

So Many Words... So Little Time!

Teaching Academic Vocabulary in the
Content Areas to Migrant Students

PURPOSE OF THIS WORKSHOP

Provide participants with strategies to support migrant students in acquiring academic vocabulary as outlined in the Common Core State Standards.

WORKSHOP OUTCOMES

Participants will know how to select academic vocabulary words and implement 2-3 new strategies to support migrant students in their academic vocabulary development.

How do you teach vocabulary?

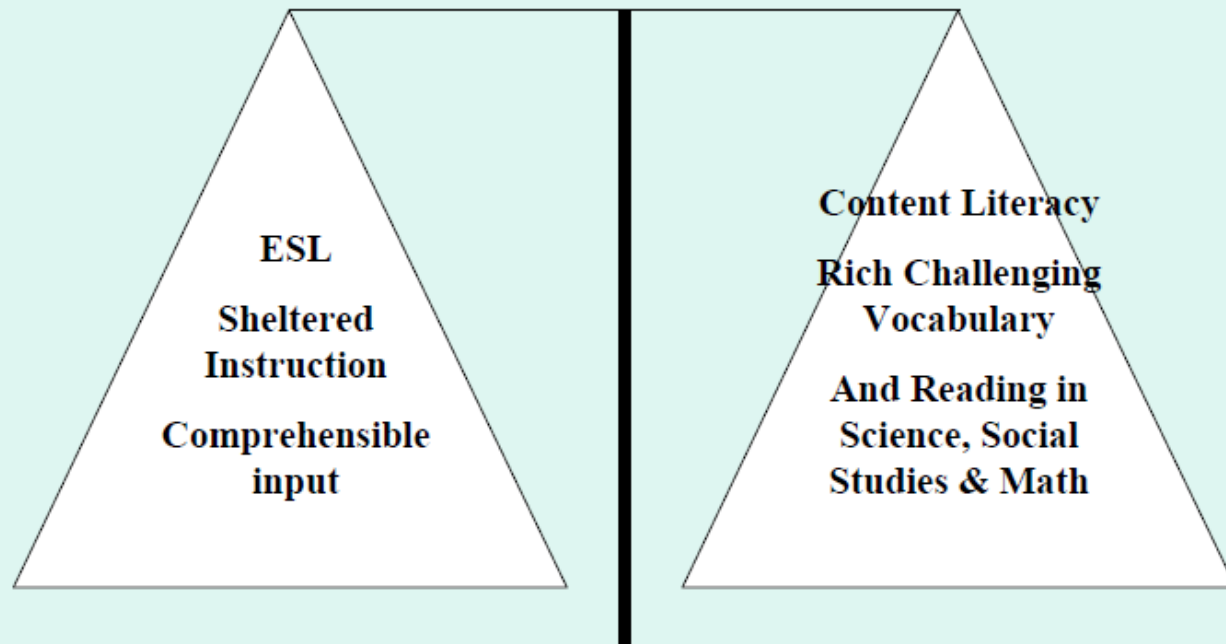


Common Core State Standards

- Reading Strand: Reading Anchor Standard #4
 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, analyze how specific word choices shape meaning or tone.
- Language Strand: Language Anchor Standard #4
 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate.
- Language Anchor Standard #6:
 - 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; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

FOR ESL or ENGLISH-ONLY PROGRAMS:

Teachers must balance comprehensible input with rich challenging vocabulary and reading in math, science and social studies in English.



Essential Questions:

- Why is vocabulary instruction so important?
- What are exemplary strategies for vocabulary instruction?

Word knowledge is much more than word identification or even definitional knowledge.

- “It takes more than definitional knowledge to know a word, and we have to know words in order to identify them in multiple reading and listening contexts and use them in our speaking and writing.” (Allen, 1999)

There is evidence of need for explicit vocabulary instruction and structured verbal engagement in linguistically classrooms.

- Only 4% of English Learners' school day is spent engaging in student talk.
- Only 2% of English Learners' day is spent discussing focal lesson content, rarely speaking in complete sentences or applying relevant academic language.

(Arreaga-Mayer & Perdomo - Rivera, 1996)

kvetch



Verb: To complain;
Noun: A person who complains a lot!

fliver



A cheap car

oojah



A word used for any object when the actual name for that object has slipped one's mind.

inglenook



The finest wine you can get for six dollars

hobbledehoy



An awkward, gawky young fellow

snollygoster



A sleazy politician

jobberknowl



A blockhead

Why Vocabulary Instruction?

The bad news:

Knowledge gap in SES groups:

- High SES 1st graders know twice as many words as low SES classmates
- By high school, they know 4 times as many words!
- High SES 3rd graders have vocabularies equal to the lowest-performing 12th graders!

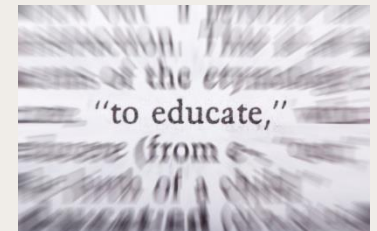
The good news:

- We can make a difference if we begin teaching vocabulary in robust ways . . . vigorous, strong and powerful in effect
- Robust approach includes direct explanation, thought-provoking, playful and interactive follow-up.

WHY A SPECIAL WORKSHOP FOR MIGRANT STUDENTS?

Who is migrant?

What is PFS?



What is 'migratory lifestyle'

- The defining characteristic of a migrant worker is mobility
 - Move across district boundaries within or outside the state within the last 36 months;
 - Seek temporary or seasonal work;
 - Agriculture or fishing industry

Priority for Service Migrant Students

- Washington State Migrant Education Program's definition for students identified as Priority-for-Service students:
 - whose education has been interrupted during the regular school year
 - who are failing or most at risk of failing to meet the State's challenging State academic achievement standards.
 - See Handout

Seven Areas of Concern for Migrant Students:

1. Educational Continuity
2. Instructional Time
3. School Engagement
4. English Language Development
5. Educational Support in the Home
6. Health
7. Access to Services

Seven Areas of Concern for Migrant Students:

- 1: Educational Continuity
 - When students move from place to place they often encounter different expectations, curriculum, course requirements, assessment, etc. This is especially difficult for high school students who are trying to accrue credits and meet graduation requirements.



Seven Areas of Concern for Migrant Students:

- 2: Instructional Time

- When students move they often miss instructional days between the time they leave one school and finally enroll in a new school.



Seven Areas of Concern for Migrant Students:

- 3: School Engagement
 - Research shows that feeling part of the school community is an important protective factor and predictor of school success. When students change schools frequently, they often feel like the new kid who doesn't really belong



3 Types of School Engagement:

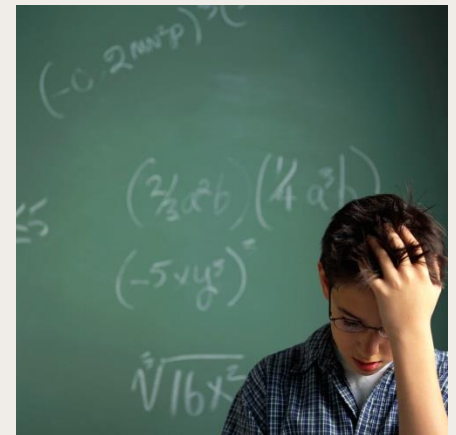
1. Behavioral engagement
(participation)



2. Emotional engagement
(appeal)



3. Cognitive engagement
(investment)



Seven Areas of Concern for Migrant Students:

- 4: English Language Development
 - Parents of MEP students often do not speak English. Students are often English Language Learners.



Seven Areas of Concern for Migrant Students:

- 5: Educational Support in the Home

Parents often work long hours:

- Living conditions are often crowded and noisy
- Often there are no books in the home
- Often parents have low levels of education



Seven Areas of Concern for Migrant Students:

6: Health

MEP students frequently have unmet health needs including dental and vision issues



Seven Areas of Concern for Migrant Students:

7. Access to Services

Families often do not know how to access community services or participate in the American school system. They are often isolated because of lack of transportation or language barriers

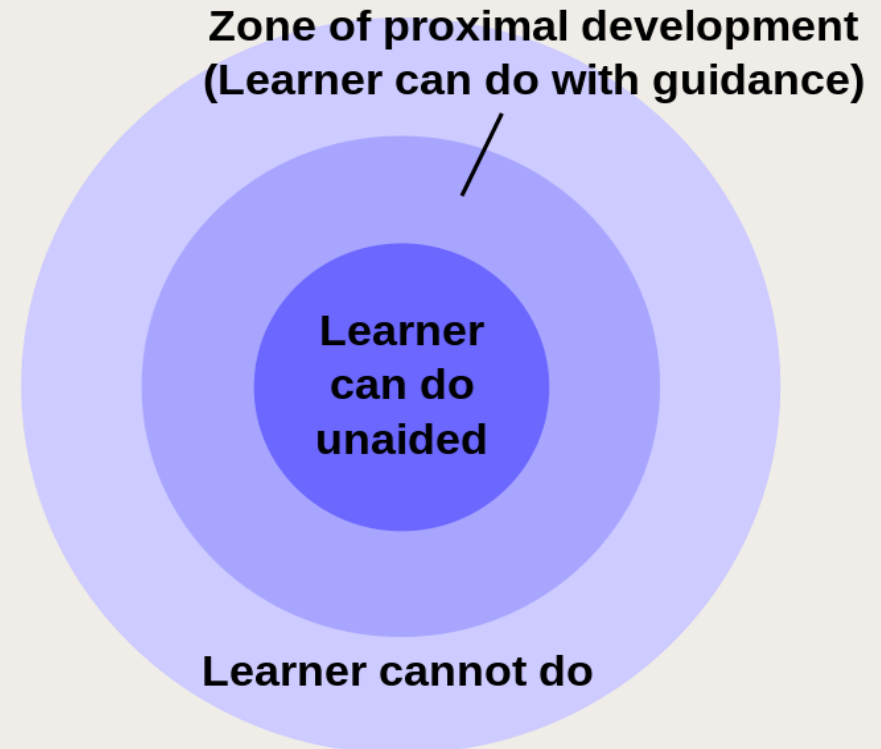


Instructional Implications:

- 1. Build Background and Schema
- Assumptions must not be made about the background that our migrant students have.
- Teachers need to be cautious about topics being discussed...
- because struggling students may not have background knowledge of that topic and can struggle with class work.

2. Scaffold for Support

- Aim for the Zone of Proximal Development (ZPD differentiation)
- Provide scaffolds that are culturally relevant and sensitive
- Provide scaffolds that are intended to make the learning accessible and increases the rate of learning



3. Look for Clues:



Cognates:

- Take advantage of cognates
- Beware of False Cognates:

- Teach word parts:

- Prefixes
- Base or Root Words
- Suffixes
- Parts of Speech

4. Provide Many Opportunities for Discourse

- Oral language development comes prior to written communication
 - ELL students need a strong oral language component to transfer their native language skills to English.
- Use Collaborative and Individual Structures
 - Enables students to reach their ZPD regarding academic vocabulary
- Provide a Variety of Discourse Patterns
 - ❖ Teacher to Student
 - ❖ Student to Student
 - ❖ T-S-S-S-T-S-T-S-S-
 - ❖ Cultural and Linguistic Differences

What Research Says About Why Students Need to Talk

Using language is fundamental to learning it

Students need to interact with peers to activate their knowledge and understanding of content

Cooperative learning, presentations, discussions enable academic language production

Need teacher support to gain confidence and experience

Vocabulary is like chocolate:

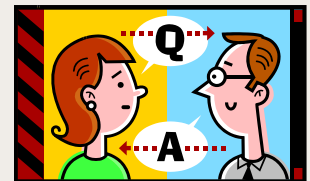
- To experience it completely, you need to feel it in your mouth.



How Do Your Students Talk?

- What opportunities do they have to use academic language to discuss content?

Students must
“SEE, HEAR, SAY and USE”
vocabulary to learn it.



Lets look at some of our new vocabulary words in depth.





Building Academic Vocabulary

- Reading comprehension and vocabulary knowledge are highly correlated with one another, and that knowledge of individual word meanings accounts for as much as 50-60 percent of the variance in reading comprehension.

<http://www.childrenofthecode.org/interviews/risley.htm>

» Stahl & Nagy, 2006

Meaningful Differences

- And the finding is heartbreaking that by the time the children were 3 years old, *parents* in less economically favored circumstances had said fewer different words in their cumulative monthly vocabularies than had the *children* in the most economically advantaged families in the same period of time.

» Betty Hart and Todd Risley



Instructional Strategies for Academic Vocabulary (?)

A – I’ve seen it done

B – I’ve seen it done too often

C – I confess – I’ve done it

D – Do people really do this?!?

5. Look up vocabulary words in the dictionary and copy the definitions.
4. Use vocabulary words in a sentence.
3. Have students write out vocabulary lists.
2. Have students write the words in their vocabulary lists multiple times.
1. “If I speak slower and louder, they’ll learn it.”

Vocabulary knowledge is the single greatest contributor to reading comprehension and thus a strong predictor of overall academic achievement.

--Kate Kinsella, Isabel Beck, Robert Marzano,
Doug Fisher, et. al.

What is academic vocabulary?

Thinking of words as belonging in three tiers—Tier 1, Tier 2, and Tier 3—can help deepen and refine our understanding of academic vocabulary and help us decide which words are worth teaching.

The Importance of Selecting the “Right” Words

So many words

...so little time!



- 310 words make up about 50% of words in text.
- We often find ourselves teaching the rare words that only occur in 10% of text!
- The trick is to teach the middle of the pyramid.

Zeno et al., 1995

Tier 1: The most basic words

Examples—

- table
- happy
- baby
- nose
- purple
- angry
- hamburger

Academic Vocabulary



Content specific vocabulary

brick words = Tier 3

Transportable vocabulary

mortar words = Tier 2

(words that are used across
the curriculum in multiple
disciplines)

Tier 3 (brick words):

Low frequency words specific to a discipline

Examples—

- deposition
- ecosystem
- constellations
- population
- producer
- consumer
- transformation



Tier 2 mortar words:

High frequency words found across a variety of disciplines

Examples—

- classify
- conduct
- monitor
- investigate
- conclude
- record
- observe

Academic Vocabulary

... is not unique to a particular discipline and as a result are not the clear responsibility of a particular content area teacher. What is more, many Tier Two words are far less well defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier Three words. Yet Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading. Teachers thus need to be alert to the presence of Tier Two words and determine which ones need careful attention.

Criteria for identifying Tier II Words...

- Importance and utility: Is it a word that students are likely to meet often in the world?
- Instructional potential: How does the word relate to other words, to ideas that students know or have been learning?
- Conceptual understanding: Does the word provide access to an important concept?

Try it....

Johnny Harrington was a kind master who treated his servants fairly. He was also a successful wool merchant, and his business required that he travel often. In his absence, his servants would tend to the fields and cattle and maintain the upkeep of his mansion. They performed their duties happily, for they felt fortunate to have such a benevolent and trusting master.

Which words are Tier 2?



Activity excerpted from Beck, McKeown, & Kucan, 2002, p. 16

Do your selections agree?

Johnny Harrington was a kind master who treated his servants fairly. He was also a successful wool merchant, and his business required that he travel often. In his absence, his servants would tend to the fields and cattle and maintain the upkeep of his mansion. They performed their duties happily, for they felt fortunate to have such a benevolent and trusting master.

Tier Two Words

Merchant

Required

Tend

Maintain

Performed

Fortunate

Benevolent

Students' likely know it as:

Salesperson or clerk

Have to

Take care of

Keep going

Did

Lucky

Kind

Some Criteria for Identifying Tier Two Words

- Importance and utility: Words that are characteristic of mature language users and appear frequently across a variety of domains.
- Instructional potential: Words that can be worked with in a variety of ways so that students can build rich representations of them and of their connections to other words and concepts.
- Conceptual understanding: Words for which students understand the general concept but provide precision and specificity in describing the concept.

Using Discussion Cards...

Agree/ Disagree Statements

- Simple: “I agree because...”
- ➔ Sufficient: “I don’t think that’s right since...”
- ★ Sophisticated: “Another way to look at it is...”

Share Your Thinking

- Simple: “In my opinion...”
- ➔ Sufficient: “I have an idea. What if...”
- ★ Sophisticated: “It occurred to me that...”



Isabel Beck's Steps to Vocabulary Study:

1. Introduce new words within a context
2. Provide friendly explanations
3. Provide an additional context for the word
4. Provide opportunities for students to actively process word meanings
5. Provide for a high frequency of encounters over time



1. INTRODUCING VOCABULARY WITHIN A CONTEXT

2. Provide friendly explanations:

The Problem with Dictionary Definitions:

- Sixty-three percent of the students' sentences were judged to be “odd”
- Sixty percent of the students' responses were unacceptable
- Students frequently interpreted one or two words from a definition as the entire meaning.



Examples: Devious & Vicarious

Devious

- Dictionary definition: straying from the right course; not straightforward
- Student sentence: He was devious on his bike.
- If someone is devious, he is using tricky and secretive ways to do something dishonest.

Vicarious

- Dictionary definition: felt by sharing in others' experiences
- Student sentence: We had a vicarious time at my friend's birthday party.
- Friendly definition: If someone is getting a vicarious feeling, she is sharing an experience by watching or reading about it.

Developing Student-Friendly Definitions

- Characterize the word
 - How is it typically used?
 - When do I use this word?
 - Why do we have such a word?
- Explain the meaning in everyday language
 - Develop it in a way so students attend to the whole explanation, rather than just one word
 - Word it in a way that reflects its part of speech
 - “Somebody who...”
 - “Describes something that...”
 - “To do something in a ___ way”



3. Provide an additional context for the word

- Often, learners limit their use of the word to the contexts in which they were introduced.
- To avoid this, present some other contexts in which the word could be used.

You Try It

✓ Create student friendly definitions for the following words.

✓ Add an additional context for each word.

1. disrupt - break up; split

2. illusion - appearance or feeling that misleads because it is not real

3. morbid - not healthy or normal

(Try to include the words *something*, *someone*, or *describes* in your explanations.)

4. Provide opportunities for students to actively process word meanings

- One way to do that is to provide meaning through Instructional contexts.
- How do you do that?



Provide Meaning Information through Instructional Contexts

- Describe a situation that leads the students to understand the meaning of the word.
- Develop a definition or explanation of the target word that is clear and explicit.
- Have students explain their thinking and explain the parts of the situation that helped him or her figure out the definition.
- Model thinking aloud this kind of explanation, but use it sparingly so students do most of the explaining.

Instructional Contexts:

obstinate

- “The rider couldn’t control the *obstinate* horse. She was getting angry that this horse acted this way often.”
 - First step is teacher modeling



Instructional Context:

Eavesdrop

- “The train ride had been long, and I was tired of looking out the window. So I decided to *eavesdrop* on what two of the passengers sitting behind me were saying. I knew what they were saying was none of my business, but it might be interesting, so I tried to listen.”
 - What is this person up to? What told you that?
 - What’s this about it was none of his business?
 - So, *eavesdropping* means what kind of listening?

Instructional Context: *Edible*

- “Please don’t eat the flowers, sir,” said the waiter. “I don’t think they are *edible*! They might make you sick!”
 - What is the waiter telling the man about the flowers?
 - If eating them might make you sick, what does that tell you?
 - So, if you shouldn’t eat things that are not *edible*, what does *edible* mean?

4. Provide opportunities for students to actively process word meanings

4 ideas for doing this:

- Word Associations
- Have you Ever...?
- Applause, Applause!
- Idea Completions

Engaging Students in Dealing with Word Meanings

- **Word Associations:** After studying explanations for *accomplice*, *virtuoso*, *philanthropist*, and *novice*:
- Students answer and explain their answer:
 - Which word goes with crook?
 - Which word goes with “gift to build a new hospital”?
 - Which word goes with piano?
 - Which word goes with kindergartener?

Engaging Students in Dealing with Word Meanings

- Have you ever ...?
 - Describe a time when you might have been an *accomplice* to someone.
 - Describe a situation when you might be a *novice*.

Engaging Students in Dealing with Word Meanings

- **Applause, Applause!**

Clap to show...

How much would you like ...

- Being suspected of being an *accomplice*
- Having *philanthropists* as relatives
- Being described as a *novice* soccer player

Engaging Students in Dealing with Word Meanings

- **Idea Completions**

- The audience asked the *virtuoso* to play another piece of music because ...
- The skiing teacher said Maria was a *novice* on the ski slopes because...

You Try It

Using the words *disrupt*, *illusion*, and *morbid* develop instructional contexts.

- Word Association
- Have you ever...?
- Applause, Applause!
- Idea Completions



Classic Vocabulary Test!

Write down the definition of each of these words -

1. Kvetch

2. Fliver

3. Oojah

4. Inglenook

5. Hobbledehoy

6. Snollygoster

7. Jobberknowl

CCSS necessitates a shift in the way we teach vocabulary.

- [A discussion between NYS Commissioner of Education John B. King Jr., David Coleman \(contributing author to the Common Core\) and Kate Gerson \(a Sr. Fellow with the Regents](#)

VOCABULARY BUILDING EXAMPLE

Vocabulary in Practice

- Read the sample test questions from the MSP or EOC.
 - Create 3 lists of words:
 1. Tier One
 2. Tier Two
 3. Tier Three
 - Choose 5-10 words you want to focus on

Introducing the Words

- Contextual the word-describe how the word or concept is used.
- Provide a student friendly explanation.
- Present an alternative context for the word-provide a sentence that shows how each word can be used in a context or situation that is not the same as the one in the text.
- Invite students to interact with the word in a meaningful way.

Engagement with the Words

- Example/non-example
 - Present items that ask students to distinguish between an example of a word and a non-example of a word. Both the example and non-example should be designed to present situations that have similar features and therefore require student thinking that zeros in on the meaning of the target word.

Engagement with Words

- Word Associations - this is another type of activity that gives students something to respond to by relating what is presented with one of the target words.

Engagement with Words

- Generating Situations, Contexts, and Examples - here students are not provided with choices as in the previous two activities. Instead, students are asked to generate appropriate contexts or situations for statements or questions about their words.

Engagement with Words

- Word Relationships - Having students think about and respond to how two words might be related is a strong activity for developing rich word knowledge. Working with two words and how their meanings and features might interact prompts students to explore novel contexts for the words and build new connections.

Engagement with Words

- Writing-As students move beyond early elementary grades, students will surely use their vocabulary words in writing.

Engagement Words

- Returning to the Story Context
- Puzzles

Additional Strategies

Vocabulary Study Cards

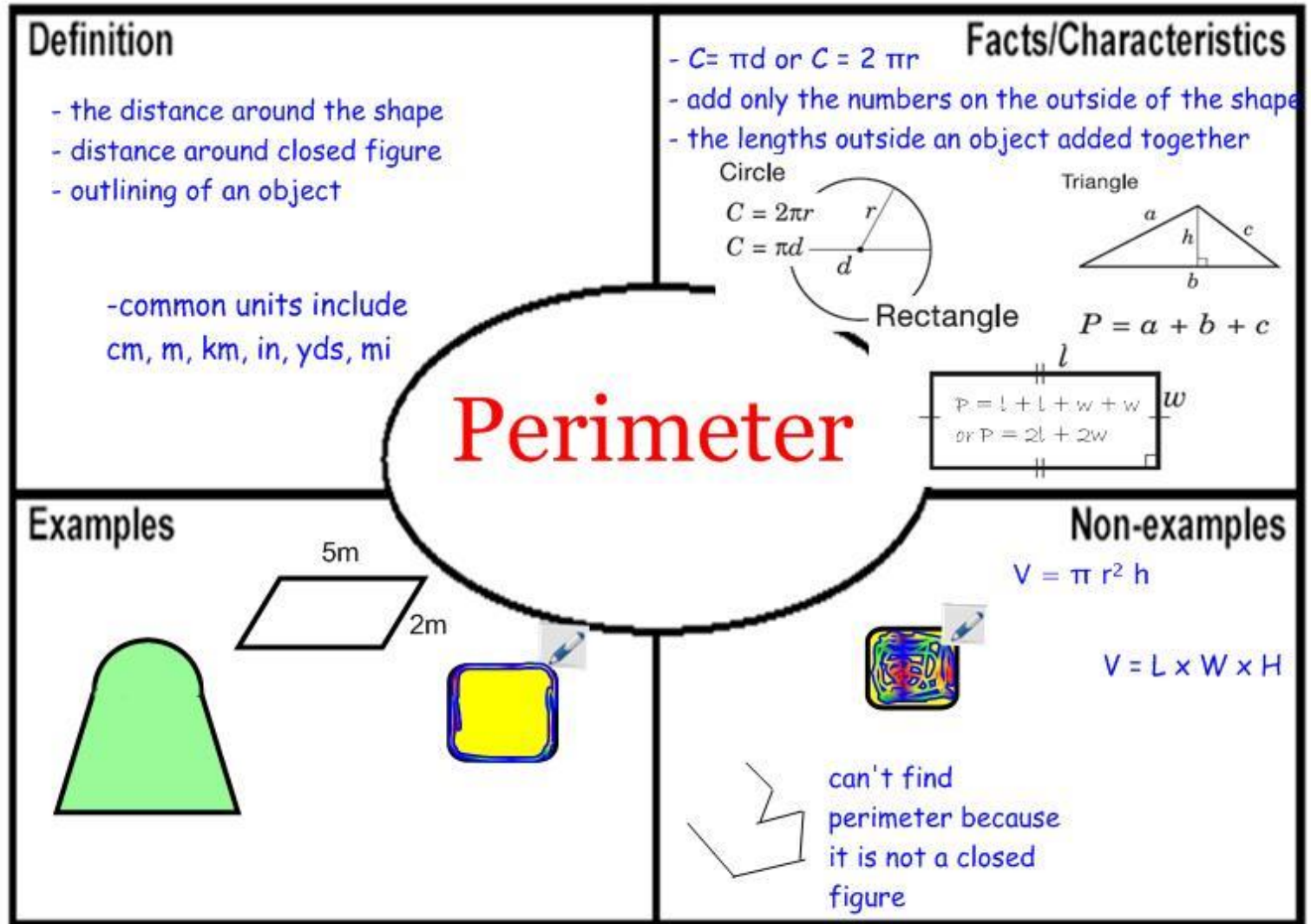
- Front of Card
 - Word
 - Part of speech
 - Pronunciation
 - Related word forms
 - First language translation/cognates
- Back of Card
 - Synonyms, antonyms
 - Original context/source
 - Definition
 - Teacher example
 - Student's own sentence

(Kinsella)

Frayer Model

Definition:	Characteristics:
Vocabulary Term:	
Examples:	Non-Examples:
Image Representation:	

Frayer Model



Student Self Assessment

- Marzano






- Kinsella

Name _____ Date _____

Target _____

Word: _____

Marzano's Levels of Understanding - Student Self-Evaluation Sheet

0	1	2	3	4	NOTES:
Even with help, I still don't get it .	I'm starting to get it with help, but I'm still confused .	I kind of get it , but I'm still making a lot of mistakes.	Yes, I get it!	I can teach it! I can even show you more!	
					

Created by Paula L. Naugle, 2012 - Idea adapted from the 4th grade teachers at E.P. Razor School

Vocabulary Knowledge Rating Sheet: Burning Out at Nine?

+ = I definitely know it. - = I definitely don't know it. ? = I'm not sure

Word	Before Reading	After Instruction	After Reading
Similar, adj.	+		
Participant, n.	?	+	
To attend, v.	-	?	+
Comparable, adj.	-	?	?
Independent, adj.	?	+	
To encourage, v.	+		
Creativity, n.	+		

OUTCOME OF THIS WORKSHOP

Did we meet our outcomes?

Participants will know how to select academic vocabulary words and implement 2-3 new strategies to support migrant students in their academic vocabulary development.

Thought for the day:

*When was the last time
you did something for
the first time?*

Evaluations

- Will you commit to trying something new to teach academic vocabulary?
- What will you do?
- Clock Hour
- OSPI MEP Evaluation
 - <http://www.mdsr.org/evaluations>

THANK YOU for coming today!

Please contact us with any questions or comments you might have.