Facilitation Guide - Disciplinary Literacy: Teaching Language in the Context of Use**, Course 7**

EduPaths Disciplinary Literacy courses are intended for secondary educators and instructional leaders in all content areas looking to learn about the Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom: Grades 6 to 12 in an effort to improve adolescent literacy. The learning activities are specifically designed to support interdisciplinary educator teams, although individual educators are invited to enroll and join as well. Free SCECHs are available. Click here for more details and to register!

This facilitation guide is designed to support teams, Professional Learning Communities, or other groups of educators as they engage with course content–whether incorporating the online EduPaths course (in part or in whole) or through using the provided slide deck. The facilitation guide can also be easily adapted for virtual learning; see the Glossary of Facilitation Moves for adaptation suggestions.

Edupaths Login Information

- *Educators in Michigan and beyond, who don't currently have an EduPaths account or are not able to leverage the Single Sign-On (SSO) integration, can request a personal account. Please navigate to the Account Request page: https://www.edupaths.org/account-request.*

SCECH Information

- *You can earn one SCECH for your completion of this course within Edupaths. If you are completing the course as a group, it is recommended that all participants register and move through the course with their audio on mute, while one person projects their device to a shared screen.*
- *Bulk enrollment is available if you are facilitating learning for a group of teachers. Please reach out to edupaths@gomaisa.org for bulk enrollment options.*
- *Districts can also upload participation in this course (or the provided slide deck) to MDE to count towards District Provided Professional Development (DPPD).*
- *ISDs who lead professional learning with course content are able to offer participants additional SCECHs based on the total facilitation time (versus one SCECH offered through Edupaths).*

If you would like a conversation partner to support your thinking around facilitating this course or implementing Disciplinary Literacy Essentials in your setting fill out this form. Our team will connect with you soon.

Resources

- Slide Deck This View-Only slide deck includes the content from Course 7 and should be used if participants are not completing the course within EduPaths. Facilitators may choose to make a copy of the slide deck and adjust it for their context. The speaker notes provide a suggested script. Facilitators may choose to add prompts to the slide deck to support participants.
- Glossary of Facilitation Moves
- Disciplinary Literacy Essentials: Beyond the Core Guide

Learning Objectives - By the end of this course, you will be able to…

- Explain the importance of effective vocabulary instruction
- Describe effective approaches to vocabulary instruction in the disciplines
- Select from research-supported approaches in vocabulary instruction
- Name the role of student talk in supporting vocabulary development
- Consider the importance of metadiscursive awareness in vocabulary development

This course is organized into 4 sections:	Approximate length of narrated video within EduPaths	Approximate total facilitation time
Introduction section	0 minutes 33 seconds	10 minutes
Section 1: Why focus on vocabulary, and what do we mean by vocabulary?	12 minutes	32 minutes
Section 2: How do we target words for instruction?	10-13 minutes Includes videos (3:59 or 6:35)	35 minutes
Section 3: How do we approach vocabulary instruction?	36-39 minutes Includes videos (from 3:24 to 6:03)	90-95 minutes
Section 4: How do we build metadiscursive awareness?	13 minutes	45 minutes
Course Reflection (required for SCECHs)		5 minutes
Estimated total engagement time for Course 7 using the facilitation moves in this guide.		3 hours, 40 minutes

Course Outline & Facilitation Recommendations

Topic / Segment	Content	Slides	Facilitation Recommendations
Introduction Section			
Welcome & Questions to be explored in this course	• Why should we focus on vocabulary, and what do we mean by vocabulary? • How do we target words for instruction? • How do we approach vocabulary instruction? How might this shift across disciplines? • What is the role of speaking and listening during vocabulary learning? How do we support metadiscursive awareness? • What does it look like to live into Practices 7 and 10?	1-5	Copies of Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom You may want to have participants discuss which of these questions they may be able to answer now and which may be new learning. If group size allows, we suggest using a protocol that allows participants to move throughout the session, such as random partner matches.

Section 1: Why focus on vocabulary, and what do we mean by vocabulary?			
Knowledge of general academic words impacts achievement	Knowledge of general academic words explained a considerable and significant amount of variance in academic achievement across four disciplines. "The more words we know, the better, for our reading comprehension…and for overall engagement with reading, writing, speaking, and listening. Specifically, with informational texts, Schmitt and his colleagues found that knowledge of 98% of words is necessary for understanding 60% (or more) of an academic or informational text." (Townsend, 2022)	6-8	Begin on slide 6. Encourage each participant to consider the questions on the screen and jot an initial response to each question on a sticky note or piece of paper. After sharing the information on slides 7 and 8, ask participants to return to their initial writing and add to it. If you wish, you can have participants continue adding to their initial response as you move through the course content.
Words change meaning	Examples provided: • Plot • Line	9-10	At table groups, encourage participants to identify additional academic terms that change meaning as they are used in various courses. Consider creating a list of these words on chart paper for future reference.
Academic language includes vocabulary and more	Academic language is the "umbrella" under which several language components reside, including: • Vocabulary • Ways of condensing ideas • Ways of linking ideas with connectives • Discourse patterns • Text structures	11	If participants have been engaging with previous EduPaths courses in this series, they have prior knowledge that supports them in thinking about these list items. Encourage a partner or table discussion where participants provide disciplinary examples of list items. (10 min.) For those who are new to the EduPaths course series on disciplinary literacy, it might be helpful to have participants self-rate their level of understanding of each list item. Use this as formative assessment and return to the self-rating scales at the culmination of the professional learning event. Option: Provide handouts of this resource, and provide time for participants to read and

			discuss the main ideas. About Academic Language | WordGen Weekly
Tiered vocabulary	Tier 1: Common, everyday words Tier 2: Words that are used across the content areas Tier 3: Content-specific vocabulary Not the same thing a tiered instruction within MTSS Connectives are another component of academic language that impact comprehension and require explicit instruction.	12-15	Share the information on slides 12 and 13 with participants. Then, go to slide 14. Ask participants to read through the sample text with a partner and identify which words might be considered Tier 2 and Tier 3 words. Slide 15 provides a possible answer key. (10 min.)
Stop and Jot	• Why is it important to focus on vocabulary? • How has your thinking changed about tiers of vocabulary?	16	If you are asking participants to continue to add to their original written response from slide 6, have them add their answers to these questions on the same sticky note or piece of paper. Otherwise, ask participants to stop and jot their answers. As time provides, encourage several participants to share main ideas with the whole group.
Section 2: How do we target words for instruction?			
What does it mean to "know" a word?	• Polysemy • Phonology • Orthography • Grammatical function • Morphology • Cognates • Pragmatics	17-19	Ask several participants to share how they currently identify which words to teach their students (slide 17). Then, as time permits, consider dividing participants into 7 groups (this is a good time to get people up and moving). Have each group research one of the 7 terms listed on slide 18 and record its definitions(s) and some examples on chart paper. Make space for each group to share what they have discovered. (10 min.) Slide 19 provides an example using the term "prevention". You might consider asking the same 7 groups to select a challenging word associated with their discipline and create a similar table on chart paper.
How should we identify target words for instruction?	1. Who are my students? 2. What is my objective? 3. How deeply do I want my students to develop knowledge of	20	

	the important words?		
Try Tomorrow		21	Provide time for participants to engage in the activities listed on slide 21. (10 min.) Consider demonstrating how to use the Academic Word Finder: Achievethecore.org :: Academic Word Finder
Video(s)	How do you identify important concepts and vocabulary to teach in the service of disciplinary literacy development?	22	Middle School ELA Transcript (3:59) High School ELA Transcript (6:35) While the videos included focus on ELA classrooms, many of the ideas can be applied in a variety of disciplines. After reviewing each video, determine how you might use one (or both) video to support participants' learning.
Section 3: How do we approach vocabulary instruction?			
Vocabulary practices we should abandon	1. "Look up the list" vocabulary instruction 2. Having students select words they don't know from a text	23-24	For further exploration: What Doesn't Work: Literacy Practices We Should Abandon | Edutopia Vocabulary Instruction | WordGen
What Works Clearinghouse Recommendation	Recommendation 1: 1. Dedicate regular time for explicit vocabulary instruction 2. Use repeated exposure to new words in multiple oral and written contexts and allow sufficient practice sessions--as many as 17 exposures over an extended period of time. 3. Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading. 4. Provide strategies (i.e. morphological analysis; cognates)	25	Ask volunteers to read each list item aloud. Provide time for participants to share at table groups which items are current strengths in their practice, as well as which ones feel like more of a stretch. Link to entire guide: WWC | Improving Adolescent Literacy: Effective Classroom and Intervention Practices

Essential Instructional Practice #7		26	Provide time for participants to group together by discipline and read the appropriate section of Essential Instructional Practice 7 (either the digital or print version). Again, encourage participants to consider which items are strengths and which are stretches. (10 min.) Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom
Unique ways with words	This slide provides examples of vocabulary across disciplines.	27	Consider asking participants to view the information provided and add any additional ideas they may have.
Vocabulary approaches can vary	Slides 28-30 articulate two ways of handling vocabulary instruction: front-loading versus "just in time teaching" of terms.	28-30	Determine your participants' levels of familiarity with these two approaches. If these are newer concepts, be sure to spend an adequate amount of time (use the provided script for support). If participants are well-versed in these approaches, simply name the two approaches and move forward.
Why morphemic analysis?	• Why morphemic analysis? Rationale provided on slide 31 • Morphemic analysis steps and example on slides 32-34 • Exploration of related resources on slide 35	31-35	Share the information on slide 31. Then, ask participants to partner up with someone new to engage in the morphemic analysis activity on slides 32-34. You may want to group participants by discipline for the content on slide 35. Provide time for groups to explore the table of common morphologically complex words by disciplines and/or the linked resources. Copies of Nippold Tables for participants Word Roots | Membean Etymonline (15 min.) For reference: Literate Lexicon in Adolescents
Graphic organizers, word sorts, and semantic mapping	There is a great deal of good information on both the slides and the script for this section. Be sure to review it ahead of time, consider the needs of your audience, and determine the most effective facilitation within the time you have.	36-38	The content on slides 36 to 38 provide an opportunity for hands-on learning. Depending on the needs of your audience and time constraints, you may want to offer choices for participants. At one table, participants can practice creating Frayer models or other graphic organizers with terms from this course (or from their own courses). At another table, you may prepare word cards ahead of time and have participants engage in open and closed sorts. At another table, participants can complete

			and create semantic maps. (15 min.) Completed Frayer Model: English Language Arts Example 1 Sorting it Out: Word Sorts for Secondary School Students : Wordshop | Vocabulary.com Hexagonal Thinking: A Colorful Tool for Discussion | Cult of Pedagogy
Vocabulary walls	There is some evidence that vocabulary walls that are integrated into classroom discussion and writing have an impact on students' word learning and overall achievement". "There is also some support in the literature for using vocabulary walls to support disciplinary learning, specifically science" and math.	39-40	Word Walls: A Support for Literacy in Secondary School Classrooms
Universal Design for Learning	• Tap into students' affective networks to make word learning exciting • Provide choice in terms of which words students might focus • Offer multiple ways for students to learn words and express their knowledge • Encourage talk about vocabulary	41	Elbow partners can discuss the concepts on this slide and articulate possible ways they might take up these ideas in their classrooms.
Metalinguistic awareness	Definition: generally defined as the ability to manipulate and reflect on the structures and components of language.	42-43	If the concept of student vocabulary self-rating charts are newer to participants, consider providing time for them to explore this resource: Vocabulary/Knowledge Rating If time permits, provide time for participants to identify places in their instruction when they might use self-rating charts. (5 min.)
Recommended resources		44	Provide time for participants to explore the linked resources. (10 min.)
Video(s)	What does intentional vocabulary instruction and	45	Middle School ELA Transcript (5:41) Social Studies Transcript (4:07)

	practice look like in your context?		Math Transcript (3:24) High School ELA Transcript (6:03) Depending on the needs and make-up of your audience, determine which video(s) you might view. If you have the ability to create breakout groups, you can divide participants by disciple and have them view the videos in separate spaces and then rejoin the whole group to debrief.
Try Tomorrow		46	If time is an issue, simply ask participants to identify which action(s) they might engage in tomorrow.
Section 4: How do we build metadiscursive awareness?			
Defining metadiscourse	Definition: metadiscourse refers to an awareness about disciplinary language and discussion patterns. It involves communication and consideration of communication itself	47-49	After sharing the information on slide 47, ask each participant to read the content on slides 48 and 49. Consider providing time for table groups to discuss connections they are making between metadiscursive awareness and culturally sustaining practices. (10 min.) Remember to use the script to add key points and clarifications as necessary.
Essential Instructional Practice #10		50	Provide time for participants to group together by discipline and read the appropriate section of Essential Instructional Practice 10 (either the digital or print version). Again, encourage participants to consider which items are strengths and which are stretches. (10 min.) Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom
Identity and language	• Carol Lee and cultural modeling • Leveraging students' literacies as assets • Navigating multiple discourse communities	51-52	Use the content on slides 51 and 52 to return to the conversation about connections with culturally sustaining practices.
Words change meaning	• Example: the term "line" • Multiple discourse patterns with same study about drinking	53-55	These slides provide examples of what it might look like to enact some of the ideas in Essential Instructional Practice 10. You can share these in a brief lecture burst or provide printouts of the slides (with script) for

	coffee • RAFT writing prompts		participants to read and discuss together.
Recommended resources		56	Provide time for participants to explore the linked resources. (10 min.)
Key Terms Addressed in this Course		57-58	You might consider covering the definitions on the slides. Have participants find a new discussion partner and discuss their definitions of each term. Then reveal the definition and encourage them to compare.
Conclusion	Review of key ideas learned in the course.	59	Write a summary of the key ideas you want to remember. What was the most important point? OR Look back at the questions we hoped to answer at the start of the session. Discuss your answers as a group.
We Appreciate Your Feedback	Edupaths Course Feedback Form - Please ensure that each participant completes their own feedback form to help the Task Force create future professional learning offerings and so that we have accurate statewide participation data. Facilitation Guide Feedback Form - Facilitators can use this form to provide feedback on the extent to which the facilitation guide supported them.		
Final Course Reflection	In Edupaths: Now that you have completed this first course, share your reflection in response to the questions that follow. 1. In what ways has your thinking changed about vocabulary instruction in your discipline as a result of this course? 2. What intentional moves will you make in order to strengthen students' vocabulary and conceptual knowledge? 3. What opportunities will you embed to engage students in metalinguistic discussions about the ways that words work within and across disciplines? Slide 64 has similar content, but the facilitator will need to decide how participants might share their thinking in response to the prompt. If participants have engaged in all of the EduPaths courses in the series, consider having them complete the task on slide 66.		
Share the Love	Are you proud of your class, team, or district's work in disciplinary literacy? We'd love to hear about it! If you are willing to be interviewed on your current use of disciplinary literacy instructional practices, please email jenelle.williams@oakland.k12.mi.us with a brief letter of interest.		