

## The Core Academic Standards Require Three Large Shifts in ELA/Literacy

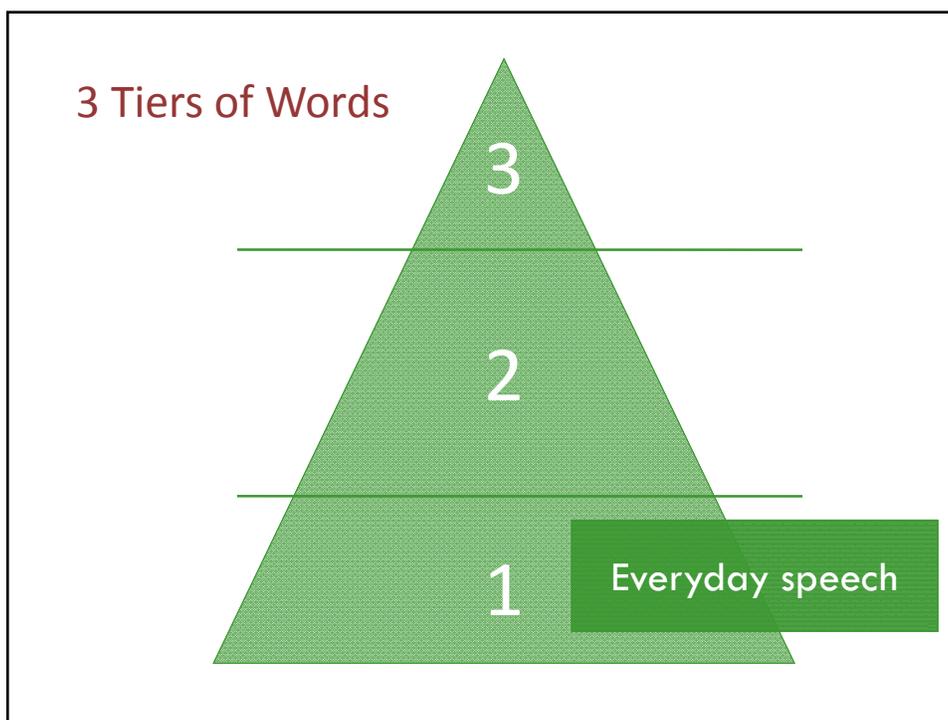
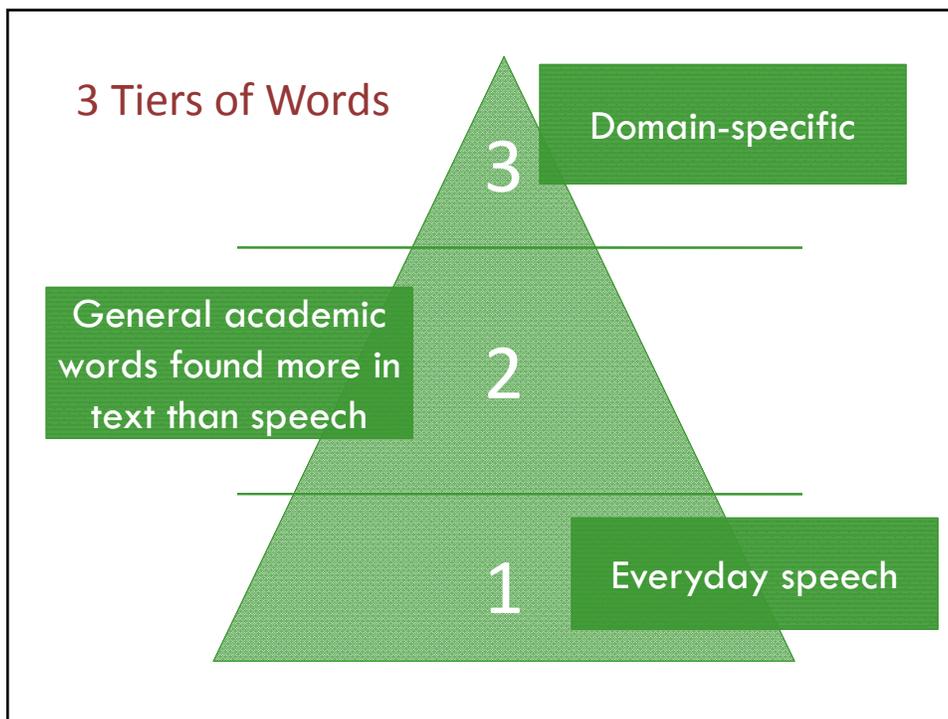
1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

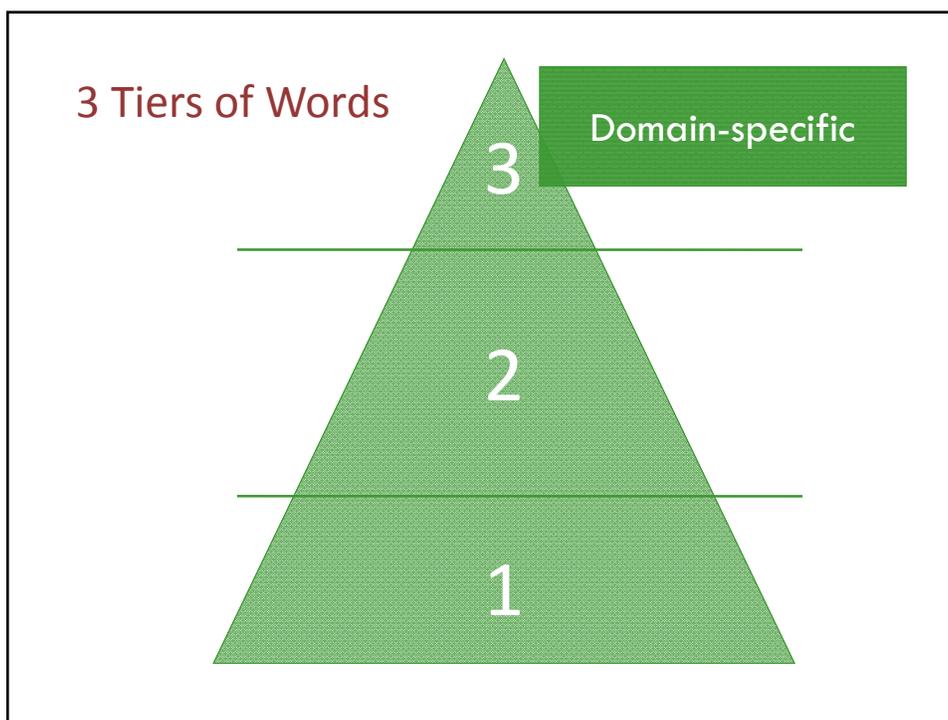
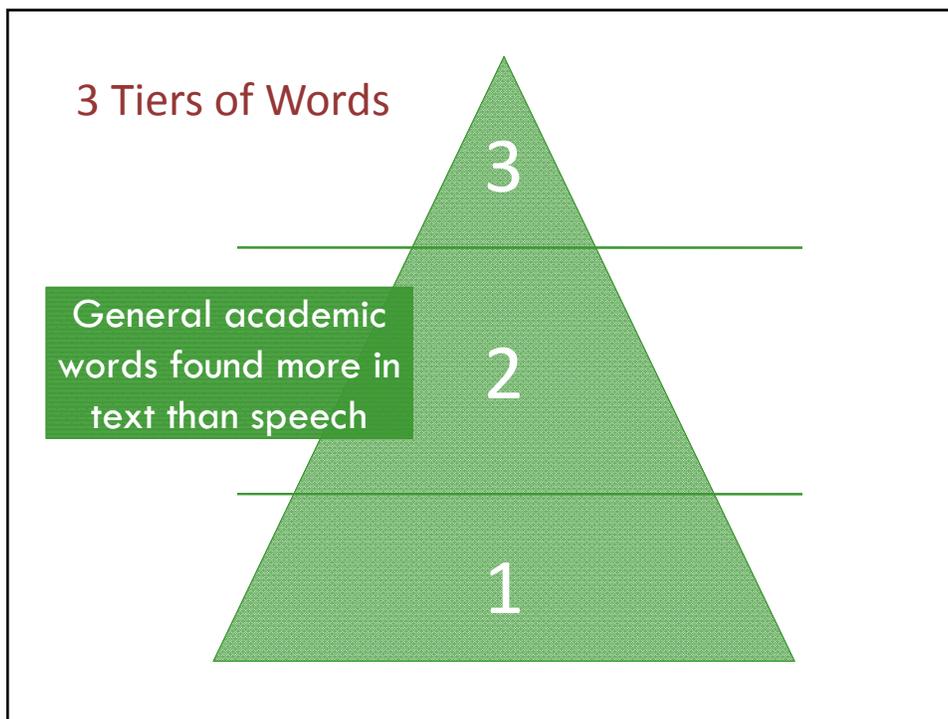
## What the Research tells us...

- Acquiring a rich and varied vocabulary is empirically connected to reading comprehension (CCSS, Appendix A, p. 32)
- Children with poor vocabularies find it more difficult to comprehend and recall text (Beck, Perfetti, & McKeown, 1982)
- Direct vocabulary instruction increases reading vocabulary learning (Tomeson & Aarnoutse, 1998)
- The more concrete and personal the connection, the better vocabulary is learned (Block & Mangieri, 2006)

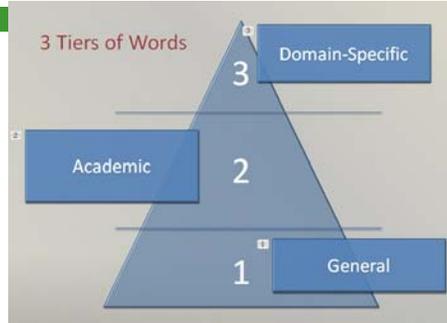
## Regular Practice With Complex Text and its Academic Language: Why?

- Gap between complexity of college and high school texts is huge
- What students can read, in terms of complexity, is the greatest predictor of success in college
- Too many students are reading at too low a level
- Focus on building general academic vocabulary is critical to comprehension





## LET'S TAKE A LOOK AT AN EXAMPLE

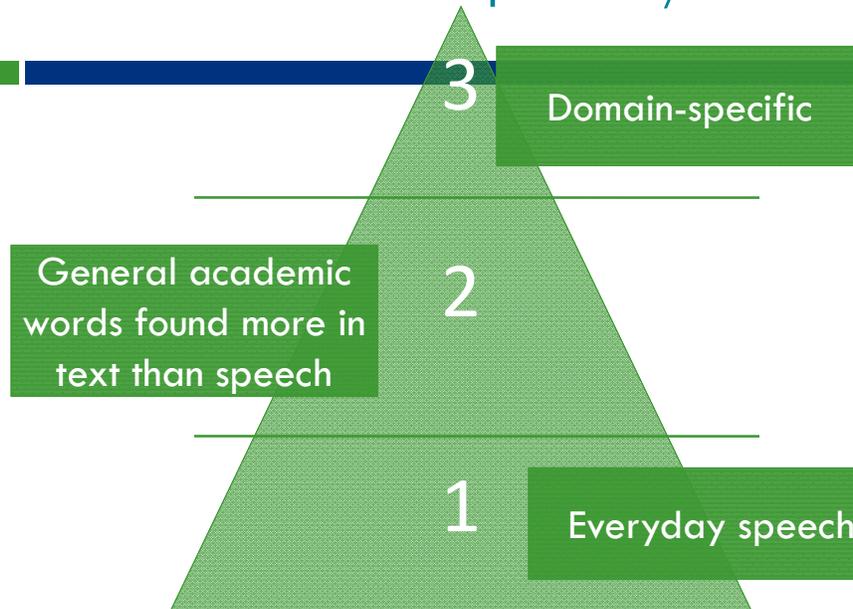


Our planet made up of many **layers** of rock. The top **layers** of **solid** rock are called the **crust**. Deep beneath the **crust** is the **mantle**, where it is so hot that some rock melts. The melted, or **molten**, rock is called **magma**.

(CCSS Appendix A, p. 34)

- General (Tier I) Vocabulary are common words used in everyday speech they are black
- Academic (Tier II) Vocabulary are technical terms used across content areas that are generally found in formal (often written) contexts are red
- Domain-Specific (Tier III) Vocabulary are content-specific terms needed to understand and communicate within a particular discipline are blue

## Where's a teacher to spend his/her time?



## Where's the list?

- Q: Isn't there a Common Core, or an "Official Missouri" word list we should be using to teach our students?
- A: No.

## Where should the words come from then?

- Texts students are reading
- The Standards (to a point)
  - Not "pronoun-antecedent agreement" (3<sup>rd</sup> grade)
  - Not "modal auxiliaries" (4<sup>th</sup> grade)
- Grade-appropriate word lists
- SBAC Claims and Targets

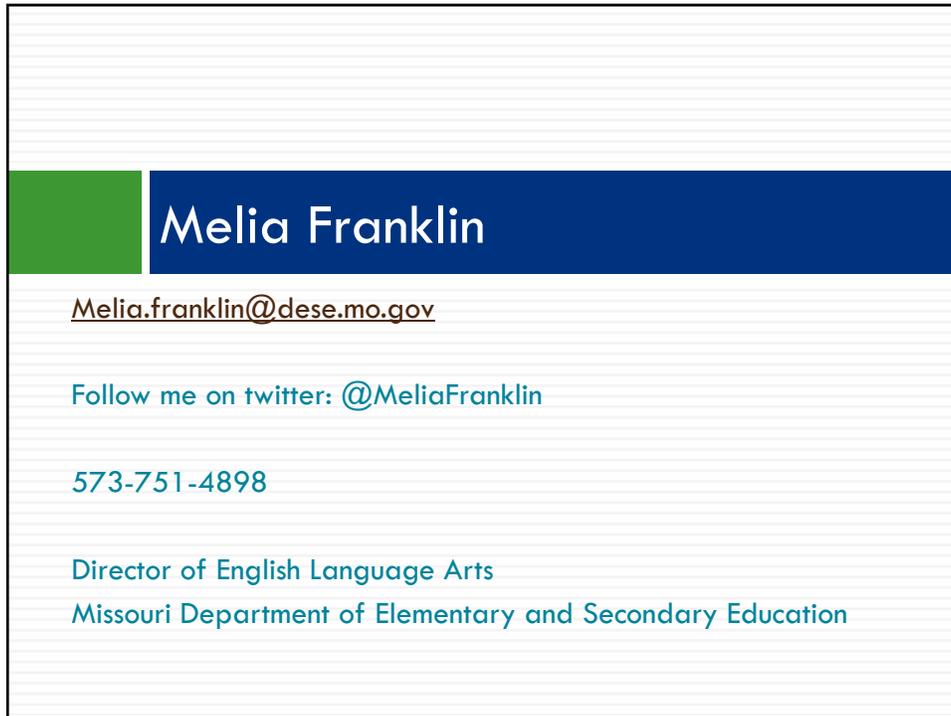
## What if we cannot agree a word's tier?

- Q: We met as a grade-level English department to discuss academic vocabulary and we cannot agree if a word is tier II or tier III?
- A: No doubt, the discussion is richer than the final placement of a word in the continuum of tier I, II, or III. What is most important is that, given your insight into your students, you support your students learning and vocabulary growth.

## Watch and learn

- <http://www.literacyinlearningexchange.org/vocabulary-instruction-across-content-areas>





A business card for Melia Franklin. The card has a white background with a blue header bar on the right and a green square on the left. The name 'Melia Franklin' is written in white on the blue bar. Below the name, the email address 'Melia.franklin@dese.mo.gov' is listed. Further down, the Twitter handle '@MeliaFranklin' is provided. The phone number '573-751-4898' is also included. At the bottom, the title 'Director of English Language Arts' and the organization 'Missouri Department of Elementary and Secondary Education' are listed.

**Melia Franklin**

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