

# Teacher learning series: Academic vocabulary for American Indian English learners

## Handout 1

### Session agendas and assignments

#### Introduction

The purpose of this learning series is to support classroom teachers in the elementary and middle grades who teach American Indian English learner students to infuse their instruction with strategies that may improve academic English. Through these collaborative learning experience, educators will expand their knowledge base as they learn about instructional strategies for American Indian students and apply these ideas to evidence-based practices for teaching academic vocabulary. Session objectives, assignments to complete before each session, and session agendas are described below.

#### Objectives

##### Session 1: May 5, 2021

- Learn about culturally responsive instructional approaches for American Indian students.
- Increase understanding of recommendation 1 in the What Works Clearinghouse (WWC) English learner practice guide (Baker et al., 2014).
- Explore sources for informational text with an American Indian context and learn how to screen text for bias.

##### Session 2: May 12, 2021

- Learn about academic vocabulary and strategies for selecting a set of academic vocabulary words for in-depth instruction.
- Explore how to incorporate culturally responsive instructional strategies to teaching academic vocabulary to American Indian English learner students.

##### Session 3: May 19, 2021

- Continue to learn about culturally responsive instructional strategies for teaching academic vocabulary to American Indian English learner students.
- Learn strategies for providing explicit vocabulary instruction.
- Create a lesson to teach an academic vocabulary word.

### Prepare for session 3

- **In your small group**, select two or three academic vocabulary words in your selected text.
  - Use your selected informational text and the six criteria on pages 16–17 of the WWC practice guide to select two or three academic vocabulary words in the text to teach. Refer to exhibit 1.3 on page 17 of the Practice Guide to see Ms. Gomez’s rationale for the academic vocabulary she chose.
  - Complete *Handout 7: Prepare to share your selected vocabulary words*.
- Watch one of the IES videos: *Pre-Teaching Vocabulary* (3–5 minutes).
  - *Pre-Teaching Vocabulary (grades 2 and 3)*.
  - *Pre-Teaching Vocabulary (grade 4)*.
  - *Pre-Teaching Vocabulary (grades 6, 7, and 8—newcomer class)*.
- Watch one of the IES videos: *Activities to Promote Word Learning* (4–6 minutes)
  - *Promote Word Learning (grades 2 and 3)*.
  - *Promote Word Learning (grade 4)*.
  - *Promote Word Learning (grades 6, 7, and 8—newcomer class)*.
- Watch video CSAI video 4, *Initial Guidelines for Culturally Responsive Instruction for Native American Students*. (11 minutes).
- Complete *Handout 8: Video viewing guide 2—Connecting the videos Pre-Teaching Vocabulary and Activities to Promote Word Learning with strategies for American Indian learners*.

### Session 3 agenda

4:00–4:05 p.m. Welcome and session overview

4:05–4:15 p.m. Small group presentations about selected text and academic vocabulary words

- *Handout 7: Prepare to share your selected vocabulary words*.

4:15–4:35 p.m. Reflect on videos: Connecting vocabulary instruction with strategies for American Indian learners

- *Handout 8: Video viewing guide 2—Connecting the videos Pre-Teaching Vocabulary and Activities to Promote Word Learning with strategies for American Indian learners*.

4:35–5:20 p.m. Explicit instruction for teaching academic vocabulary words

- *Handout 9: Vocabulary lesson example*.
- *Handout 10: Vocabulary lesson template*.

5:20–5:30 p.m. Next steps

## Learning series resources

The materials for the learning series draw from the following:

- **REL Southwest Evidence Review.** REL Southwest identified three studies that examined instructional strategies for American Indian students and assessed the level of evidence of each study using the nonregulatory Every Student Succeeds Act standards. The [full review](#) can be found on the REL Southwest website. This review is summarized in handout 2.
- **Videos: Culturally Responsive Instruction for American Indian Students.** This video series on culturally responsive instruction for Native American students was produced by Barbara Jones and Joan Herman and developed by CRESST for the Center on Standards and Assessment Implications (CSAI). The videos discuss many of the strategies described as components of the interventions in the REL Southwest evidence review studies and provide additional information to consider when providing culturally responsive instruction for American Indian learners.
- **WWC English Learner Practice Guide.** The practice guide, *Teaching Academic Content and Literacy to English Language Learners in Elementary and Middle School* (Baker et al., 2014), summarizes IES research on English learner student instruction and describes four recommendations for implementing evidence-based teaching practices. Our learning series focuses on recommendation 1: Teach a set of academic vocabulary words intensively across several days using a variety of instructional activities. Videos and other materials to support the implementation of the recommendations were also accessed for our series (Dimino et al., 2015).

Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance (NCEE).  
[http://ies.ed.gov/ncee/wwc/publications\\_reviews.aspx](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx)

Dimino, J. A., Taylor, M., & Morris, J. (2015). *Professional learning communities facilitator's guide for the What Works Clearinghouse practice guide: Teaching academic content and literacy to English learners in elementary and middle school* (REL 2015-105). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.  
[https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL\\_2015105.pdf](https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2015105.pdf)