

# **Increasing EL Vocabulary and Comprehension through Explicit and Systematic Teaching Routines**

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# Acknowledgements

- ◆ **Materials created/adapted by:**
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  - ◆ Scott King Baker
  - ◆ Maria Randle
  - ◆ Russell Gersten
  - ◆ Maria Elena Argüelles
- ◆ **Additional Support**
  - ◆ Katie Tate
- ◆ Materials adapted with permission from the Institute of Beginning Reading, Oregon Reading First Center (<http://oregonreadingfirst.uoregon.edu/>), and from the *Western Region Technical Assistance Center*.

# Objectives

- ◆ Integrating vocabulary in all activities
- ◆ Teaching words directly
- ◆ Academic Language
  - ◆ Definition
  - ◆ Characteristics
  - ◆ Differentiating between informal and academic English
  - ◆ Different text types
  - ◆ Grammatical and cohesive devices

# Integrating Vocabulary in Every Activity

## Example #1: Integrating Phonological Awareness and Vocabulary

Activity for the Day: Phonemic segmentation: mole, frog, tiger, hen, bird

- ◆ Show a picture of the words. Say:
  - ◆ **T: This is a a mole. What is this?**
  - ◆ *Ss: mole*
  - ◆ **T: Let's say the sounds in "mole"**
  - ◆ *Ss: /m/ /o/ //*
  
- ◆ Students then could make sentences with the target words.

# Examples



## Example #2: Phonics and Vocabulary

- ◆ Practicing letter combinations with different spelling patterns
    - ◆ Teach diphthongs and digraphs
    - ◆ Add vocabulary component
  - ◆ **Voice, spoil, noise:**
    - ◆ Have students define words and use them in a sentence if you think they know the word
    - ◆ Discuss the similarity among the words: *voice, noise, boy, enjoy, oyster*
      - ◆ Critical objective is to make sure students understand sounds are the same but spellings are different\*
  - ◆ Review 30 minutes later: Teacher gives definitions and asks students to identify the target words
- \* The focus is still on phonics, but **the additional vocabulary activity helps students develop a better mental representation of the word.**

# English Sound/Spellings and Examples

Sound	English Spelling(s)	English Words
/a/	a	cat
/b/	b	band
/k/	c, k, ck	cat, kite, sick
/d/	d, ed	dig, patted
/e/	e	end
/f/	f	film
/g/	g	gulp
/h/	h	hat
/i/	i	fit
/j/	j, ge, gi, dge	jam, gentle, giant, edge
/l/	l, le	like, able
/m/	m	mansion
/n/	n, kn, gn	nest, know, gnat
/o/	o	octopus
/p/	p	pen
/r/	r, wr	rust, wren
/s/	s, ce, ce	sip, center, enhance
/t/	t, ed	ten, sensed
/u/	u	umbrella
/v/	v	vast
/w/	w	wait
/y/	y	yes
/z/	z, s	zipper, ants
/sh/	sh	ship
/th/	th	think
/TH/	th	that
/hw/	wh	wheel
/ch/	ch, tch	chat, patch
/ā/	a, a e, ai, ay	gate, pail, say
/ī/	I, i e, ie, igh, y	bike, pie, sight, my
/ō/	o, o e, oa, ow, oe	poke, boat, row, toe
/ū/	u e, ue, ew, u	mule, cue, pew, unicorn
/ē/	e, e e, ee, ea, y, ie	Pete, meet, seat, candy, me

/ōō/	oo	book, took
/ow/	ow, ou	cow, loud
/oi/	_oy, oi	joy, soil
/aw/	aw, au	raw, caught
/or/	or, ore	for, store
/ir/	ir, er, ur	sir, her, fur
/ar/	ar	far
/ng/	ng	bring
/x/	_x	fox
/qu/	qu	queen

# English Word Types (According to Frequency and Level of Difficulty)

Word Type	Example	Notes
VC and CVC words	At, am, mop, man	Words begin with a continuous sound and end with either a continuous or stop sound
VCC and CVCC words	End, its, sack, fill	Words begin with a continuous sound and end with either a continuous or stop sound
CVC words	Dog, tan	Words begin with a stop sound and end with either a continuous or stop sound
CVCC words	Tent, jump	Words begin with a stop sound and end with a consonant blend
CCVC words	frog	Words begin with a consonant blend in which both consonants are continuous sounds
CCVC words	blob	Words begin with a consonant blend in which one consonant is a stop sound.
CCVCC, CCCVC, and CCCVCC words	Slick, split, stress	Words begin with a two-or-three letter consonant blend



# Vocabulary

Directly

Getting Meaning from Text

# The importance of vocabulary

Fern \_\_\_\_\_ Wilbur more than \_\_\_\_\_. She \_\_\_\_\_ to \_\_\_\_\_ him, to \_\_\_\_\_ him, to put him to bed. Every \_\_\_\_\_, as soon as she got up, she \_\_\_\_\_ his \_\_\_\_\_, tied his \_\_\_\_\_ on, and held the \_\_\_\_\_ for him. Every \_\_\_\_\_, when the \_\_\_\_\_ stopped in front of her house, she jumped out and ran to the \_\_\_\_\_ to fix another \_\_\_\_\_ for him. She \_\_\_\_\_ him again at \_\_\_\_\_, and again just before going to bed. Mrs. Arable gave him a \_\_\_\_\_ around \_\_\_\_\_ each day, when Fern was \_\_\_\_\_ in \_\_\_\_\_.

Answer these questions about the passage:

- ◆ What is the main idea of this paragraph?
- ◆ What does Fern do every day after she wakes up?

# Your Turn

Was it difficult to comprehend this passage? Why?

- ◆ 20% of the words have been omitted from this passage to simulate **slow, effortful** reading with **80%** accuracy.

**You must be able to read the words to  
comprehend the words!**

# Teaching Words Directly

## Core vocabulary instruction is most effective when:

1. Teachers **demonstrate explicit steps and strategies** to students by presenting the meanings of words using clear, consistent and understandable language.
2. Teachers **model multiple examples** of vocabulary words by modeling both a simple definition or synonym and then modeling the definition within the context of a sentence or story.
3. Teachers provide students with **extensive opportunities to practice** using vocabulary words that foster a deeper and more complex level of understanding.
4. Teachers **structure ample review opportunities** that allow students to discuss words multiple times both within and across lessons.

# Delivery: How We Teach

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# Demonstrate Explicit Steps & Strategies

Teachers should present meanings of target words through instruction that is direct and unambiguous. Meanings should be presented using words students know.

## Non-Examples:

sturdy: soundly constructed or constituted

cottage: smallish frame dwelling

## Examples:

sturdy: strong

cottage: a little house

# DRAGON GETS BY

## Introducing Vocabulary

-Houghton Mifflin, 2nd Grade, Theme 1 Day 2

**Key Vocabulary** - These words support the Key Concept and appear in the selection.

See Vocabulary notes on pages ...

**balanced** - even; not too much of one thing

**dairy** - foods made from milk or cream

**diet** - the usual food and drink of a person

**hungry** - wanting food

**shopper** - a person who buys things

**shopping** - going to a store to buy things

**Vegetables** - roots, leaves, stems, or flowers of plants used as food.

### Use Transparency 1-4

- Read aloud the first sentence on the transparency.
- Model how to determine the meaning of hungry, based on context clues.
- Ask children to use context clues to figure out the meaning of each Key Vocabulary word in the remaining sentences. Have children explain how they figured out each meaning.
- Ask children to look for these words as they read and to use them as they discuss the selection.

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# Model Multiple Examples

**When introducing a new vocabulary word, teachers should model both a simple definition or synonym and then model the definition within the context of a sentence or story.**

## **Example:**

(from DRAGON GETS BY Houghton Mifflin, Grade 2, Theme 1 Day 2)

He bought catsup from the fruits and **vegetables** group.

“**Vegetables** means a plant or parts of a plant used as food. Now I’ll say the sentence with the words that mean the same as **vegetable**. He bought catsup from the fruits and plants used as food group.”

# Delivery: How We Teach

## Core vocabulary instruction is most effective when:

1. Teachers **demonstrate explicit steps and strategies** to students by presenting the meanings of words using clear, consistent and understandable language.
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# Opportunities to Practice, Ample Review

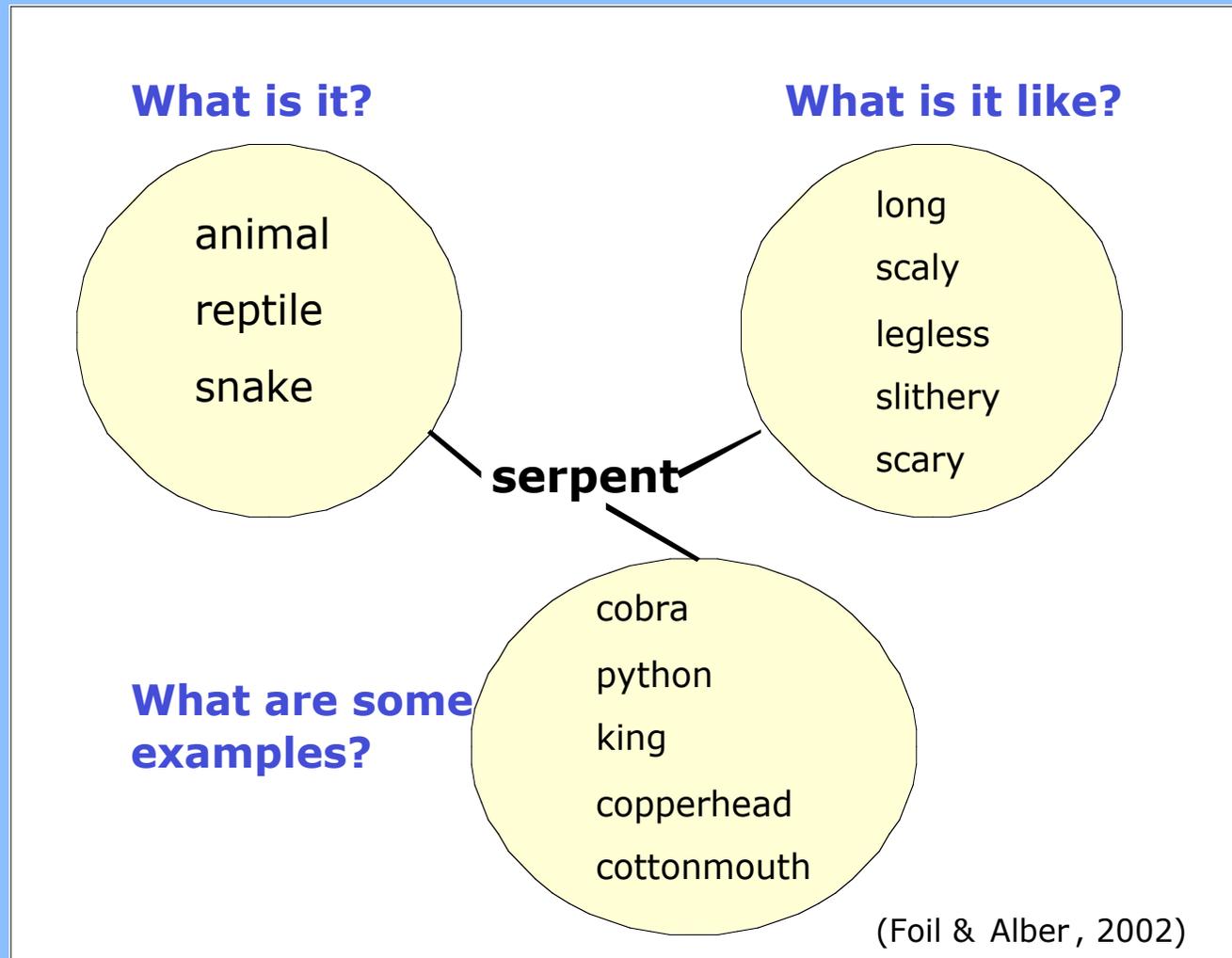
**Teachers should provide children with multiple opportunities to discuss target words in extended discourse before and after reading. Additionally, teachers should provide children with structured discrimination and generalization tasks that challenge them to process word meanings at a deeper and more complex level.**

## Ways to provide varied and rich opportunities to practice

- ◆ Finding a synonym or antonym
- ◆ Making up a novel sentence with the word
- ◆ Classifying the word with other words  
(e.g., concept maps, word maps, semantic maps)
- ◆ Relating the definition to one's own experience

# Opportunities to Practice, Ample Review

## Examples that Encourage Deep Processing:





probably most likely

seriously thoughtfully; not joking

tease make fun of



darted ran very quickly

scrawled wrote quickly but not carefully

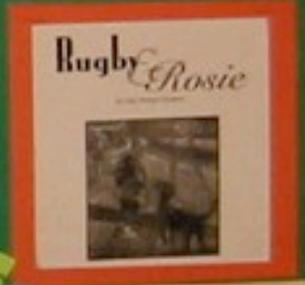
margins empty spaces at the edge of a paper



magnificent outstanding; fantastic

peered looked

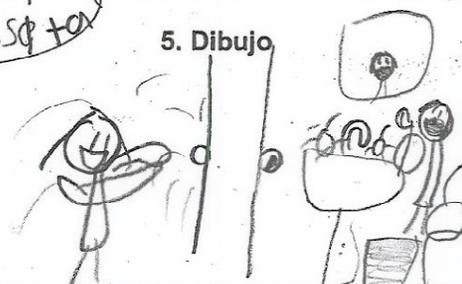
marvelous great; wonderful



manners good behavior

graduation a ceremony to show that you've finished learning something

proud feeling very pleased about something

<p><b>2. Definición</b></p> <p>Necesitar significa que no puedo estar sin algo.</p>	<p><b>3. Oración</b></p> <p>Yo necesito ir al Baño.</p>
<p><b>1. Palabra</b></p> <p>Necesitar</p>	
<p><b>4. Ejemplos</b></p> <p>Yo necesito comer.</p>	<p><b>5. Dibujo</b></p> 

Monse

<p><b>2. Definición</b></p> <p>Salvaje quiere decir que vive libremente en la naturaleza, sin ser cuidado por el hombre.</p>	<p><b>3. Oración</b></p> <p>Los gorilas son salvaje porque viven en el selo jeco.</p>
<p><b>1.</b></p> <p>Salvaje</p>	
<p><b>4. Ejemplos</b></p> <p>Una cebra es un animal salvaje porque vive en el selo jeco.</p>	<p><b>5. Dibujo</b></p> 

## Card # 17 Side B

### Vocabulary—Procedures for Specific Word Instruction

Specific word instruction includes, but is not limited to, the below opportunities for **multiple exposures**.

#### 1. Direct Definitions

- If a thing is *fabulous* it means it is *wonderful* or *marvelous*.

#### 2. Use Synonyms and Antonyms

- Which word is the same as *fabulous* - *o.k.* or *super*? Why does *super* go with *fabulous*?
- Is it *fabulous* if you fall and scrape your knee? What would it be?
- The boy had a *fabulous* time at the park. Did he have a *great* time or a *terrible* time?
- The concert was the best he had ever heard. Every note seemed perfect. Am I talking about *fabulous* or *discover*?

#### 3. Make Up a Novel Sentence

Student makes up novel sentence:

- How could a family have a *fabulous* time?
- Why is a diamond necklace *fabulous*? A diamond necklace is *fabulous* because...

Teacher makes up novel sentence:

- Maria thought her car was *fabulous* because it was hot pink.

#### 4. Classify With Other Words

- Name some things that are *fabulous*. Name some things that are not *fabulous*.
- The boy had a *fabulous* time at the park. Did he have a *great* time or a *terrible* time?
- The concert was the best he had ever heard. Every note seemed perfect. Am I talking about *fabulous* or *discover*?

#### 5. Relate the Definition to One's Own Experiences

- Describe a time that something *fabulous* happened to you.
- I know you had a *fabulous* time on the fieldtrip. Describe it.
- Name a time that your family had a *fabulous* time.
- What could happen that would cause you to have a *fabulous* time?

June 2005 (Revised June 2007) DRAFT Templates, a product of the National Center for Reading First Technical Assistance (NCRFTA). Developed by the Western Regional Reading First Technical Assistance Center (WRRFTAC) in collaboration with Ashlock Consulting, Inc.

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Theme: People	Word: Admire
Introduction of the word	<p><b>T: The word you are going to learn is admire. Say the word with me: admire.</b> (Use similar signaling procedures as with phonemic awareness activities.)  <i>Ss: admire</i></p> <p><b>T: The sounds in admire are: /a/ /d/ /m/ /ai/ /r/. Can you tell me all the sounds in admire?</b> (Use similar signaling procedures as with phonemic awareness activities.)  <i>Ss: /a/ /d/ /m/ /ai/ /r/</i></p> <p><b>T: Yes, the sounds are: /a/ /d/ /m/ /ai/ /r/ Here is how you spell admire:</b> (T writes word on the board)</p>
Student Friendly Definition	<p><b>T: Admire means to like and respect someone. Listen again: Admire means to like and respect someone. Admire means what?</b> (Use similar signaling procedure as above to ensure students respond in unison).  <i>Ss: ... to like and respect someone.</i></p>
Examples	<p><b>T: I will give you examples of the word admire:</b>  <i>My mother always makes delicious dinners. I admire her because she is a very good cook.</i></p> <p><b>T: Watch how I will use the word admire that was in the story we just read:</b>  <i>Tomie de Paola always wanted to be an artist. I admire him because he didn't give up on his dream to become an artist.</i></p> <p><b>T: Here is another example of admire:</b>  <i>My best friend was kicked by another kid. My best friend did not kick him back, but went to the principal and told him what had happened. I admire my best friend because he did not kick back.</i></p>
Discrimination	<p><b>T: When I signal, give me thumbs up or thumbs down if the sentence matches the definition of admire. When you admire someone, you:</b>      ___ respect them by saying good things about them (Signal)  <i>Ss: thumbs up</i>      ___ say bad things about them (Signal)  <i>Ss: thumbs down</i>      ___ yell at them (Signal)  <i>Ss: thumbs down</i>      ___ hang a picture of them on the wall (Signal)  <i>Ss: thumbs up</i>      ___ listen to what they say (Signal)  <i>Ss: thumbs up</i></p> <p><b>Yes, admire means that you like and respect someone.</b></p>
Building Sentences	<p><b>T: Now think of a person you admire. I will give you an example:</b>  <b>My turn: I admire Amalia Erhardt because she was the first woman to fly</b></p>

# Teaching Vocabulary Words cont.

# Selecting Words

Target vocabulary should include:

- ◆ Words that are important for understanding the text or content (and that are not explained within the text).
- ◆ Words that students will encounter often, functionally important words.
- ◆ Common words that ELs might not know, but that can be acquired easily if teachers provide students with brief instruction during lessons (bank, take, sink, can).

(Stahl, 1986)

# Your Turn

- ◆ Develop a vocabulary activity from the paragraph of *Dragon Gets By* following the steps in the “Admire” example.

- ◆ Dragon loved to go shopping. He was a very wise shopper.

He bought food only from the five basic good groups: He bought cheese curls from the dairy group. He bought doughnuts from the bread group.

He bought catsup from the fruits and vegetables group. He bought pork rinds from the meat group.

And he bought fudge pops from the chocolate group.

Dragon had a balanced diet.

# Summary

Select words that are: useful for students, can be explained in student-friendly language, can be used in multiple settings.

**Model how to use the word.**

**Provide examples and non-examples.**

**Provide plenty of opportunities for students to use the word.**

**Use specific error correction procedures.**

**Review words frequently.**

# Academic English

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# Recommendation 4

- ◆ Academic English is the “language of the classroom . . . of academic disciplines . . . of texts and literature, and of extended, reasoned discourse.”
- ◆ The development of formal (academic) English should be a key instructional goal for ELs. Curricula should accompany reading (and mathematics) instruction to support this goal.
- ◆ Scientific evidence base: Low

# Recommendation 4: Specifics

- ◆ Teachers must understand that instruction with ELs should include time and focus devoted to academic English.
- ◆ Daily academic English should be integrated into the core curriculum.
- ◆ Conversational English does not need to be established prior to regular instruction in academic English.

# Recommendation 4: Specifics

- ◆ Many features of academic English are not intuitive. Therefore, the best way to teach academic English is through a curriculum with a defined scope and sequence.
  - ◆ However, there are few curriculum materials that have solid evidence of effectiveness.
  - ◆ Consequently, materials should be selected carefully and implementation should be planned thoughtfully.

# Grouping Practices

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## Ineffective

## Effective

Unstructured  
Cooperative Learning  
with NO Reading  
Material

Carefully Structured  
Cooperative Learning  
Tasks with Reading  
Material

Free Conversation

Carefully Structured  
Pair Work

# The critics argue:

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Curricula with defined scope and sequence will not work. They are just one more instructional bandwagon...

...There is no scientific evidence to support them...

They won't work, because they lead to "one size fits all" instruction. . .

They limit teachers' freedom. . .

...too much scripted instruction. . .

They stop teachers from using their professional judgment...

They prevent students from developing language!

# Common sense suggests:

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When teachers lack expertise in teaching diverse groups of students,

they need a curriculum with a defined scope and sequence.

When students need instructional routines. . .

they need a curriculum with a defined scope and sequence.

When students frequently move from one school to the next . . .

they need a curriculum with a defined scope and sequence.

# Common sense suggests:

---

When teachers need to teach something so difficult and so extraordinarily complex as academic language. . .



...they need a curriculum with a defined scope and sequence.

# Aspects of Academic Language

- ◆ Vocabulary Knowledge
  - ◆ Language of Instruction
    - ◆ Words to teach & learn the lesson content (*strategies, pre-writing, context clues*)
  - ◆ Language of Text
    - ◆ Words related to Unit/Theme/Selection (*habitats, camouflage, voyagers*)
  - ◆ *Word Complexity*
  - ◆ Multi-syllabic words with prefixes, suffixes, Greek & Latin roots (*informational, hopelessness, psychology*)
    - ◆ Word families (reliance, rely , reliable)

# Word Families

Noun	Verb	Adjective
dependence	depend	dependable
reliance	rely	reliable
enjoyment	enjoy	enjoyable

# Aspects of Academic Language

- Complex Sentence Structures / Syntax
  - Sentences with passive voice, prepositions, double negative, & ambiguous phrases, etc. (*It was not true that she disliked the party decorations.*)
- Discourse
  - Units of language more than one sentence in length that can allow for the organization of speech and writing and convey meaning and coherence across sentences, etc. (*We walked for charity, and in so doing we raised money for the Children's Foundation. The charity walk raised money for the Children's Foundation.*)

Discourse: Learners need to know how to produce extended texts.

- ◆ Those two splendid old trains have been restored with great cost.
- ◆ The restoration has been costly.

# Greater Emphasis on the Development of Academic English in Oral Communication

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- Well-structured activities designed to develop the student's oral language (e.g., helping the student hear word endings and use them).



# Consider:

- ◆ Informal English versus Academic English
- ◆ Text type
- ◆ Grammatical Structures and Cohesive Devices

# Converting Informal English Into Academic English

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## YOUR TURN

Change the following informal passage into academic English:

# #1

## Informal English

Jack Springer thinks that the government should allow people the right to own a gun. But I don't agree with him. People like him sort of think that the government limits our rights when it restricts gun stuff. They kind of think that most people who own guns are responsible guys who keep the guns for sport and recreation. They also think that the police are unable to stop violent crime and we need guns to protect ourselves. But I think he is wrong. I agree with Josephine Bluff who thinks that guns increase the amount of violent crime in the community. I also think that human life is worth more than giving shooters the right to go shooting on the weekend. And I also think that many of the guns that are kept around the house would of ended up being used in violent domestic disputes or teenage suicides.

# #2

## Academic English

Jack Springer maintains that the government should allow people the right to own a gun. This position asserts that the government is infringing on our democratic rights when it restricts gun ownership. Most people who own guns, so the argument goes, are responsible citizens who keep the guns for sport and recreation. It is further contended that the police are unable to stop violent crime and we need guns to protect ourselves. However, as Josephine Bluff states, guns increase the amount of violent crime in the community. Moreover, human life is worth more than giving shooters the right to go shooting on the weekend. In addition, many of the guns that are kept around the house are used in violent domestic disputes or teenage suicides.

Adapted from: Bill Daley, 1997 <http://www.eslplanet.com/teachertools/argueweb/inform.html>

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Adapted from: Bill Daley, 1997 <http://www.eslplanet.com/teachertools/arguweb/inform.html>

# YOUR TURN: Characteristics

*Write down specific examples from the essays to show why the first essay is informal and the second one is academic.*

Informal English	Academic English

# Characteristics

Informal English	Academic English
Uses hedges <i>kind of, sort of</i>	Does not use hedges
Uses I	Avoids using I
Uses simple connectors (but, also, and)	Uses sophisticated transition words
Uses slang (stuff, guys)	Uses academic words

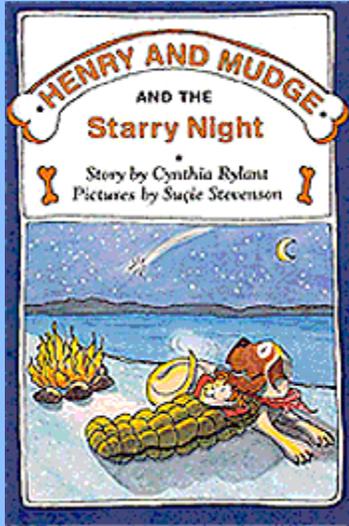
# Consider: Type of Text

## Two types of written text:

**Narrative text** tells a story and usually follows a familiar structure. Narrative text may be the invention of an author, the reporting of factual events, or the retelling of a tale from oral tradition. It is often written in informal, everyday English.

**Expository text** provides an explanation of facts and concepts. Its main purpose is to inform, persuade, or explain. It is usually written in academic English.

# Two Types of Text



In August, Henry and Henry's big dog Mudge always went camping. They went with Henry's parents. Henry's mother had been a Camp Fire Girl, so she knew all about camping. She knew how to set up a tent. She knew how to build a campfire. She knew how to cook camp food.

**METRO/NORTHWEST** The Oregonian, Friday, February 13, 1986 Section C Local news, Editorial, Forum

### Food-serving shelters face crackdown

By Jonathan Nicholas

Revealing incident

M... (text continues)

### Committee, Atiyeh work on tax plans

By Jonathan Nicholas

... (text continues)

### Clark turns down Letterman show invitation

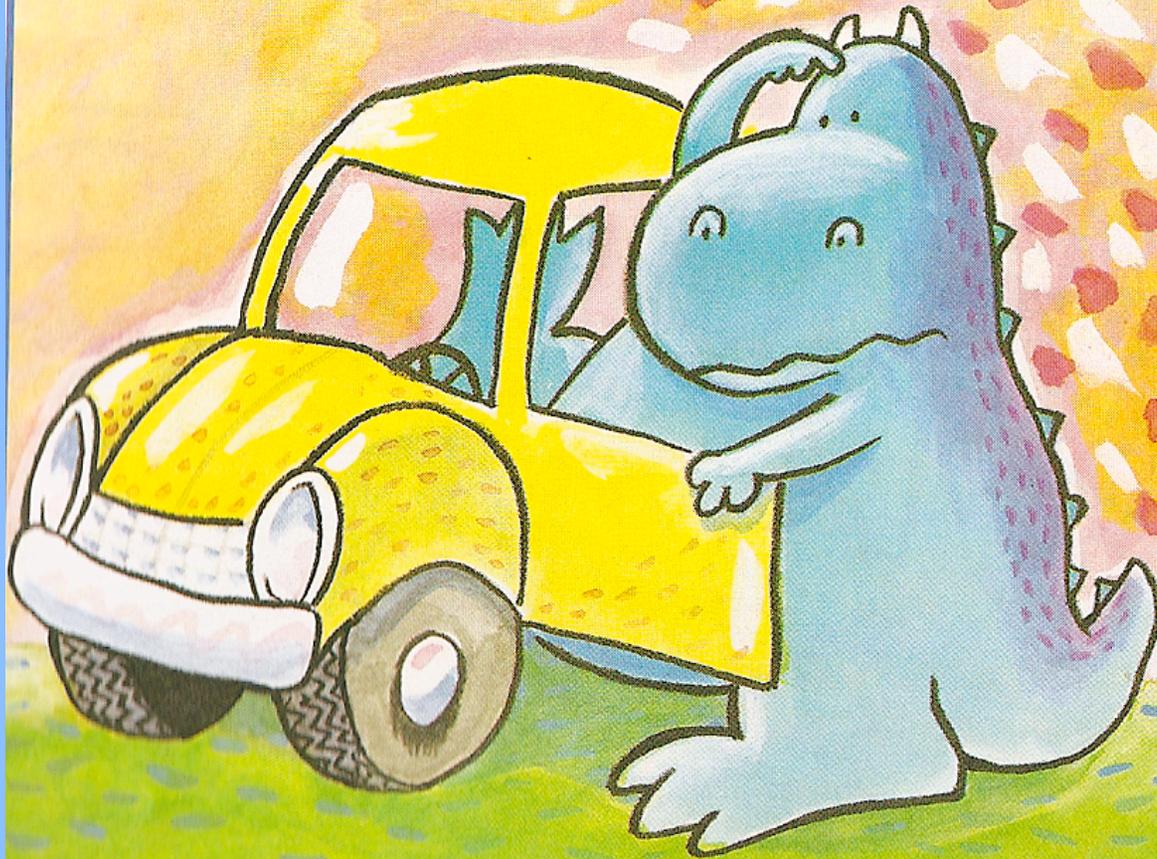
By Jonathan Nicholas

... (text continues)

## Report shows Oregon doing well on "highly qualified" teacher requirements

EUGENE, Ore. (AP) -- More than 80 percent of Oregon students last spring were being taught by teachers who meet the federal government's new definition of "highly qualified," according to a new report by the Oregon Department of Education.

Now *Dragon* could not fit into his car.  
“Oh, what am I going to do?” cried Dragon.  
He thought and thought, and scratched his  
big head.





# Hippos

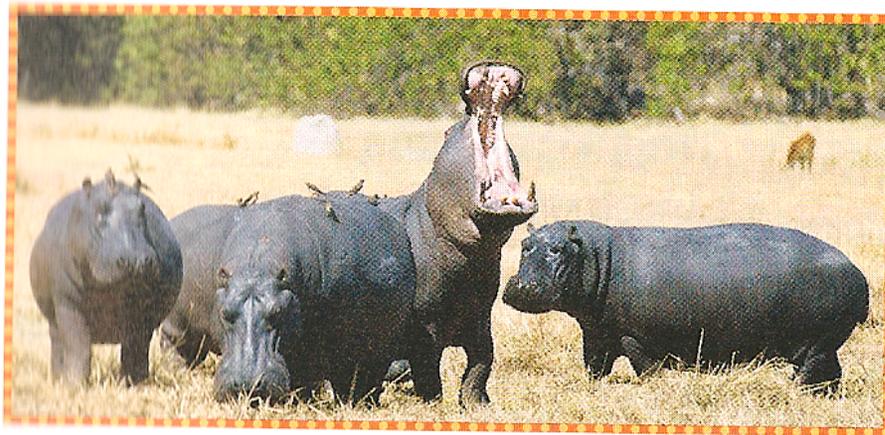
by Claire Miller

## The Big Guys

Common hippopotamuses are the third-heaviest kind of land **mammal** in the world. They **weigh in** right after elephants and rhinos.

## River Horse

The word “hippopotamus” means “river horse” in the Greek language. Hippos live in big **herds** and eat grass, the way horses do. But they aren’t close **relatives** of horses. In fact, hippopotamuses look and act more like pigs, which *are* their relatives.



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# Your Turn

Examine the two text examples from the previous slide:

- How are these two text examples different?
- 

- How might an expert reader approach comprehending these two text examples differently?
-

# YOUR TURN: Characteristics

*Write down specific examples from the two texts just discussed to show why the first essay is informal and the second one is academic.*

Informal English	Academic English

# Other Key Features to Consider when Analyzing Text

- ◆ **Grammatical structures**
- ◆ **Cohesive devices**

The following text selections will be used to illustrate these features.

# Instructional Features in Analyzing Text

## Grammatical Structure and Cohesive Devices

*“In an attempt to explain the immense power and unpredictable behavior of volcanoes, our ancient ancestors created myths about evil gods that lived within volcanoes.”*

- ◆ Who was attempting to explain?
- ◆ What does ancient ancestors mean?
- ◆ What were these people attempting to explain?
- ◆ Why were they attempting to explain it?
- ◆ What does “unpredictable behavior” mean?
- ◆ So how did the ancient ancestors explain the power and unpredictability of the volcanoes?
- ◆ What were the myths about?

Following the questions above,  
Unpack (rewrite) the sentence



# Instructional Features in Analyzing Text

## Grammatical Structure and Cohesive Devices

- ◆ Once unpacked, the sentence might look like this:

*“People in ancient times didn’t understand how volcanoes worked and why they were so powerful. They knew they were powerful, but did not know how they got their power. They could not predict what volcanoes would do. They tried to explain volcanoes by inventing stories about them. They created myths about gods. The gods in these myths were evil. These evil gods lived inside the volcanoes?”*

- ◆ Your turn: Try unpacking the following sentence: *“The warmer the glacier the faster the ice moves because there is a greater amount of meltwater beneath the ice.”*

# Instructional Features in Analyzing Text

## Grammatical Structure and Devices

- ◆ Relative clauses provide explicit information about someone or something.

*“Volcanoes **that erupt regularly** and evil gods **that lived within volcanoes**”*

- ◆ Other relative pronouns are

*who, whom, which, whose X, and where*

Snow & Wong Filmore, 2001

# Instructional Features in Analyzing Text

## Cohesive Devices

- ◆ How could you help your students become aware of various sentence structures?
- 

- ◆ Why is it important for ELL students to be aware of differing sentence structures?
- 

*Whether sitting in silence or erupting with violence, volcanoes have intrigued people for thousands of years. In an attempt to explain the immense power and unpredictable behavior of volcanoes, our ancient ancestors created myths about evil gods that lived within volcanoes. When angered, the gods would display their fury with eruptions.*

There is a lot to teach,  
especially in the upper  
grades!



1

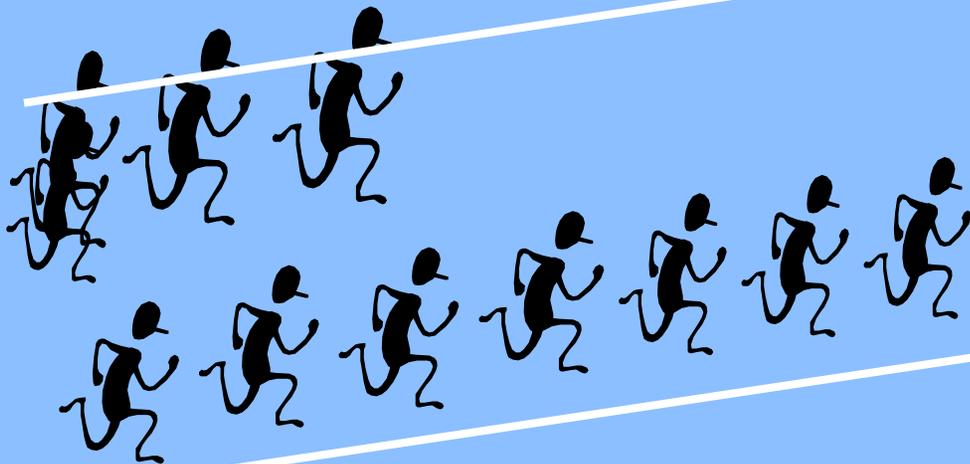
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Language  
Learners



E

L

A

# To Teach Academic English...

Helpful Necessary

- Include language objectives



- Provide language instruction



- Provide language exposure



- Provide sufficient practice



- Provide feedback



- Engage students



Evidence: Low

# Conclusions and Next Steps

- ◆ Teach vocabulary every day.
- ◆ Record words and grammatical structures students have trouble with.
- ◆ Repeat student answers using proper English.
- ◆ Model every new activity!!
- ◆ Awareness of text structure, and academic language is necessary.
- ◆ Provide students multiple opportunities to practice **relevant vocabulary**.

# Questions/Comments?

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