

Meeting the Challenges of the CCSS

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

Learning targets

1. Develop an understanding of how to select and prioritize key academic vocabulary
2. Learn 2-3 new instructional tasks to support migrant students in their academic vocabulary development



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Essential Questions for Today:

1. Why is vocabulary instruction so important?
2. What is unique about migrant students and academic vocabulary learning?
3. What are exemplary strategies for vocabulary instruction?





HOW DO **YOU** TEACH
VOCABULARY?

Discuss in Table Teams

How do you know which words to focus on in your instruction?

How do you choose which words to teach explicitly?



What Strategies Do You Use?

- 1. Individually, write the way(s) that you currently teach or focus on vocabulary in your instruction. One strategy per sticky.**
- 2. Each person shares their strategies with table team members. (Look for new or recurring ideas!)**
- 3. Each group shares the themes or recurring ideas that they found.**



TRUTH BE TOLD...

A – I've seen it done

B – I've seen it done too often

C – I confess! I have 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."



COMMON CORE STATE STANDARDS

Let's Take a Look at the Common Core Regarding Academic Vocabulary

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](#)
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Common Core State Standards

- 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.



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- 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.

IS MY TEACHING ALIGNED TO CCSS?

Take a look at your posters and discuss your responses to the following question:

Are our current practices reaching the level of the CCSS competencies?

Where are the gaps, if any, in our practices?



Let's take a deeper look into CCSS in grade bands

Get into grade band groups. Select a recorder, a reader and a presenter.

1. Reader **reads** aloud the grade band standards (5 minutes)
2. Group **reflects**--Are there any gaps? Are our current practices reaching the level of the CCSS? What questions do we have?
3. Recorder **writes** while group responds with **questions and comments** (5 minutes)
4. Presenter **presents** summary of comments (1 minute)

QUESTIONS on CCSS?





WHY A SPECIAL WORKSHOP RELATED TO MIGRANT STUDENTS?

What Is Unique About Migrant Students? 

Who Are Our Migrant Students?

The defining characteristic of a migrant student
is

MOBILITY



Which Students Are a Priority for Service?

- Students whose education has been interrupted during the regular school year (mobile)

AND

- Who are failing or most at risk of failing to meet the State's challenging State academic achievement standards



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

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: Education 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

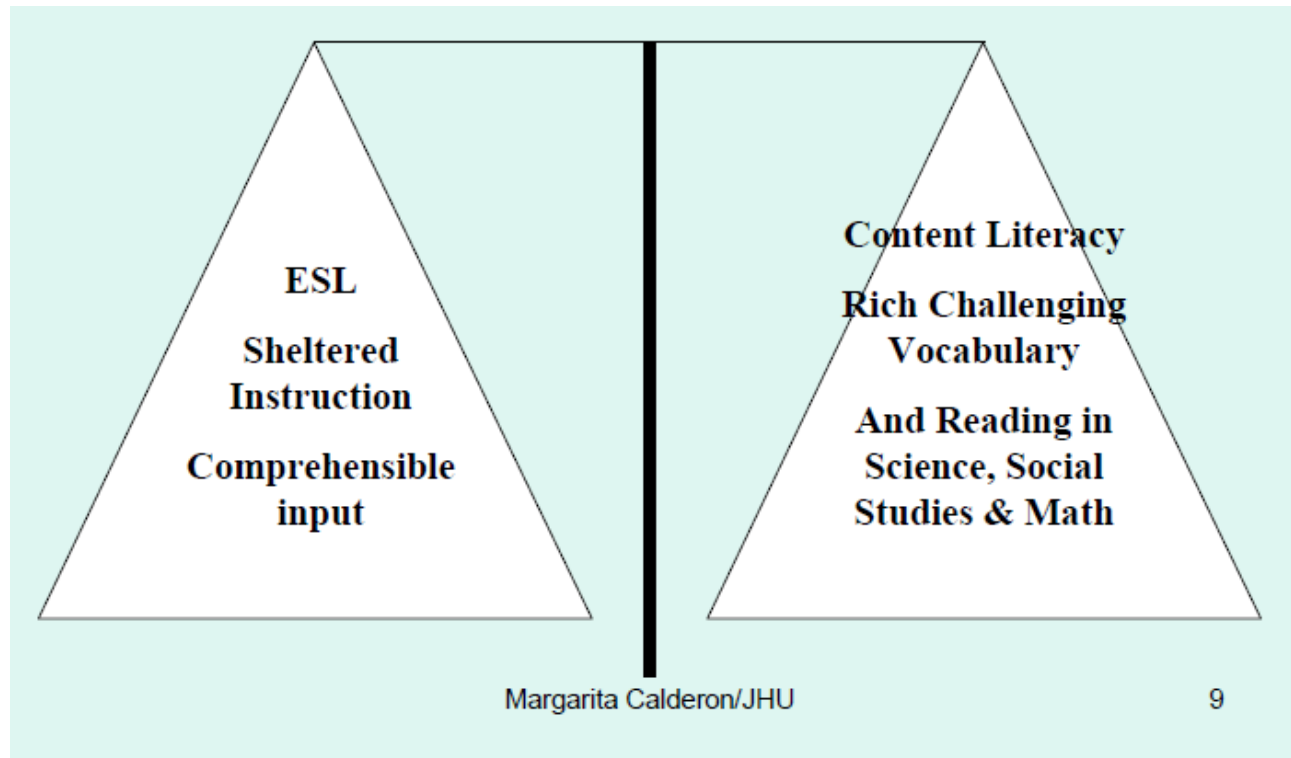
Families often do not know how to access community services or participate in the American school system. They are often isolated because of lack of transportation or language barriers



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

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



THE KNOWLEDGE GAP

- 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!

Meaningful Differences

Study of 3-year old children and their parents:

“**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




THE GOOD NEWS!

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

Word knowledge is much more than word identification or 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)





Reading comprehension and vocabulary knowledge are highly correlated with one another

<http://Risley video clip on Meaningful Differences>

- Stahl & Nagy, 2006



Migrant students (especially Els) need:

1. **Explicit vocabulary instruction**
and
2. **Structured verbal engagement**

Arreaga-Mayer & Perdomo – Rivera, 1996

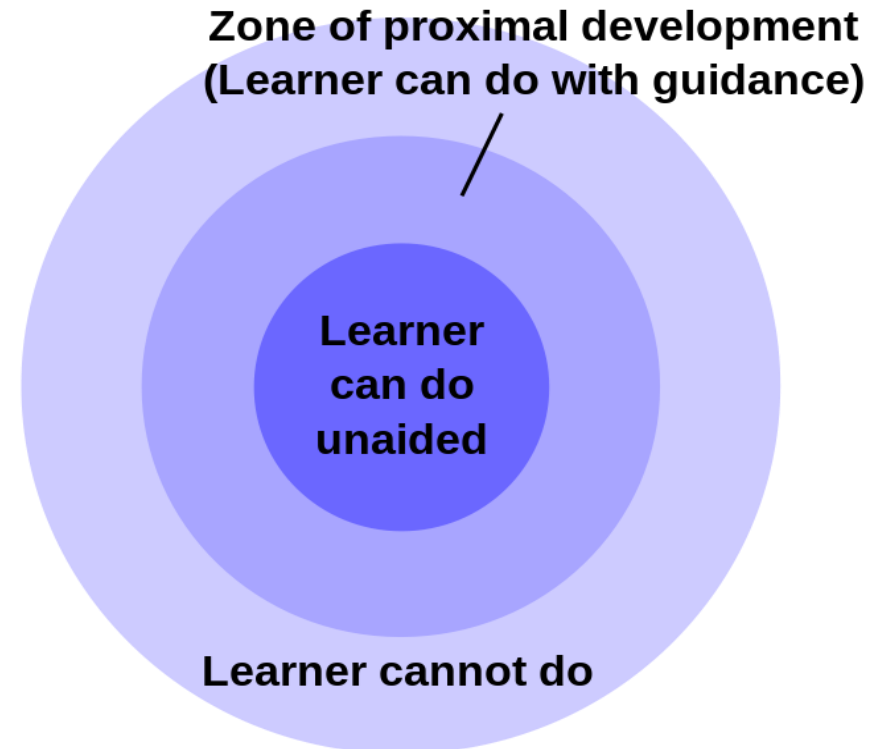


We Must Build Background and Schema

Assumptions must not be made about the background or schema that our migrant students have

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



Migrant students need:

**MANY OPPORTUNITIES
FOR DISCOURSE!**

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



How Do **Your** Students Talk?

- What opportunities do migrant students have in your classroom to use academic language to discuss content? (Turn to your partner and share.)



QUESTIONS ABOUT MIGRANT STUDENTS?



10 MINUTE BREAK!



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WHICH WORDS SHOULD I TEACH?

So Many Words...So Little Time!

WHAT WE KNOW

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.



SOME QUESTIONS

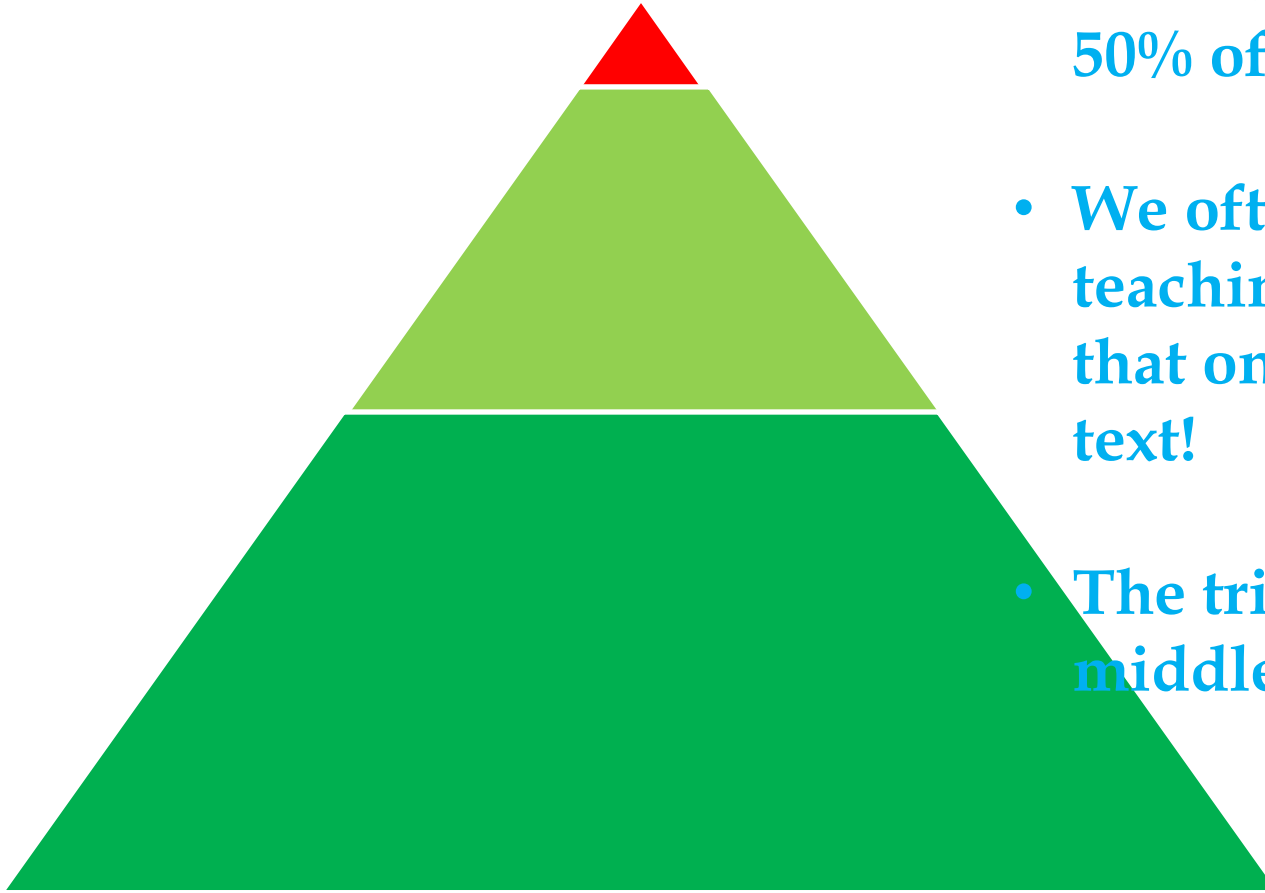
- **But how do I choose the words on which to focus?**

AND...

- **How do I prioritize among them all?**

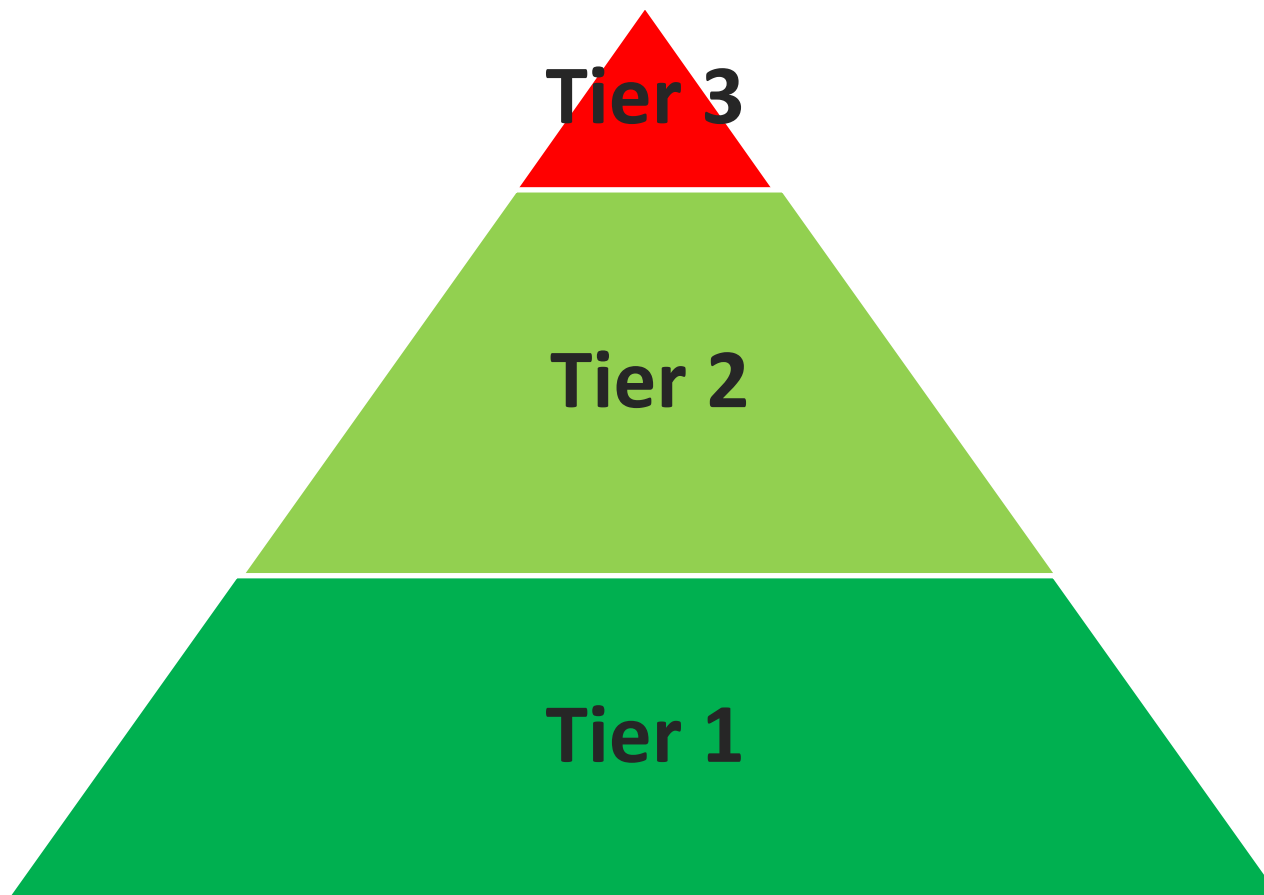


Word Frequency Distribution

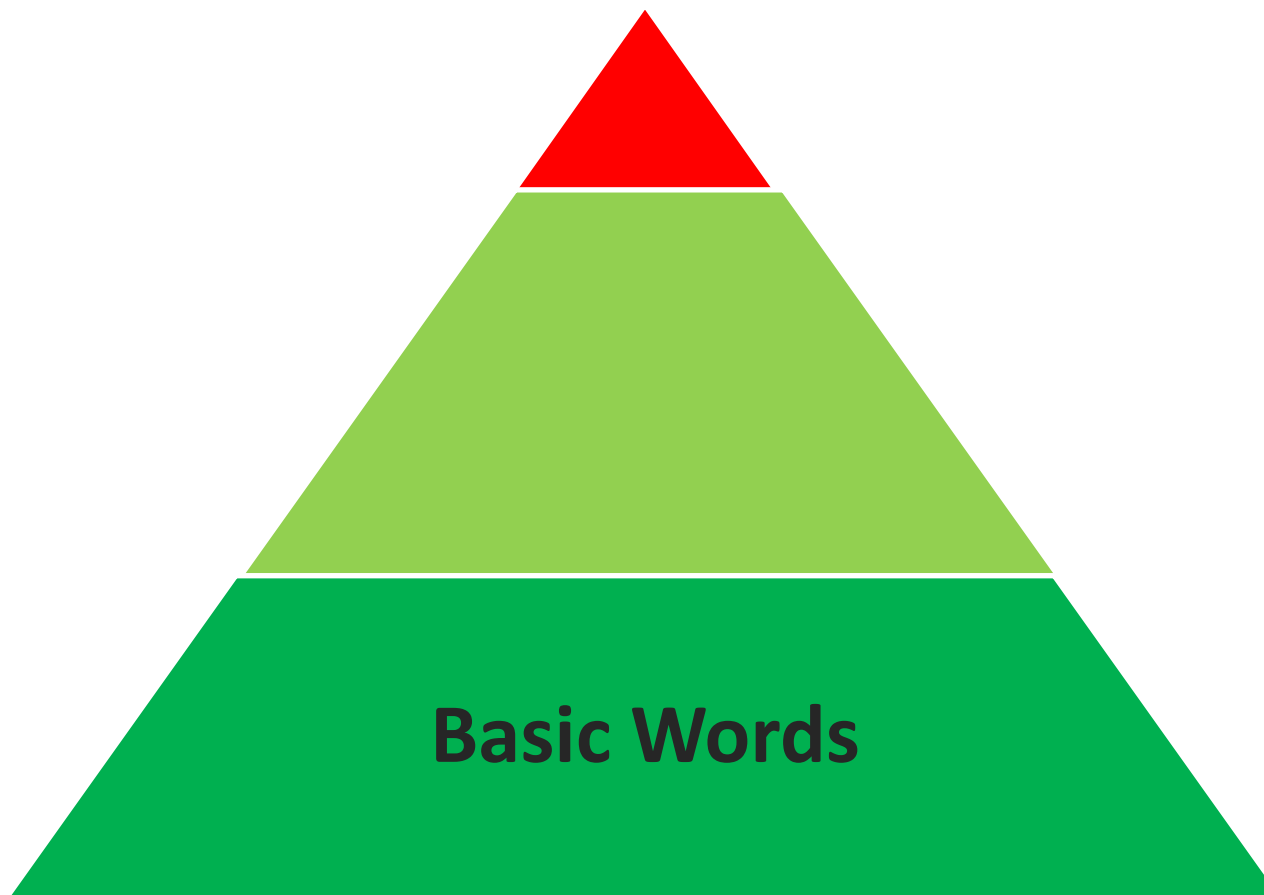


- 310 words make up about 50% of words in text.
- We often find ourselves teaching the rare words that only occur in 10% of text!
- The trick is to teach the middle of the pyramid.

ISABEL BECK'S 3 TIERS



ISABEL BECK'S 3 TIERS



Tier 1: The most basic words

Examples—

- table
- happy
- baby
- nose
- purple
- sick
- hamburger



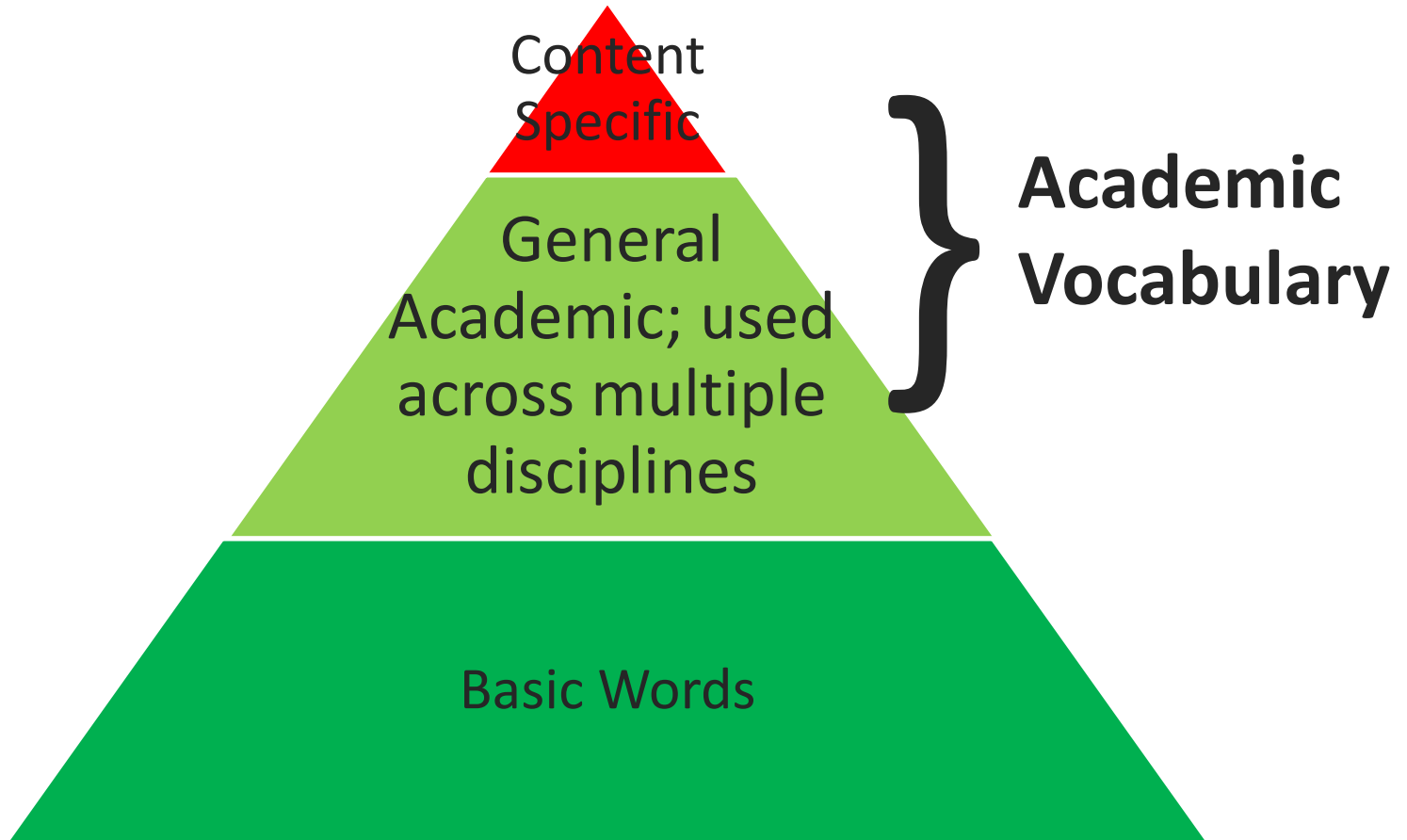
Academic Vocabulary is Considered Tiers 2 and 3

Tier 3: Content (domain) specific vocabulary

Tier 2: Transportable (general academic) vocabulary
words that are used across
the curriculum in multiple
disciplines



ISABEL BECK's 3 TIERS



Tier 3:

Low frequency words specific to a discipline


Examples—

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



High frequency words found across a variety of disciplines

Examples:

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

Taken From CCSS Appendix A:

TIER 2 WORDS...


- Are not the clear responsibility of any particular content teacher
- Are far less well defined by contextual clues in the text
- Are less likely to be defined explicitly (unlike tier 3 words)
- Frequently encountered in complex written texts
- Particularly powerful because of wide applicability



Criteria for Identifying Tier 2 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.


Questions to help identify Tier 2 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?
- 

Identify The Tier 2 Words From the Passage Below:

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.

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




Using EL Achieve 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...”
- 

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 expressions

Salesperson or clerk

Have to

Take care of

Keep going

Did

Lucky

kind



HOW DO I **PRIORITIZE** AMONG ALL THE WORDS I SHOULD TEACH?

So Many Words...So Little Time!

So Many Words...So Little Time

How do I prioritize which words need “robust instruction” when I have identified so many?



Focus On High Mileage Words

- **Abstract words**
- **Nuanced words**
- **Words with frequently used morphemes**



Lower Priority:

- **Cognates**
- **Words whose meanings are direct and imageable**
- **Words whose morphemic parts easily give context***

*(provided word study skills have been learned; (common roots, suffixes and prefixes)



Let's practice in grade level (bands)

1. Get into grade level teams.
2. Review sample test questions from the old WASL tests.
3. Highlight tier 2 words individually. (5 minutes)
4. Using EL achieve cards, discuss with your team and together select those to be **PRIORITIZED** for direct instruction and why they were selected or others were not.

5 MINUTE BREAK!



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Let's Start With an Experience

I will introduce some new vocabulary words and their definitions. Please take out your vocabulary notebooks and write them down. You will use these words and their definitions for an upcoming activity.



Vocabulary

finnimbrun



a trinket or knick-knack

Vocabulary

fliver



A cheap car

oojah



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

sniggle



To fish for eels by lowering a baited hook into a hiding place

hobbledehoy



An awkward gawky young fellow.

borborygmus



A gurgling or rumbling sound from the stomach or intestines due to gas

Vocabulary

snollygoster



A sleazy politician

jobberknowl



A blockhead



ENGAGING WITH WORD MEANINGS

Short activities that help us interact with word meanings

Vocabulary Test!

Write down as many of the 8 words that you can remember along with the definition for each.



1-Hour Lunch Break!



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Beck's Steps to **INTRODUCTION** of words

1. Contextualize the word.
2. Describe how the word or concept is used in the text.
3. Provide a student friendly explanation.
4. 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.
5. Invite students to interact with the word in a meaningful way.



Introduce New Words In A Context
and Describe How Used in Text

Provide Meaning through Instructional Context

Describe a situation that leads the students to understand the meaning of the word in the context presented.



Model **Think-Alouds**


“The rider couldn’t control the *obstinate* horse.

(Think aloud: “She was getting angry that this horse acted this way often.”)



Model Questioning

“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?
- 

Now You Try It!

In pairs, read the text below and write three questions that will ‘lead’ the student to the contextualized understanding of the word *edible*.

“Please don’t eat the flowers, sir,” said the waiter. “I don’t think they are *edible*! They might make you sick!”



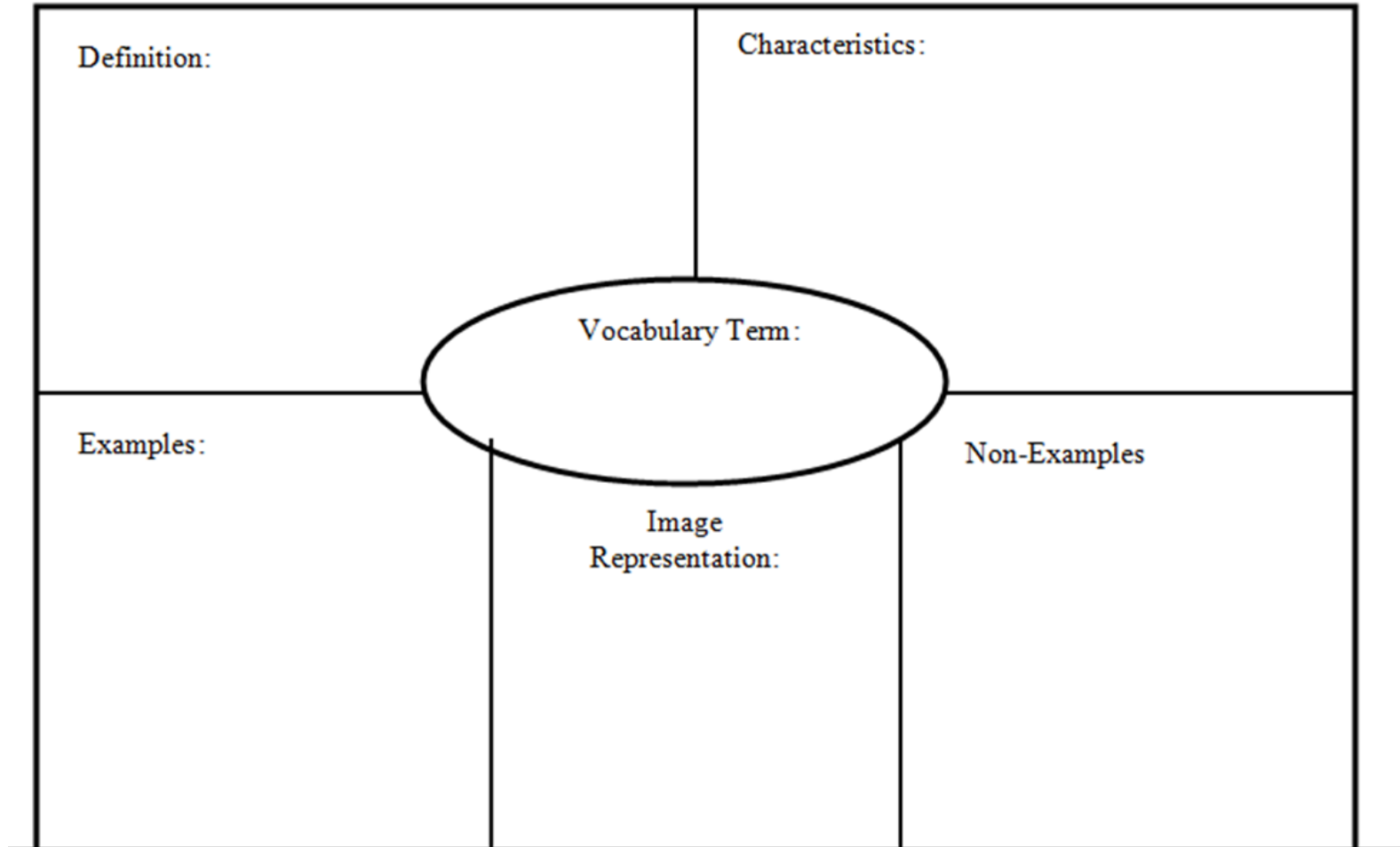
Student-Friendly Explanations

Who uses some variation of a
“Personal Dictionary” with their
students?

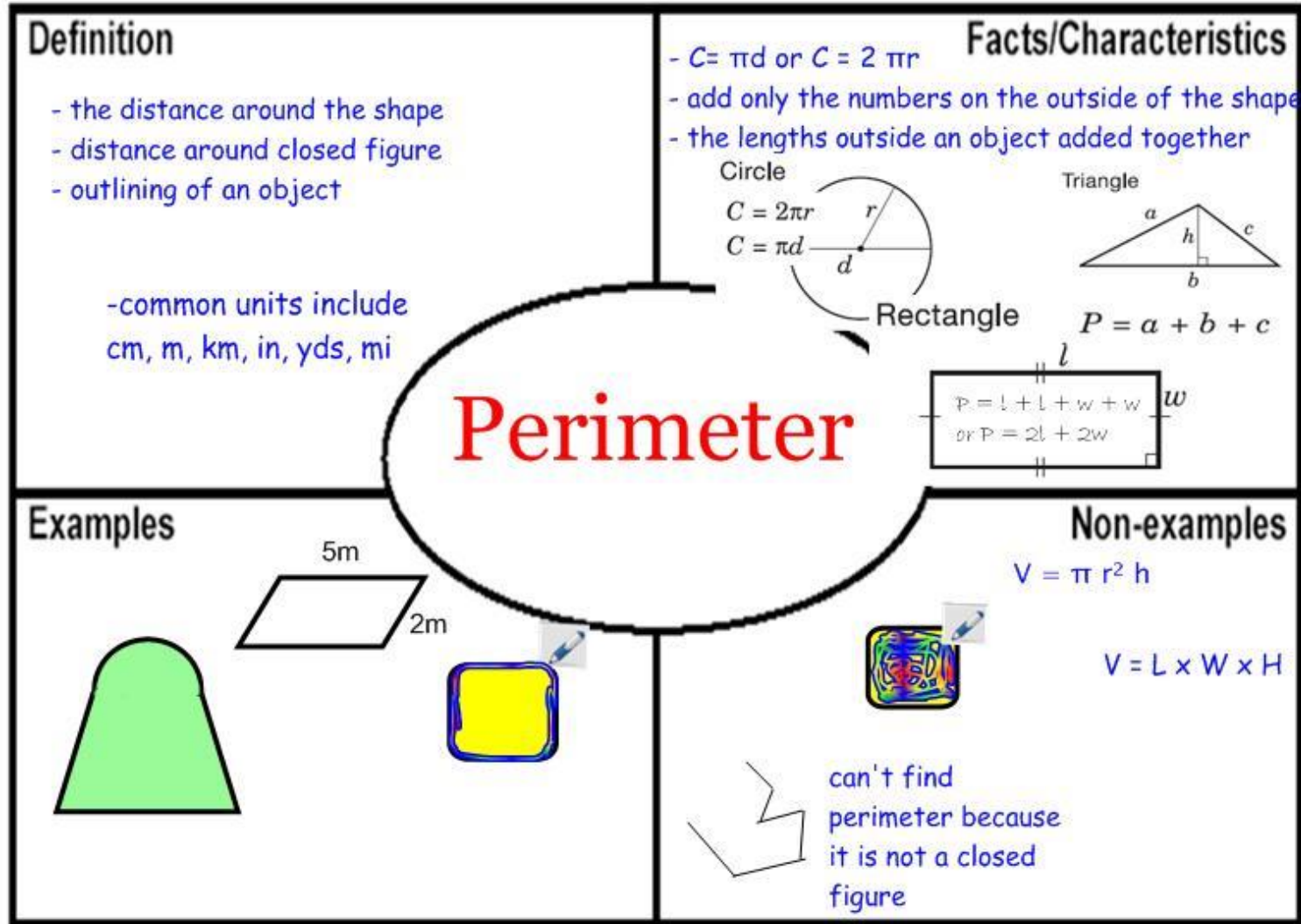
What kind of definitions are used?



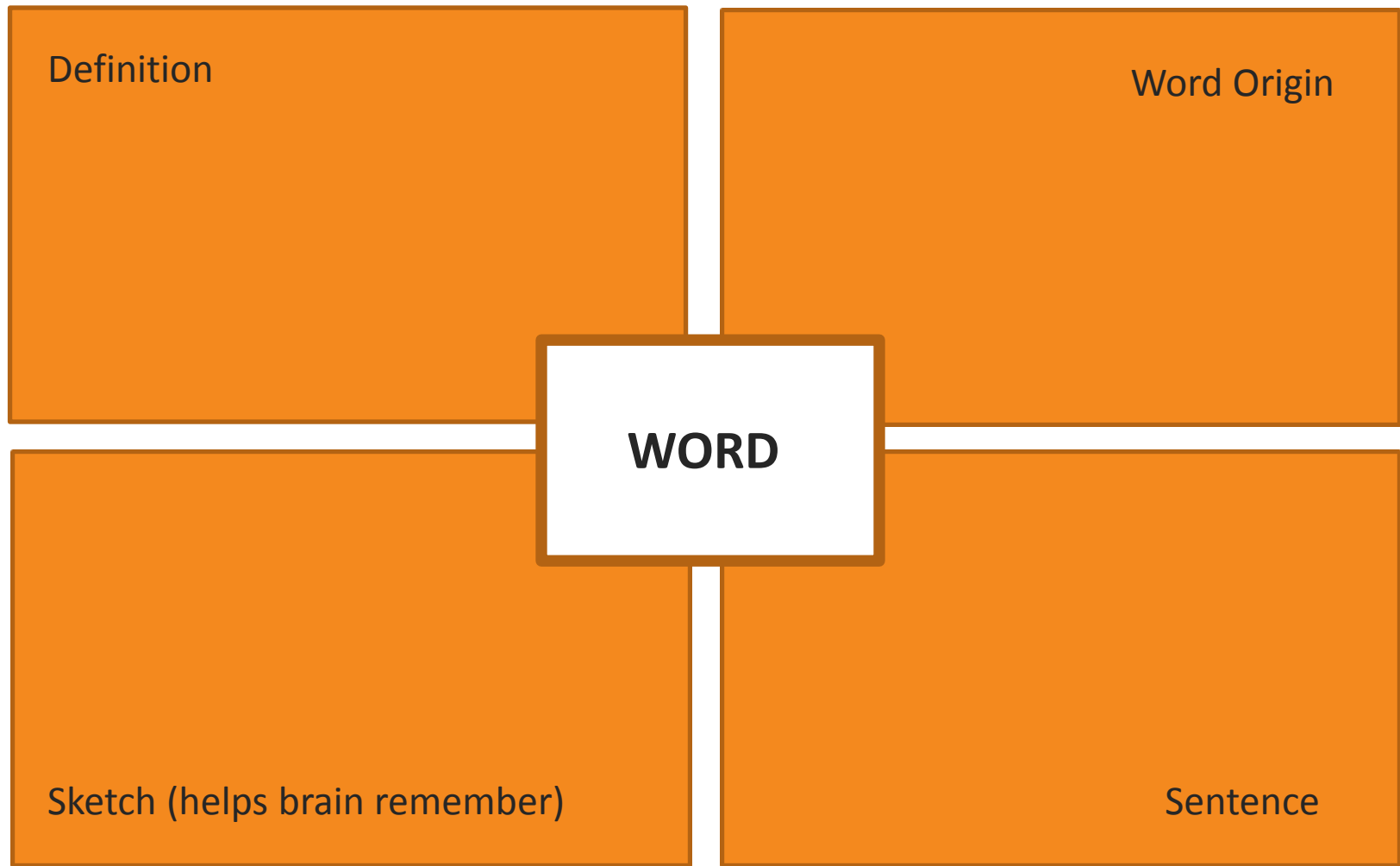
Frayer Model



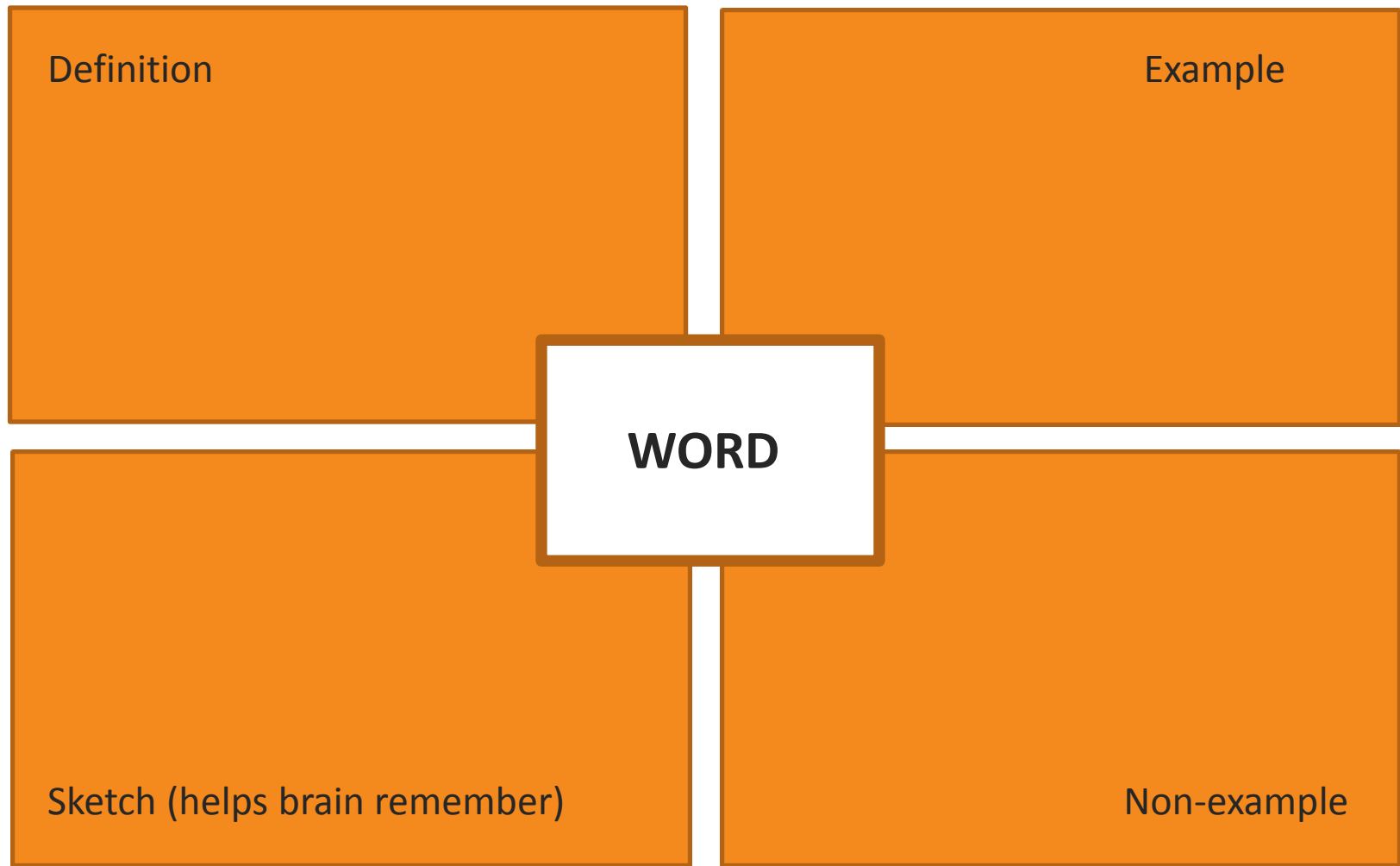
Frayer Model



Personal Dictionaries



Personal Dictionaries



Can be used as 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)

Problems 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.

(Miller & Geldea, McKeown, and Scott & Nagy)



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”

Examples of Student Friendly Definitions

WORD	DICTIONARY DEFINITION	FRIENDLY EXPLANATION
devious	straying from the right course; not straightforward	If someone is devious, she is using tricky and secretive ways to do something dishonest.
vicarious	felt by sharing in other's experiences	If someone is getting a vicarious feeling, he is sharing an experience by watching or reading about it.
jaded	worn out; tired; weary	If someone is jaded, he has or has been so much of something that he begins to dislike it.
exotic	foreign; strange; not native;	Something that is exotic is unusual and interesting because it comes from another country far away.


Now You Try It!

Here are some words and their dictionary definitions. Referring to the friendly definition handout, create a student friendly definitions for each of the following.

1. disrupt - break up; split
 2. illusion - appearance or feeling that misleads because it is not real
 3. morbid - not healthy or normal
 4. analyze -to separate into essential parts
- 

Let's Practice Again!

Create student friendly definitions for the following words:

1. clever
 2. frugal
 3. industrious
 4. versatile
- 

Provide Additional Contexts

Have You Ever....

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



Applause, Applause!

How much would you like ...

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



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...



Now You Try It!

Develop your own instructional contexts using the words *oojah*, *sniggle*, *borborygmus* and *jobberknowl* for each strategy below.

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

Provide Opportunities to Interact
with the Word's Meaning

Say the word “clever” if I describe something or someone who is clever.

Say “No” if it is not clever.

I will ask you why you responded the way you did.



Bringing **INTRODUCTION** all Together--**CLEVER**

- Contextualize—In the story, the tailor was described as clever.
- Friendly explanation—Someone who is clever is good at figuring things out and solving problems.
- Additional context—If you kept losing the key to your house and decided to wear it on a chain around your neck—that would be a clever idea.
- Engage with meaning—“Clever/No/Why”



FOLLOW UP—Provide Ample
Opportunities to Interact with Word
Meaning

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.



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?



Generating Situations, Contexts, and Examples

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.



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.



Writing

The king was miserable
because...

The child was perplexed
because...



Writing

Think of a time when you felt
 . Write a little bit about
what made you feel that way.



Writing

Think of a time when you might need to _____. Write a paragraph to tell about it.



Writing

Think of someone you could describe as _____. Tell us what that person is like.



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.

Two Evaluations

- Clock Hour evaluation will be emailed to you electronically
- OSPI MEP Evaluation (paper)

On Behalf of the Presenters, “THANK YOU!”

Mary Kernel mkernel@nwesd.org

Sarah Southard ssouthard@nwesd.org