

# LA 4.3 Selecting Academic Vocabulary and Language to Teach



Learning Outcome	Pedagogical Intent	Student Position
<b>Learn and Employ theories of first and second language acquisition in teaching literacy</b> <b>Assessment: 25 pts.</b> <b>TA: 40 Minutes</b>	<b>Teachers can apply their new understanding about teaching vocabulary to develop their students academic language</b>	<b>Teachers have learned the characteristics of academic vocabulary and to effectively teach academic language in their classrooms. They will now learn how to select the right vocabulary to help their students better comprehend the texts they are reading.</b>

## Instructions

Part A: 20 minutes

1. Review the articles and the notes you took on them from HW 3.5, Effectively Teaching Academic Vocabulary and Language. Also, read Wright Chapter 8, Vocabulary Development through Reading (pgs. 192-194, 2nd edition; pgs. 203-206, 3rd edition). What did you learn about how to select vocabulary from these sources? Make a list at the top of the [Selecting Academic Language to Teach worksheet](#).

Part B: 20 minutes

1. Some types of language are harder for ELLs to acquire and need to be explicitly taught. Other types of language may be easier, based on what they have already studied and what their L1 is. As a group, fill in the blank example sections of Selecting Academic Language to Teach Part 2.
2. Look at the list on the Selecting Academic Language to Teach worksheet to see if there are words from your text that would fit into any of these categories. Make a list of the words from your text in the category they belong.



Raty, M. , Gallagher, E. , Wootton, T. , Graham, R. , Teemant, A., Rice, M., & Pinnegar, S. E. (2019). *Developing Second Language Literacy*. EdTech Books. Retrieved from [https://edtechbooks.org/second\\_language\\_literacy](https://edtechbooks.org/second_language_literacy)