



TEACHING ACADEMIC VOCABULARY ACROSS ALL CONTENT AREAS IN GRADES 3-8

Kay Stahl

Kay.stahl@nyu.edu

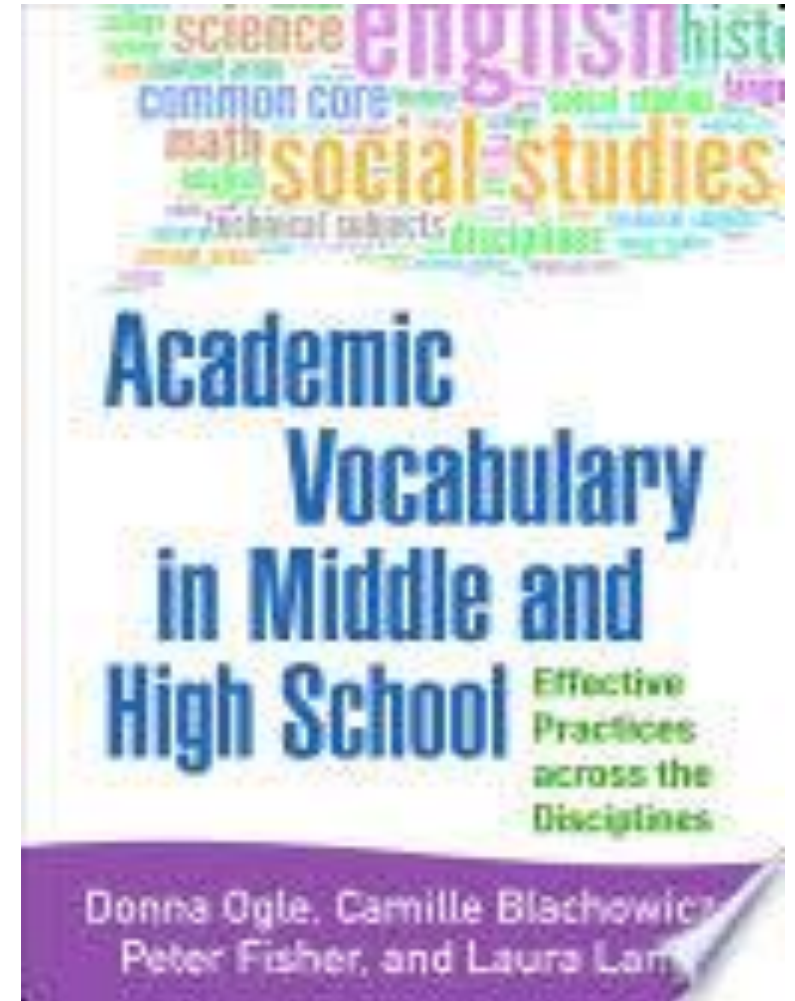
NYS RTI TAC Webinar Strand 21

Sept. 20, 2018

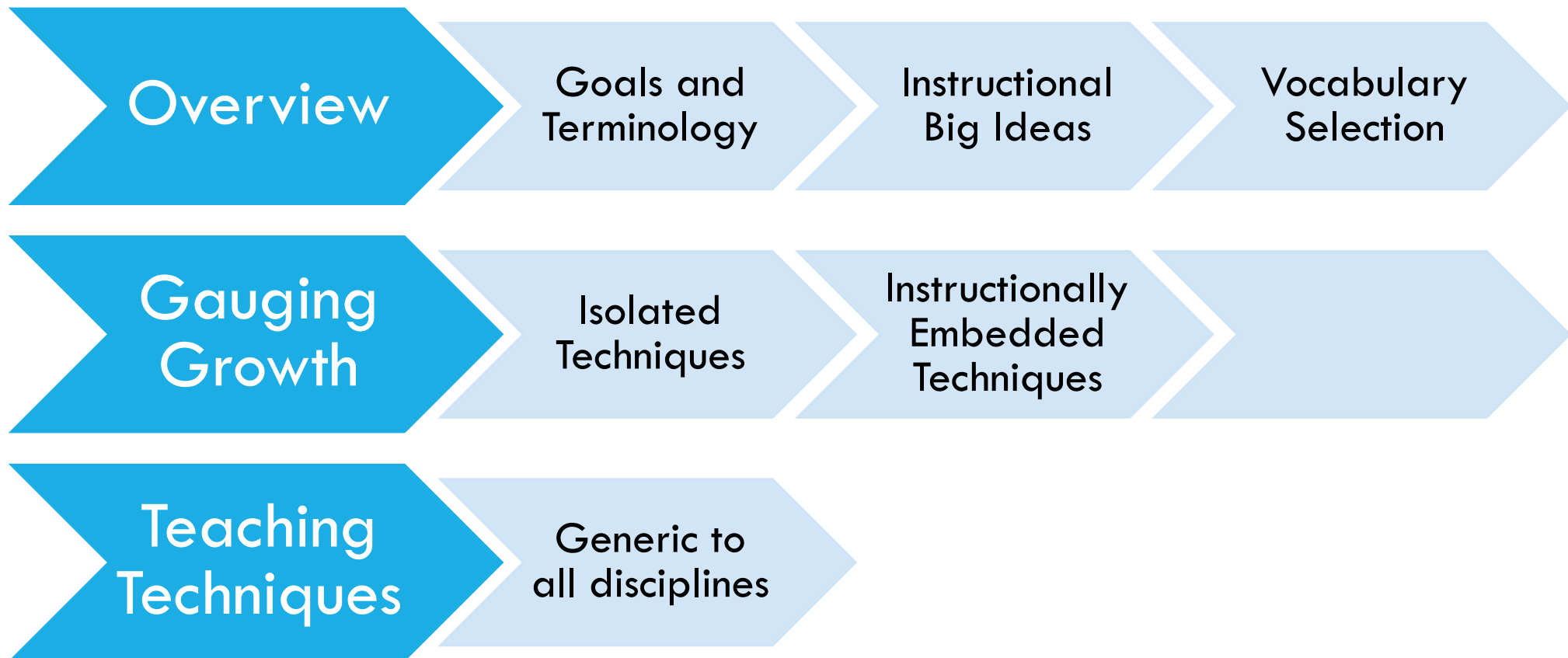
VOCABULARY KNOWLEDGE RATING SCALE

Please complete the knowledge rating scale in your folder while you wait for everyone to arrive.

For More Information



ROADMAP FOR OUR VOCABULARY WORK



WHAT ARE YOUR GOALS FOR STUDENT VOCABULARY ACQUISITION? (**MOLLY-BEST RESPONSE FORMAT?**)

GOALS FOR VOCABULARY ACQUISITION

- ❖ Acquire and use accurately general academic and domain-specific words and phrases to effectively engage with (R, W, S & L) grade level content.
- ❖ Determine or clarify the meaning of unknown or multi-meaning words and phrases by using context, analyzing morphemes (meaningful word parts), and consulting appropriate/convenient reference materials.
- ❖ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- ❖ Demonstrate independence in utilizing vocabulary knowledge/strategies when encountering an unknown term that is key to comprehension or clear expression.

WHAT IS ACADEMIC LANGUAGE?

- ❖ Not characteristic of informal or personal communication
- ❖ Reflects school-privileged knowledge
- ❖ Includes vocabulary, syntactic structures, organizational structures, discourse features
- ❖ May go by:
 - ❖ Content-area vocabulary
 - ❖ Academic vocabulary
 - ❖ Disciplinary vocabulary
 - ❖ General academic vocabulary
 - ❖ Domain specific vocabulary
 - ❖ Technical vocabulary
 - ❖ Tier one, tier two, tier three vocabulary
 - ❖ Working vocabulary

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)

WHAT DID RESEARCHERS DETERMINE ABOUT ADMINISTRATION OF ASPIRIN POST-ORTHOPEDIC SURGERY?

This study utilized radiographic and mechanical testing, in a dose-dependent fashion at salicylate levels equivalent to those resulting from typical human aspirin dosing following orthopedic surgery. Receiver operating characteristic analysis demonstrated a plasma salicylate threshold above 20.7 $\mu\text{g}/\text{mL}$ predicting delayed bone healing. This approximates a single human dose of 325 mg. Salicylate levels above this threshold were associated with delayed bone healing similar to that caused by indomethacin. Aspirin dosing frequency did not affect bone healing. Mechanical testing was highly predictive of radiographic healing. The interobserver reliability of radiographic assessment of healing at six and eight weeks ($\text{kappa} = 0.83$ and 0.79 , respectively) compared favorably with interobserver reliability in previous studies assessing cortical bridging.

RESEARCH CONCLUSION:

WHAT MADE THIS HARD FOR YOU TO READ AND
UNDERSTAND? (MOLLY: PLATFORM WILL DETERMINE
RESPONSE FORMAT)

WHAT ARE FEATURES OF ACADEMIC LANGUAGE?

- ❖ Precise language used to explain complex ideas
- ❖ Often associated with abstract concepts/higher order thinking
- ❖ Embedded in disciplinary Discourse and academic linguistic register (consider your explanation to school counselor regarding a student's performance difficulties and explanation to the parent)

WHAT ARE FEATURES OF ACADEMIC LANGUAGE?

- ❖ Purpose of academic language is to build knowledge in a field (social cluster) of experts with shared knowledge and definition for what counts as knowledge/evidence
- ❖ Complex sentences including dependent, subordinate clauses (think value of Lexiles)
- ❖ Passive voice- objective tone; esp. confusing for ELs whose first language may not have passive voice

BASIC UNDERSTANDINGS ABOUT TEACHING VOCABULARY: MULTIPLE FORMS

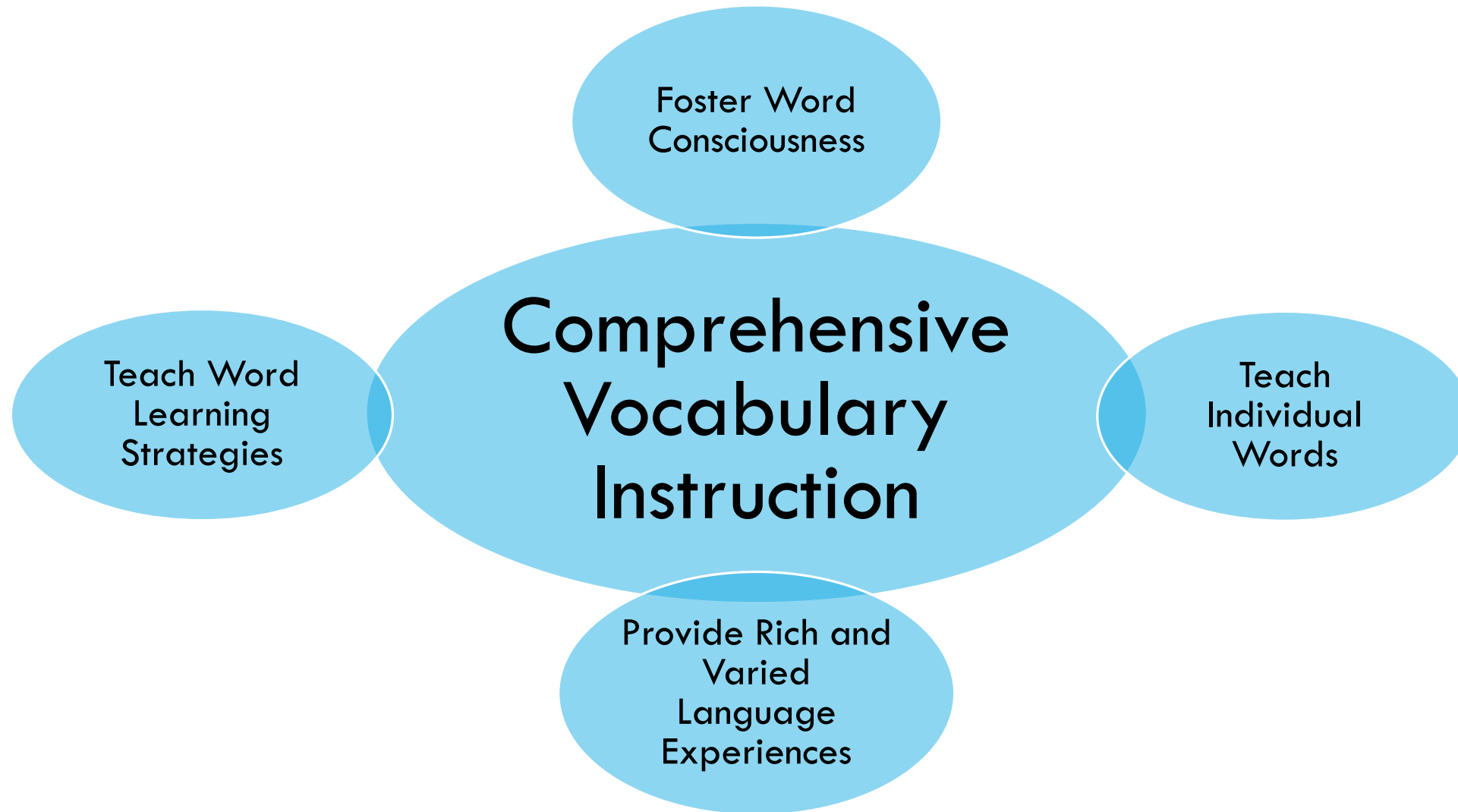
	Receptive	Expression
Oral	Listening	Speaking
Written	Reading	Writing

VOCABULARY LEARNING IS EVERYBODY'S RESPONSIBILITY

- ❖ All teachers
- ❖ Students
- ❖ School Principal
- ❖ Parents

VOCABULARY LEARNING IS INCREMENTAL

- ❖ Never all or nothing
- ❖ Always more to learn
- ❖ Requires multiple encounters in multiple modalities and contexts
- ❖ Requires active, engaging, social-avoid rote, isolated



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
- ❖ Schoolwide systematic 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
 - *Word learning strategies- context strategies, morphological analysis
 - *Provide definitions, multiple contexts, and word relationships
 - *Multiple exposures---word walls, word notebooks, monitoring devices
 - *Foster word consciousness and engagement

WOULD YOU CONSIDER *WORDS WITH FRIENDS* AN INTENTIONAL OR INCIDENTAL WORD BUILDING ACTIVITY? (MOLLY-PLEASE MAKE INTERACTIVE)

	Cast your vote
Intentional	
Incidental	

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

HOW TO TEACH A FOCUS WORD: UNIVERSAL

- ❖ Say - Hear, Read, Say the word
- ❖ Extract word from text and read in context of study
- ❖ Teacher provides student friendly, precise definition
- ❖ Teacher uses the word in another sentence or two providing additional opportunities for students to hear the word in a meaningful context; Additional oral examples by S.
- ❖ Students record word in Vocabulary section of notebook
- ❖ Follow-up independent/small group activities: awareness activities, semantic relationship maps, conceptual organizers, sorting-clustering activities, visual aids

HOW MANY WORDS TO TEACH? NO ANSWER

- ❖ Ogle et al. found that schools in their studies averaged about 8-12 words/week/discipline. (Or 25-30/3-4 week content unit)
- ❖ Consider accountable words based on unit
- ❖ Choose high-utility or important conceptual words
- ❖ Consider how hard the concepts are related to the vocabulary
- ❖ Consider level of concreteness and abstraction of words

SELECTING WORDS FROM INSTRUCTIONAL TEXTS (SWIT) FOR POWERFUL TEACHING (GRAVES ET AL., 2014)

- Essential words: critical to understanding the texts and the unit content
- Valuable words: general academic vocabulary with enduring importance in academic reading and writing in multiple domains
- Accessible words: more common words that may pose a challenge to any students with limited vocabulary or banks of prior knowledge
- Imported words: not in texts, but words that will enhance understanding of a text or unit

FOR OUR NEXT MEETING: SELECT ONE UPCOMING GRADE LEVEL UNIT (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	

NEXT STEPS: SELECT TARGET VOCABULARY FOR A UNIT OF STUDY

- Select an upcoming unit of study
- Use the Vocabulary Selection WS in your folder to record your process
- Use SWIT to select a list of 15-25 target vocabulary words for the unit
- Identify the type of instruction that is best suited to the demands of the word
- Optional: Share your completed WS with our group (**Molly: Is there a way to do this?**)