



The week of April 11th -15th is “Canaan Community Celebrating Literacy Week”.

April 10th-16th is National Library Week - April 12th is D.E.A.R. Day (Drop Everything and Read)
April 14th is Teen Literacy Day

One of the events that week is the “The Many Meanings of Maple in Vermont” presentation by Champlain College Professor, Dr. Michael Lange.

Tuesday, April 12, 2016
6:30 PM
Canaan Schools Gym

This presentation examines the many meanings of maple sugaring. Maple is enormously important to Vermont’s economy, ecology, and heritage. Champlain College professor Michael Lange will discuss sugaring ethnographically, based on over five years of research among sugarmakers all over the state, to learn from them what sugaring really means to Vermont. Rather than discussing the practical aspects of sugaring, such as how to tap a tree or how an evaporator works, his talk focuses on how and why maple has become so important to Vermont’s identity, and how and why it helps us shape who we are as Vermonters.

Dr. Michael Lange is a professor of anthropology and folklore at Champlain College in Burlington. He has authored several academic works on cultural identity. His recent work draws on research with sugarmakers across Vermont and includes “Foodie Influence on the Culinary Meanings of Maple Syrup” and “Sweet Bedfellows: Continuity, Change, and Terror in Maple Syrup.” His most recent book, Meanings of Maple, is due out in 2016.

April’s Maple will provide the audience with samples of maple products and a world view of the distances people travel to

visit Vermont for its high quality maple. Students from **Building Trades** and **Diversified Agriculture** will share information about their collaboration on their sugaring project.

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Book give-away this week - (excellent condition)

Classroom Motivation from A to Z: How to Engage Your Students in Learning by Barbara R. Blackburn

Mind, Brain, and Education Science: A comprehensive Guide to the New Brain-based Teaching by Tracey Tokuhama-Espinosa

Mind, Brain, & Education; Neuroscience Implications for the Classroom edited by David A. Sousa

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Academic Vocabulary

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The **ACHIEVE THE CORE** [website](#) is an excellent resource for everything related to literacy instruction. I recently became aware of a free, online tool on their site called the *Academic Word Finder*. <http://blog.keystoliteracy.com/academic-vocabulary/>

When teachers enter sample text into the tool, it finds the high-

value, *academic vocabulary* words in that text. The Common Core emphasizes the need for students to learn academic vocabulary in order to access the content of subject-area texts, as noted in the anchor Language Standard #6 for grades K-12:

“Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.”

What is academic vocabulary? As noted in my [training books](#) for *The Key Vocabulary Routine* professional development, academic vocabulary is referred to as *academic English*, or the *language of schooling*. Academic vocabulary facilitates communication and thinking about disciplinary (i.e.,

subject-area) information and is needed to convey abstract and technical ideas that do not come up in social or casual conversation. Academic vocabulary includes more words derived from Latin and Greek that tend to be longer due to prefixes and suffixes.

Academic vocabulary can be organized into two categories (Beumann et al, 2012, Nagy & Townsend, 2012):

- General academic words:
 - high-frequency words that appear regularly in written text across multiple subjects, but are not frequently used in conversational language
 - typically have different meanings depending on the subject in which they are used.
 - best taught in authentic contexts in multiple subjects so students can learn the different uses of the word
 - Examples: *distribute, identify, major, network, range, regulate, valid*
- Subject-specific (also called domain-specific) academic words:
 - Words that are unique and essential to learning individual academic subjects
 - Typically have just one meaning
 - Best taught in a single subject, authentic context
 - Examples: *polynomial, cytoplasm, federalism*

There are many more words that students may be unfamiliar with than teachers have time to teach. Therefore, it is important for teachers to choose carefully the academic vocabulary they will teach in-depth, and these words should come from text that is being used in the content classroom. What's nice about the ACHIEVE THE CORE Academic Word Finder, is that it alerts teachers to the presence of academic vocabulary in the text they use. In the end, it is the teacher who must decide which words to teach, and the tool is not intended to replace teacher judgment about those words. But it is a useful support!

References:

Beumann, Manyak, BLachowicz, Graves, Arner, Bates,

Cieply, Davis, Peterson, & Olejnik (2012). *A multi-faceted, comprehensive vocabulary instruction program*. [Vocabulogic blog post](#), October 21, 2012.

Nagy, W.E., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly*, 47(1).
