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NYS RTI TAC Webinar Strand 21

TEACHING ACADEMIC VOCABULARY ACROSS ALL CONTENT AREAS

ACADEMIC VOCABULARY INSTRUCTION: PT. I

ROLES ---MOLLY

ARE YOU NEW OR A RETURNING VIEWER? MOLLY

I have viewed vocabulary webinar 1 and 2.	
I have viewed vocabulary webinar 1 only.	
I have viewed vocabulary webinar 2 only.	
I have not viewed any previous webinars in the series.	

FOR MORE INFORMATION
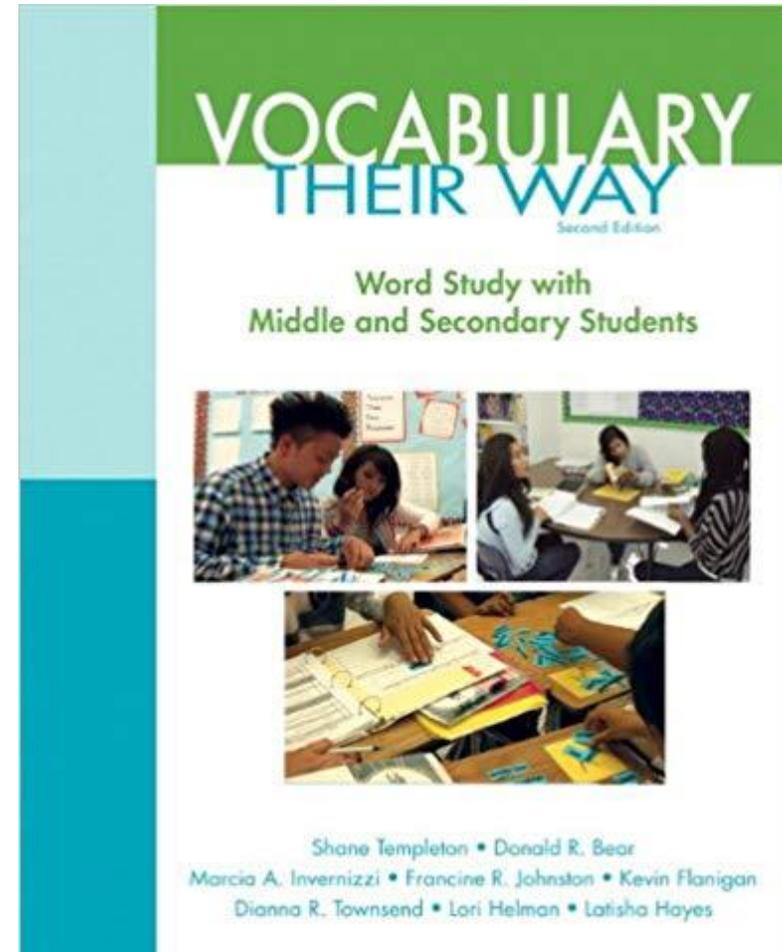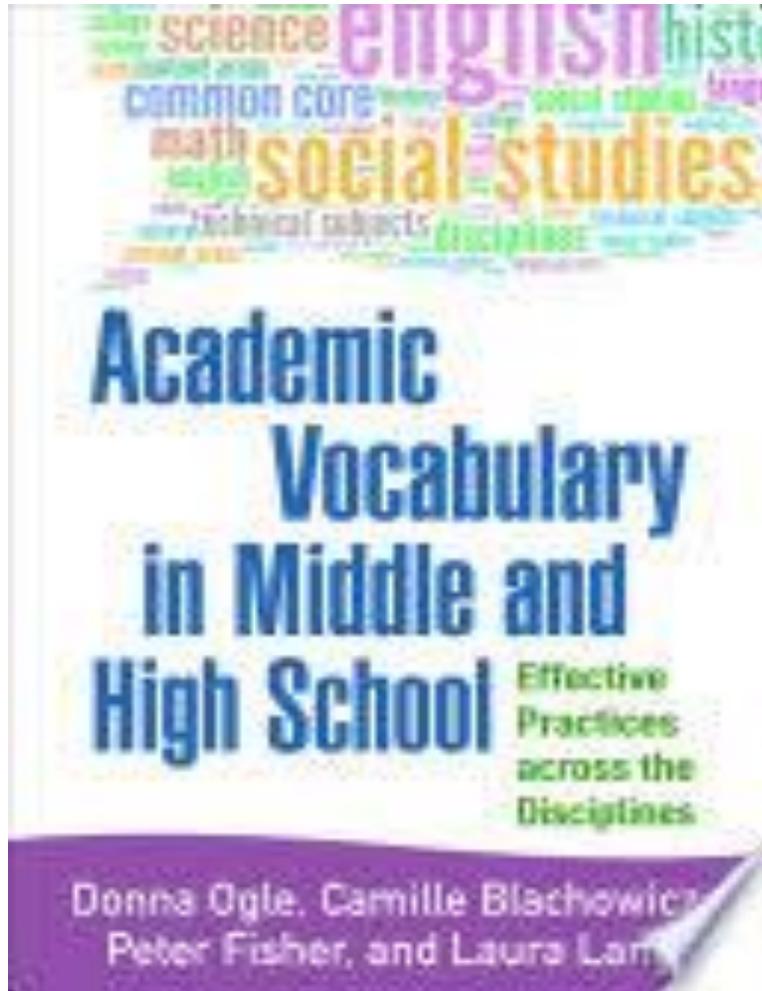
WHAT IS ACADEMIC VOCABULARY?

GENERAL ACADEMIC VOCABULARY

Not used in everyday conversation

Appear in all content area instruction

(See Marzano List and Coxhead List of Academic Vocabulary)

WHAT IS ACADEMIC VOCABULARY?

DOMAIN SPECIFIC VOCABULARY

❖Domain specific terms limited to a single context

❖Often highlighted and used repeatedly within a unit of study

❖To master unit goals, facility in utilization of these words is required in reading, listening, speaking, and writing.

WHAT IS ACADEMIC VOCABULARY?

VOCABULARY TIERS (BECK, MCKEOWN, & KUCAN, 2013)

Tier 1: common everyday words used in adult, informal discourse

Tier 2: precise words used by sophisticated language users that cross most disciplines; students may know the concept but not the word (e.g., kerfuffle, conundrum, operate)

Tier 3: specialized terms that are specific to a disciplinary content area; conceptual knowledge is lacking and needs to be developed for understanding of word meaning (e.g., democracy, photosynthesis, apartheid)

BASIC UNDERSTANDINGS ABOUT TEACHING VOCABULARY: MULTIPLE FORMS

	Receptive	Expression
Oral	Listening	Speaking
Written	Reading	Writing

Foster Word Consciousness

Teach Word Learning Strategies

Comprehensive Vocabulary Instruction

Teach Individual Words

Provide Rich and Varied Language Experiences
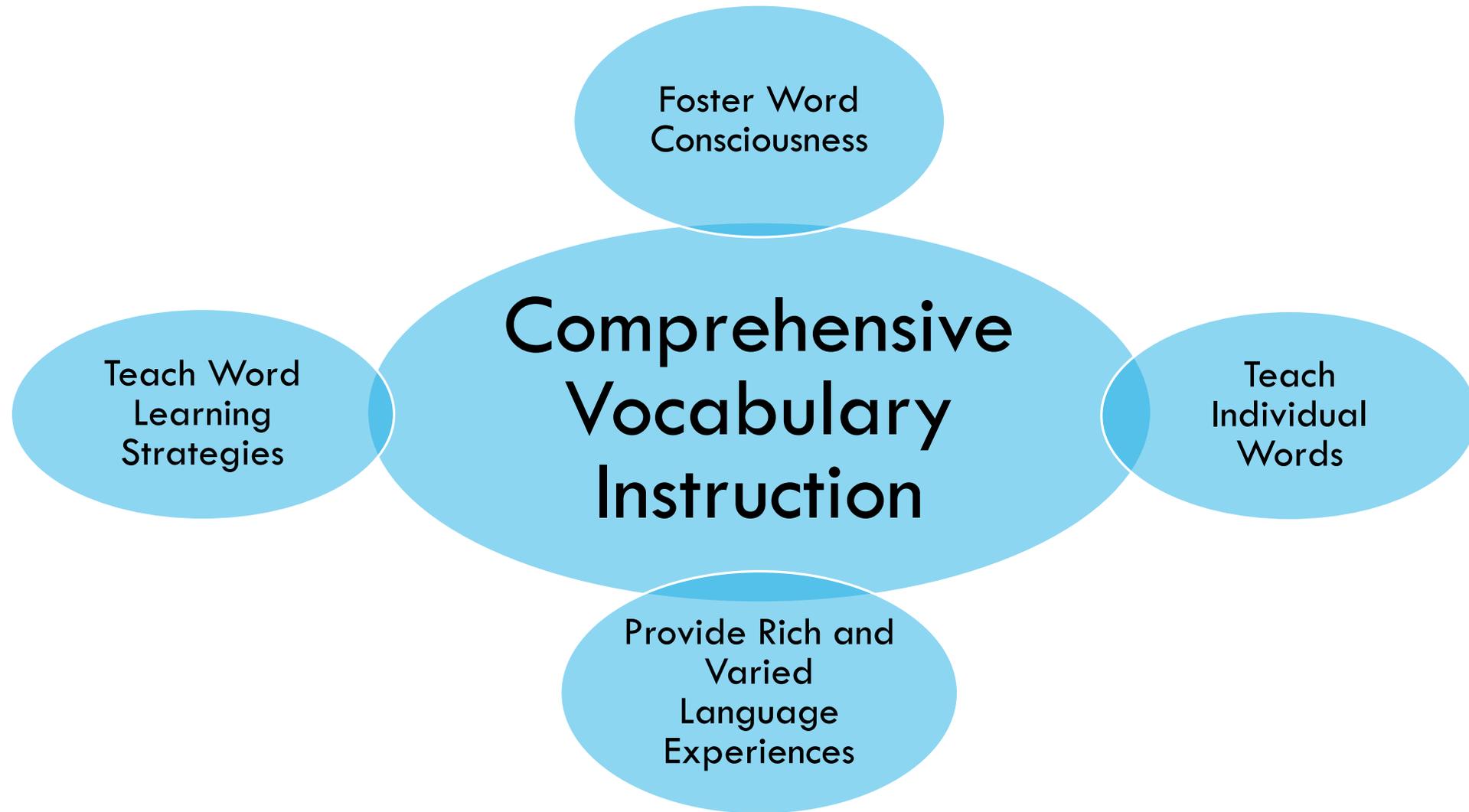
ELEMENTS OF EFFECTIVE VOCABULARY INSTRUCTION

❖ Select high utility words for the unit and those with high generalizability across tasks

❖ Help students identify important unit words and their level of knowledge

❖ Provide explicit instruction with opportunities to build incremental knowledge across the unit through different types of activities (multidimensional, multimodal approaches)

❖ POST –essential for ongoing rehearsal and deepening understanding

❖ <u>Schoolwide systematic</u> approach to developmental, ongoing, explicit morphology development   (Foundation usually conducted in ELA)

VOCABULARY LEARNING IS INCIDENTAL AND INTENTIONAL

❖Incidental learning occurs through wide reading, listening, visual media, discussion

❖Intentional learning

*Individual words

*Provide definitions, multiple contexts, and word relationships

*Multiple exposures---word walls, word notebooks, monitoring devices

*Foster word consciousness and engagement

*Word learning strategies- context strategies, morphological analysis

BEGIN WITH YOUR LIST OF TARGET VOCABULARY
(SAMPLE BY OGLE ET AL., 2016)

|	TYPE OF WORD			IMPORTED	TYPE OF INSTRUCTION		
	ESSENTIAL	VALUABLE	ACCESSIBLE		FOCUS	FAST	INFER
bastion		X					X
commerce	X			commercial	X		
Confucius				X			
sanction		X				X	
Silk Road	X				X		
provinces	X					X	

3 WAYS TO TEACH WORDS

Flood: Reading rich and varied texts; rich language experiences; semantic overviews

Fast: Familiar concepts, unfamiliar words (Tier 2 words); definition, synonym, semantic decision activities

Focus: Elaborated instruction that calls for concept development over time involving both definitions and a series of exposures with contextual and word relationship activities

TEACHING INDIVIDUAL WORDS

Derivatives: cir-cum'fer-ence, vt. To enclose as a circumference.—cir-cum'-fer-ent, a. Of, relating to, or forming a circumference; encircling; bordering; bounding. cir"-cum-fe-ren'-tial, a. 1. Relating to or lying in the circumference; as, circumferential extent; circumferential points. 2. Roundabout; indirect.—cir"cum-fe-ren'tial-ly, adv. After the manner of or in relation to a circumference; in or around the circumference.
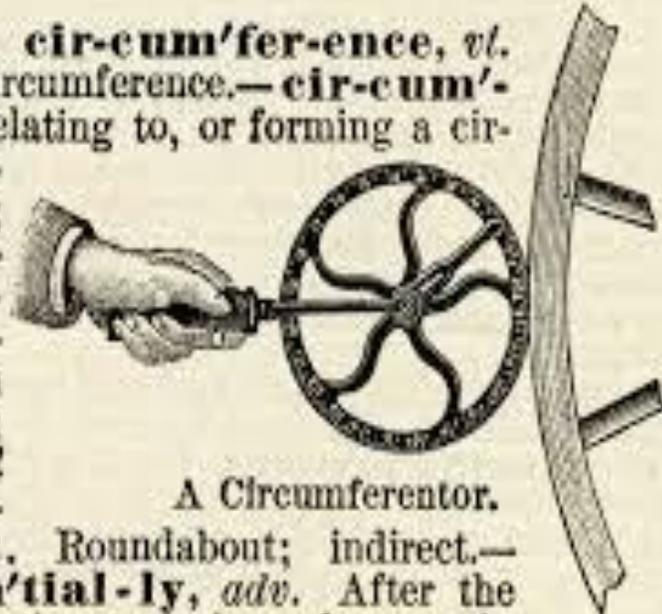
A Circumferentor.

EXPLICITLY TEACHING DEFINITIONS IS REQUIRED!

- Worksheets requiring kids to look up definitions are ill-advised.

- Assume responsibility for teaching the definitions for each target word that is not categorized as INFER on your planning worksheet.

HOW TO TEACH TIER 2 WORDS (BECK & MCKEOWN)

1. Show the word card to students and teach pronunciation.

2. Read word use from the text.

3. Provide a student friendly definition.

4. Provide 3 additional **verbal** examples of the word in sentences. Prepare in advance!

5. Using a pre-planned prompt, ask 3 students to generate a sentence for the entire class to hear (not turn and talk-it provides fewer examples).

6. Provide follow-up activities for initiating student use of the words. (For example, Word Wizard chart, sentence writing, word relationship activities.)

MARZANO'S 6-STEP PROCESS FOR TIER 3 ACADEMIC VOCABULARY **DO NOT SKIP ANY STEPS!!!!!**

1. The teacher provides a description, explanation, or example of the term.

2. Linguistic definition – students restate the description, explanation, or example in their own words.

3. Nonlinguistic definition – students construct a picture, pictograph, symbolic representation, or act out the term.

4. The teacher extends and refines understanding of the word by engaging students in activities that help them add to their knowledge of the terms in vocabulary notebooks.

5. Periodically ask students to discuss the terms with one another (e.g., speed-dating).

6. Involve students in games that enable them to play with the terms and reinforce word knowledge.

ESSENTIAL, NONNEGOTIABLE: INTERACTIVE WORD WALLS (OGLE ET AL., 2016)

1. Words are aligned with current instruction.

2. Words are visible from a distance.

3. Words are arranged to illustrate relationships and organize learning (e.g., provides structural overview or concept map/graphic representation).

4. The wall typically contains student-generated material across the unit.

5. The visual supports include color photographs, pictures, actual items (realia).

6. The wall is actively used during most lessons to review concepts or add new knowledge. It is likely to look different at end of unit than at the beginning. Student writing relies on it for "no-excuses" correct spelling.

DO YOU CONSISTENTLY USE AN INTERACTIVE WORD WALL FOR ACADEMIC VOCABULARY IN EACH UNIT?
MOLLY

YES	
NO	

CLASS HYPERMEDIA DICTIONARY

1. Unit FOCUS words are distributed to students and responsibility for dictionary entries is divided among them early in the unit.

2. A common platform is decided upon. (Google Doc, Quizlet, FLASHCARD APP, preferably something that can allow for embedding multimedia).

3. Throughout the unit, students are adding additional information to the class dictionary.

4. Create a template with entry components that you require. Consider requiring definitions in the students' own words in addition to a formal definition.

KASBAH

A traditional fortress in pre-colonial Northern Africa with high walls and usually no windows

HAVE YOU EVER HAD YOUR STUDENTS MAKE COLLABORATIVE HYPERMEDIA DICTIONARIES FOR DISCIPLINARY CONTENT UNIT VOCABULARY? MOLLY

YES	
NO	

VOCABULARY SPEED-DATING

VOCABULARY SPEED-DATING PROMPTS

- Hypermedia dictionary entry exchange

- Vocabulary notebook or journal word exchange (word consciousness)

- Vocabulary word hunt/literary craft exchanges

- Morpheme word-generation exchange
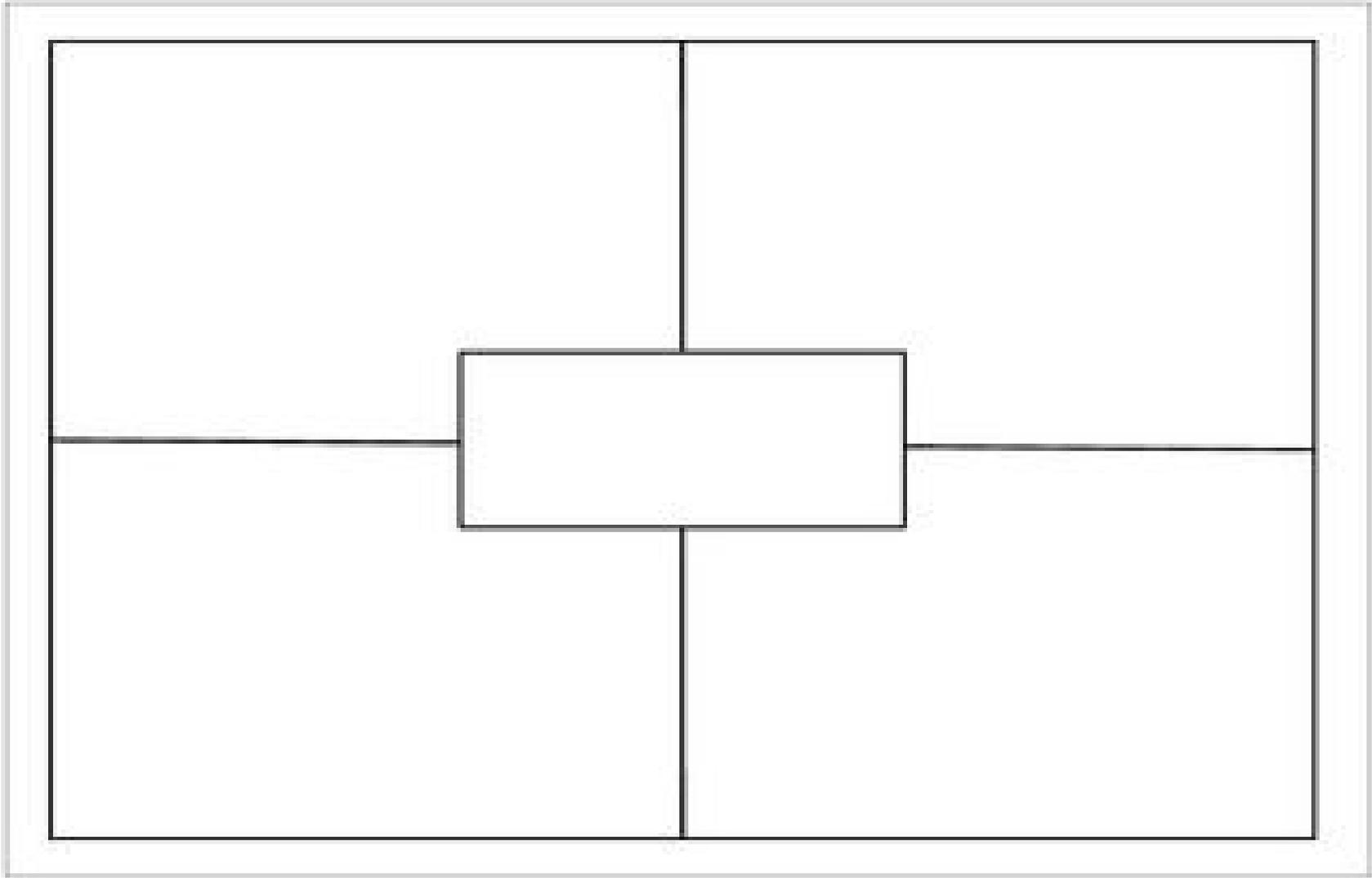
DO YOU CURRENTLY USE THE 4-SQUARE GRAPHIC ORGANIZER AS AN ACADEMIC VOCABULARY ACTIVITY? MOLLY

YES	
NO	

ORIGINAL FRAYER "FOUR SQUARE" MODEL

Definition	Characteristics
Examples	Non-examples

ALTERNATIVES OR ADDITIONAL SQUARES

Synonym	Antonym
Morphemes	Related words (semantic or morphological)
Sentence	First language cognates
Non-examples (does not meet the definition; often a member of superordinate group, but missing features required to fit within a specific subcategory of the superordinate group)	Definition in my words
Textbook or dictionary definition	Illustration

Name _____ Class _____

Math Vocabulary Word Map

Definition _____
_____

Synonyms and/or Related Terms

·   ·
·   ·
·   ·

Other forms of the word

Facts and/or Characteristics

Examples

Non Examples

WORD LEARNING STRATEGIES

- Morphology- Morphemes are the smallest units of meaning
  - Free morphemes form words independently but often have other morphemes (affixes) attached to refine meaning or change tense.
  - Bound morphemes have meaning but do not form a word (e.g., vis, spir, able).

- Utilization of Context Clues

DOES YOUR SCHOOL/DISTRICT CURRENTLY HAVE A TRANSPARENT, PRESCRIBED EXPLICIT SCOPE AND SEQUENCE FOR TEACHING MORPHOLOGY? MOLLY

YES	
NO	

GUIDELINES FOR TEACHING MORPHOLOGY

- Everyone benefits from learning how to apply morphological units, so develop a schoolwide plan that is developmentally driven and transparent to all. NOT HAPHAZARD, NOT LEFT TO INDIVIDUALS. Get a list and make a scope and sequence!

- I recommend that the ELA teams drive the instruction with EXPLICIT follow-up provided in the content areas as specific morphemes are encountered.

- Instruction should be active.

- Etymological dictionaries should be used as part of instruction.

- Students need vocabulary notebooks. A good deal of the work should require students to generate and define clusters of words that are semantically and morphologically related.

- Instruction should NOT be rote workbook or independent computer-based lessons.

FOR A THOROUGH DISCUSSION:

Words their Way 6th Ed (Bear et al., 2015)

Vocabulary Their Way: Word Study for Middle and Secondary Students (Templeton, et al., 2015)

Structured Word Inquiry---TONS OF RESOURCES ON WEBSITE BELOW

http://www.wordworkskingston.com/WordWorks/Structured_Word_Inquiry.html

HAVE YOU EVER ASKED STUDENTS TO USE THE CONTEXT TO DETERMINE THE MEANING OF AN UNKNOWN WORD? MOLLY

YES	
NO	

TEACHING USE OF CONTEXT CLUES
(BLACHOWICZ & FISHER, 2014)

- Why and when to use context

- Kinds of context clues

- How to find and use available context clues

- Have students collect, explain and display examples of context clues.

TYPES OF CONTEXT CLUES TO COLLECT

(BLACHOWICZ & FISHER, 2014)

- Synonyms

- What a word is or is not like

- Something about setting

- Something about what a word is used for

- A kind of action or thing

- How something is done

- General related ideas

METACOGNITIVE PROCESS FOR USING CONTEXT

Use explicit instruction, teacher modeling and guided practice to teach these steps in a variety of texts after students have been taught and collected samples of they types of context clues.

1. LOOK- Before, at, and after the target word

2. REASON- Connect your knowledge with the text

3. PREDICT A POSSIBLE MEANING

4. RESOLVE, REDO, or CONSULT ANOTHER SOURCE

WAS THE TECHNIQUE YOU USED TO TEACH STUDENTS **HOW & WHEN** TO USE CONTEXT AS EXPLICIT AS THE BLACHOWICZ & FISHER TECHNIQUE? MOLLY

YES	
NO	

THURSDAY, OCT. 25TH: ACADEMIC VOCABULARY INSTRUCTION, PART 2

Instructional techniques that provide rich and varied language experiences

Vocab-O-Grams

Story Impressions

Possible Sentences………and More