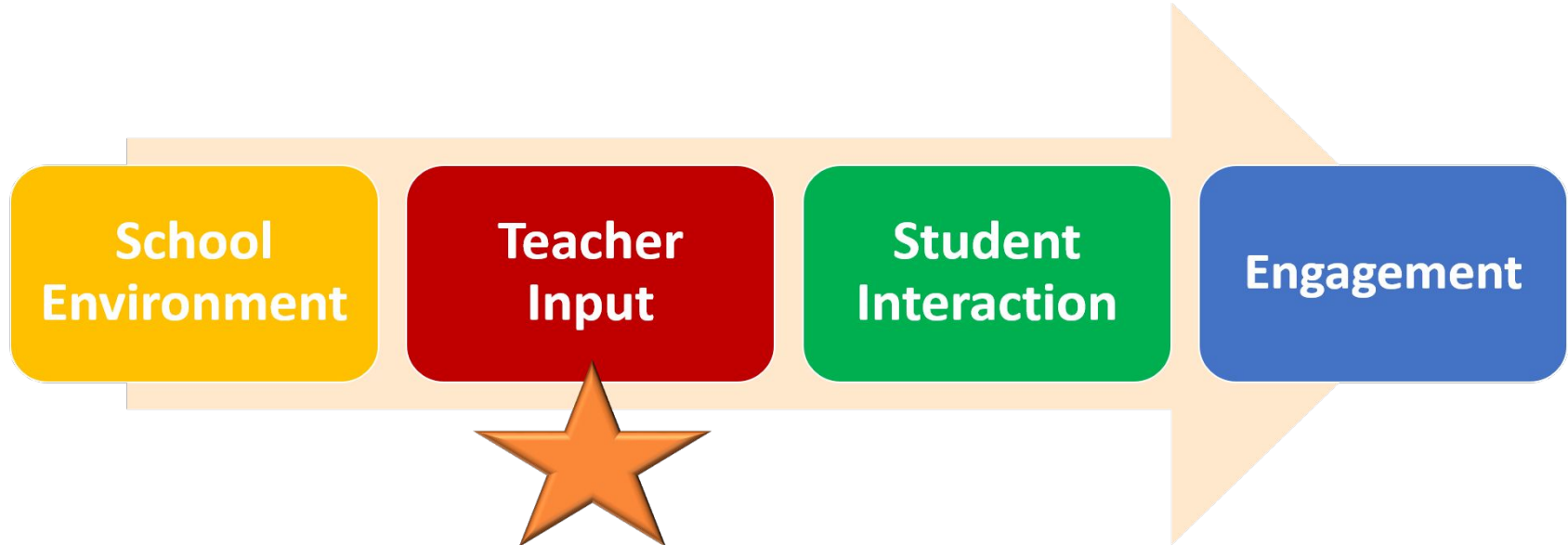
Summarize

**“Deliberately use
new and
challenging
words.”**

(Graves, 2006)



Developing Academic Language



Student tasks...

ONE STOP WORD SHOP

- Describe the setting in this story.
- Summarize this story and explain the lesson it teaches.
- Which detail best supports the theme?
- How does the first paragraph contribute to the development of the theme?

Task (Process)	Craft/Structure <small>Author's craft, structure, genre</small>	Descriptive <small>(Include Fig. Lang)</small>
Show me how to do this...	Give me examples... Provide evidence...	This is new...how do we use it (nuances, similarities-differences)
tell infer write describe	character solve alliteration problem	confident precise quiet as a mouse piece of cake
compare contrast define paraphrase	mystery plot folktales	

Task (Process)	Craft/Structure	Descriptive
Show me how to do this...	Author's craft, structure, genre Give me examples... Provide evidence...	(Include Fig. Lang) This is new...how do we use it (nuances, similarities-differences)
summarize	story	
explain	lesson	

Summarize this story and explain the lesson it teaches.

Task (Process)	Craft/Structure <small>Author's craft, structure, genre</small>	Descriptive <small>(Include Fig. Lang)</small>
Show me how to do this...	Give me examples... Provide evidence...	This is new...how do we use it (nuances, similarities-differences)
supports	theme detail	
contribute	paragraph development theme	

Which detail best supports the theme?

How does the first paragraph contribute to the development of the theme?

**Use direct instruction to
teach academic language.**

DIRECT INSTRUCTION GRAPHIC ORGANIZER

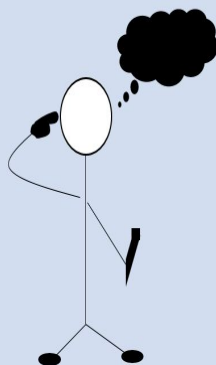
Word (Pronounce)

paraphrase

Define (Kid-friendly)

Tell in my own words


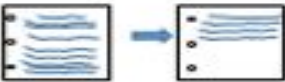







Illustrate (Gesture)



Sentence (context)

My teacher asked me to
paraphrase what the author
wrote in the story.

Example 2: Quick Drawings for Academic Language

<p>Paraphrase</p> 	<p>Summarize</p> 	<p>Compare/contrast</p> 
<p>Main idea</p> 	<p>Demonstrate</p> 	<p>Lesson</p> 
<p>Determine</p> 	<p>Refer</p> 	<p>Evidence</p> 

Make connections to new words through synonyms.

Bored

Definition	Antonym(s)	Synonym(s)
To not enjoy something.	excited	unexciting (not exciting) tedious (repeating a boring activity) dreary (bad or depressing) watching paint dry (waiting for excitement)

Draw a picture in the space below to show your connection to this word.

OSWS Graphic Organizer

USE SYNONYMS ACROSS MULTIPLE EXPOSURES...

Apply synonyms in context...

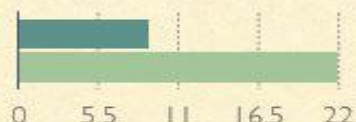
- **Sentences**
- **Paragraph**
- **Stories**
- **Embed in writing**

Ex. Sean found art class to be **pointless.**

Ex. The plot of the comic book was **unexciting.**

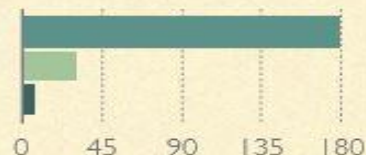
Students Made Statistically Significant Improvements Over Time

Academic Vocab. Pre
Academic Vocab. Post



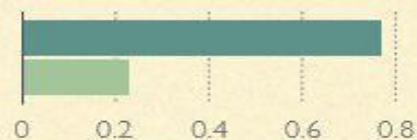
Grades 3-5
Growth 12 Weeks
Title I School

Very - Somewhat Helpful
Little Helpful
Not Helpful



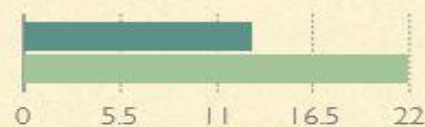
6th Grade
Perception of
Being Helpful

Liked
Did Not Like



6th Grade
Students Liked Using

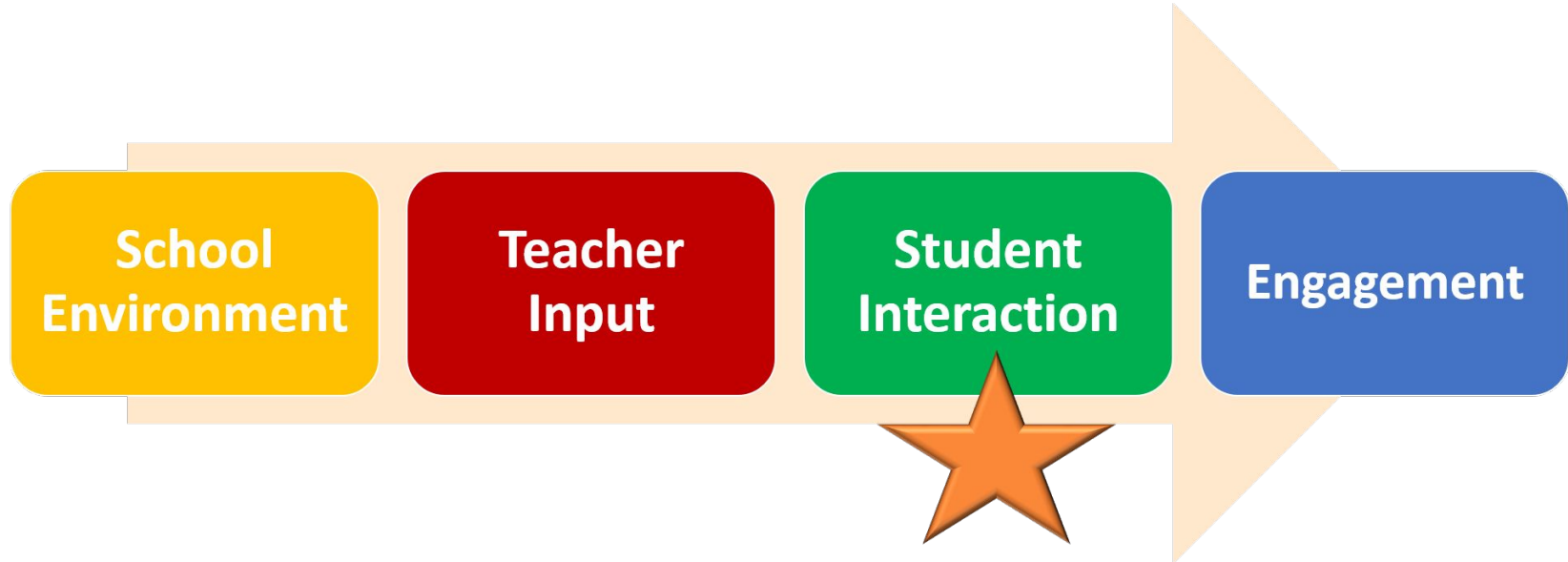
Academic Vocab. Pre
Academic Vocab. Post



6th Grade
Student Growth

EC, ESL AG Students Included in Data Sets

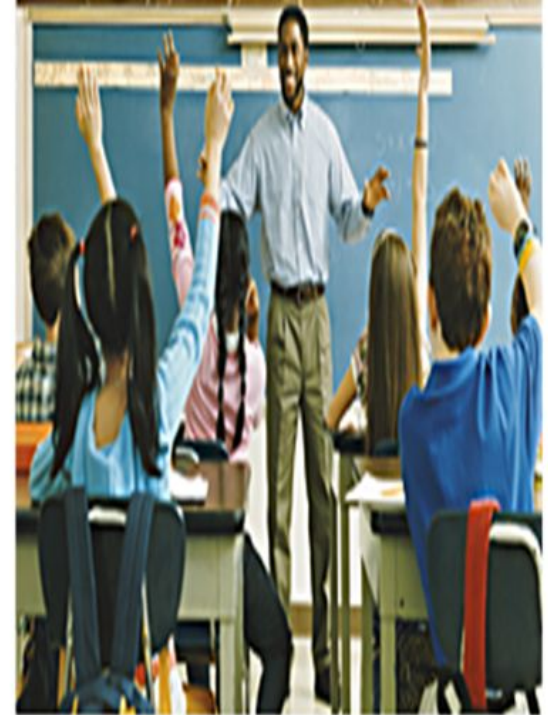
Developing Academic Language



Student Interaction

ONE STOP WORD SHOP

- **Sentence Starters** p.9
- **Word Banks** p.10
- **Question Words** p.11
- **Say This Instead** p.12
- **Anchor Charts** p.13



Student Interaction

ONE STOP WORD SHOP



**Help students
understand the proper
academic response.**

Student Interaction

ONE STOP WORD SHOP

Academic Response

- Use a rubric.
- Model.
- Post.



Question: Why are dogs a good pet? Give details to support your answer.



Dogs are the best pets. Not only do they cuddle and keep you company but they can do lots of jobs. They can do jobs like helping farmers, blind people, and visiting people in the hospital to keep them company.



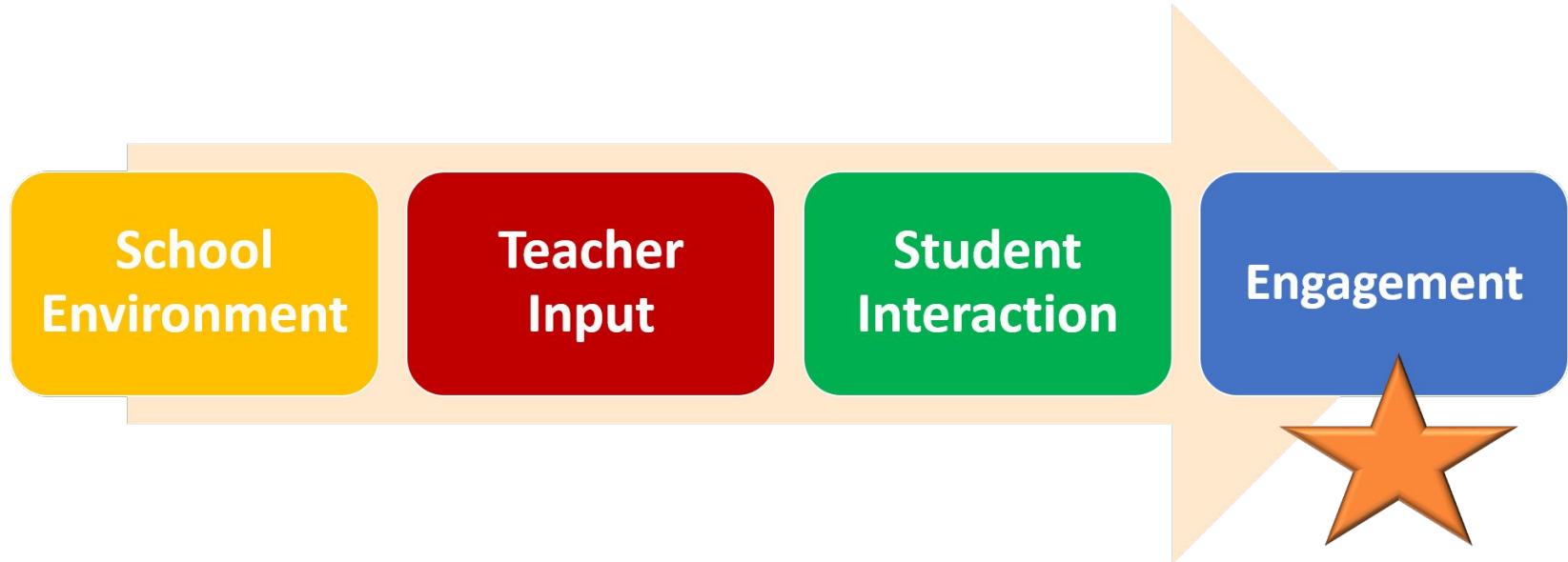
Dogs are helpful pets. They are great for going for walks and playing ball.



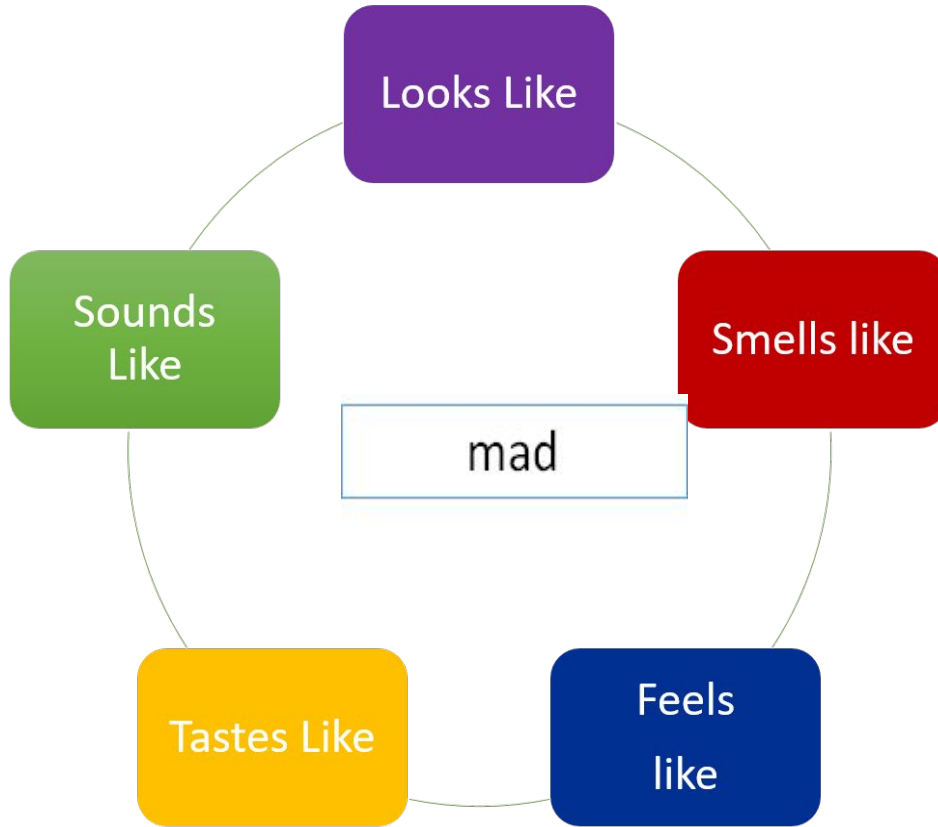
Dogs are helpful pets.

I have a dog.

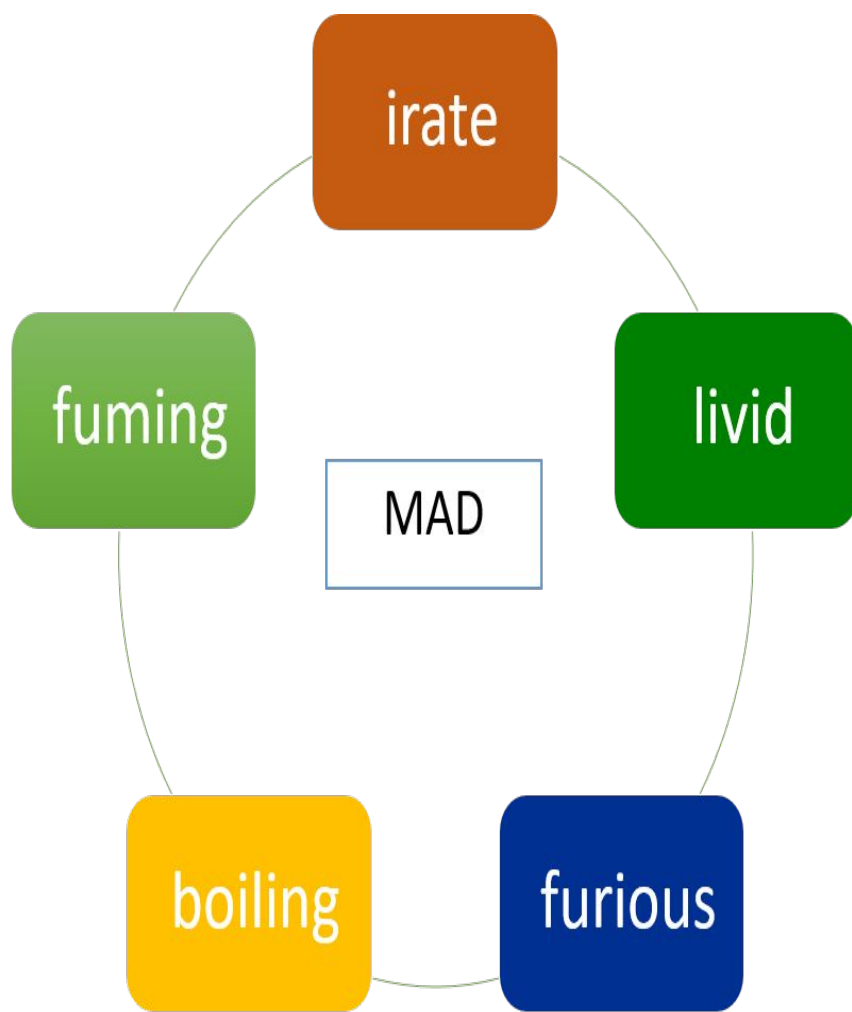
Developing Academic Language



Sensory Webs

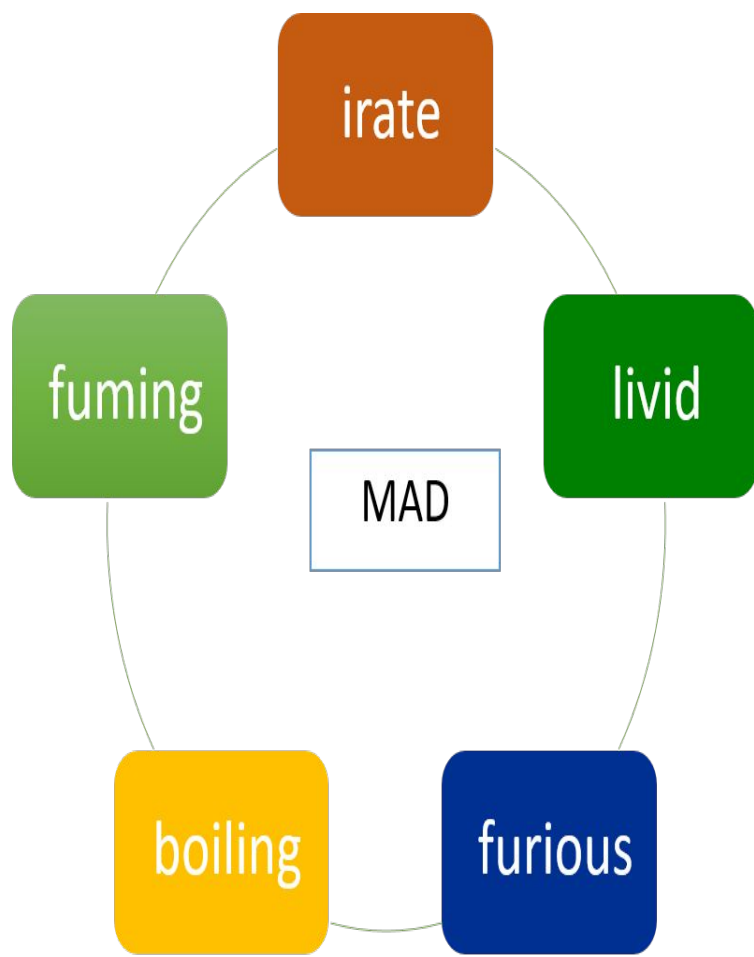


LET'S EXPLORE WORDS AT A
DEEPER LEVEL...



SHOW DON'T TELL

Tightening his hands into a fist, he punched a hole into the wall. Pacing back and forth, taking slow breaths he sealed his lips and secretly allowed one tear to slowly, glide down his cheek.



The boy was **mad**.

GUIDING QUESTIONS

Who? Did What? Where?
When? Why? or How?

Sam was **fuming** last week because he saw a stranger throw a large rock at his friendly dog.

QUESTIONS?

Contact information:

www.onestopwordshop.com

LaTina Robinson & Janine Cox