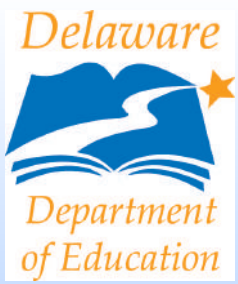


Academic Vocabulary Module 2

Grades 3-5

Reading Cadre 2013



Agenda

- The Shift
- The 3 Tiers
- Common Core Expectations
- Publishers' Criteria
- Use of Word Lists
- Strategy Instruction
- Assessment

Shift: Academic Vocabulary

- Rationale: Teachers need to spend more time on academic vocabulary (Tier 2).
- Implications for Instruction:
 - Tier 2 vocabulary (or academic vocabulary) exposes students to words that transcend all content areas, including multi-meaning words.
 - Tier 3 vocabulary is domain- or discipline-specific and should be encountered in the content-area classroom in an authentic context.

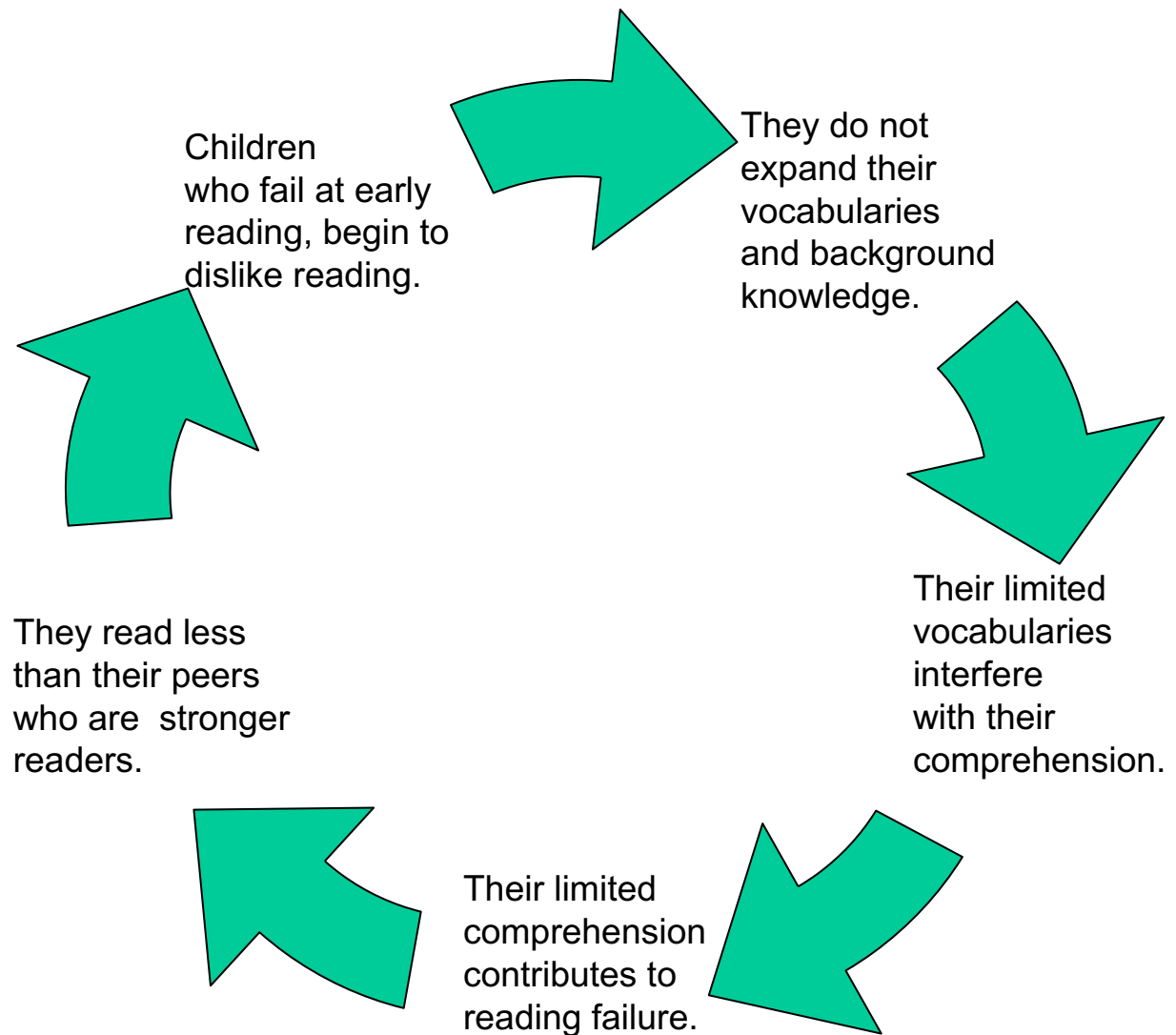
Engage NY Video

- Shift : Academic Vocabulary
- <http://vimeo.com/27077248>
- As you watch the video, think about the implications for this shift.
 - What does it mean to teachers in grades 3-5?
- Grab 2 Post It notes to capture your thoughts
- Share/categorize themes in your group

Why We Should Teach Vocabulary

- Learning is fundamentally and profoundly dependent on vocabulary knowledge.
- Vocabulary knowledge is highly correlated with overall reading achievement.
- Vocabulary deficiencies are a primary cause of academic failure in Grades 3–12.
- Vocabulary knowledge affects a student's ability to participate fully in both social and academic activities.
- Significant disparities exist in word knowledge among students.

The Matthew Effect (Stanovich, 1986)



Why Students Struggle With Vocabulary

Meaningful Differences (Hart & Risley, 1995)

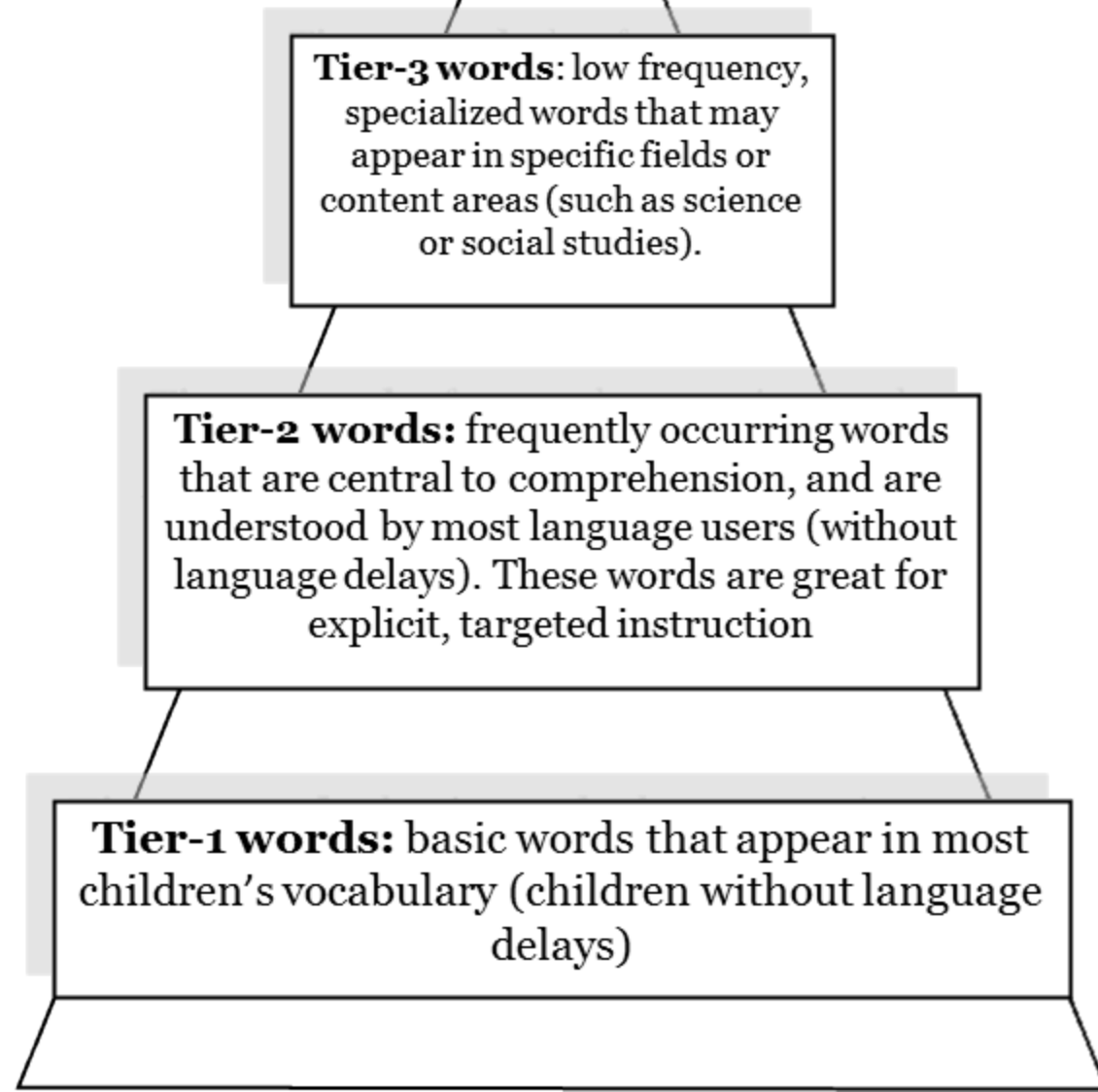
	Words Heard per Hour	Words Heard in a 100-Hour Week	Words Heard in a 5,200 Hour Year	Words Heard in 4 Years
Welfare	616	62,000	3 million	13 million
Working Class	1,251	125,000	6 million	26 million
Professional	2,153	215,000	11 million	45 million

All words are not created equal...

From Appendix A, CCSS:

- Beck, McKeown, & Kucan (2002, 2008) describe three levels, or tiers, of words in terms of the words' commonality (more to less frequently occurring) and applicability (broader to narrower). p. 33

Beck & McKeown (1985) – 3 Tiered System for Selecting Target Words



Selection Criteria for Instructional Vocabulary

	Tier 1	Tier 2	Tier 3
Description	Basic words that most children know before entering school	Words that appear frequently in texts and for which students already have conceptual understanding	Uncommon words that are typically associated with a specific domain
Examples	clock, baby, happy	sinister, fortunate, adapt	isotope, peninsula, bucolic

(Beck, McKeown, Kucan, 2002, 2008)

Tier 3 words are often defined in the texts

- Plate tectonics (the study of the movement of the sections of Earth's crust) adds to Earth's story....
- In 1975, he coined the term fractal for shapes that repeat themselves within an object.
- The carpenters then installed pieces of wood, called lagging,
- Strict laws—called “Jim Crow” laws—enforced a system of white supremacy

Tier 2 (CCSS/Academic) Words:

- Are critical to understanding academic texts, both literary and informational
- Appear in all sorts of texts and are highly generalizable
- Require deliberate effort to learn, unlike Tier 1 words
- Are far more likely to appear in written texts than in speech.
- Often represent subtle or precise ways to say otherwise relatively simple things
- Are seldom heavily scaffold by authors or teachers, unlike Tier 3 words

Criteria for selecting words to teach

- ▶ Importance of the word for understanding the text
 - What does the word choice bring to the meaning of the text? (E.g., precision, specificity?)
- ▶ General utility of the word
 - Is it a word that students are likely to see often in other texts? Are there multiple meanings?
 - Will it be of use to students in their own writing?
- ▶ Students' prior knowledge of the word and the concept(s) to which it relates
 - How does the word relate to other words, ideas, or experiences that the students know or have been learning?
 - Are there opportunities for grouping words together to enhance understanding of a concept?

How do I determine that a word is **TIER 2**?

Word	Is this a generally useful word?	Does the word relate to other words and ideas that students know or have been learning?	Is the word useful in helping students understand text?	If you answer yes to all three questions, it is a Tier 2 word. If not, it is probably a Tier 3 word.

Try out time...

Read through the text, then choose:

- 3 – domain-specific words (Tier 3)
- 2 – general academic (Tier 2)
- 1 – question/concern

Practice time...

- Read the excerpt from *Volcanoes* on the following slide.
- With a partner, use the Tier 2 determination chart to identify examples of Tier 2 and Tier 3 words.

Volcanoes, Grades 4-5 Text Complexity Band, from Appendix A, pp. 33-34.

In early times, no one knew how volcanoes formed or why they spouted red-hot molten rock. In modern times, scientists began to study volcanoes. They still don't know all the answers, but they know much about how a volcano works.

Our planet is made up of many layers of rock. The top layers of solid rock are called the crust. Deep beneath the crust is the mantle, where it is so hot that some rock melts. The melted, or molten, rock is called magma.

Volcanoes are formed when magma pushes its way up through the crack in the Earth's crust. This is called a volcanic eruption. When magma pours forth on the surface, it is called lava.

Tier 2 Words

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Tier 2 and Tier 3 Words

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Publishers' Criteria 3-12

Excerpt (Tier 2 words):

- Often, curricula ignore these words and pay attention only to the technical words that are unique to a discipline. Materials aligned with the Common Core State Standards should help students acquire knowledge of general academic vocabulary because these are the words that will help them access a wide range of complex texts.



Text Complexity Grade Bands and Associated Lexile Ranges

Text Complexity Grade Bands	Old Lexile	Lexile Ranges Aligned to CCR Expectations
K - 1	N/A	N/A
2 - 3	450-725	420-820
4 - 5	645-845	740-1010
6 – 8	860-1010	925-1185
9 - 10	960-1115	1050-1335
11 – CCR	1070-1220	1185-1385

SBAC on Vocabulary: Linking Assessment and Instruction

- Smarter Balanced English Language Arts Item Specifications (pp. 69-70)
- Developing vocabulary questions in assessments requires a focus on Tier 2 words at all grade levels. The standards have a special focus on the academic vocabulary common to complex texts in all disciplines, and assessments should share that focus in its treatment of vocabulary.

A *Word* on Word Lists: Caution

- Words should not be learned in isolation
 - Students need to hear them, read them, speak about them, write about them, including writing their own definitions
 - They need context (Note: p. 25 CCSS Language Standards)
- Remember: Lexile levels are being ramped up; therefore, so is vocabulary

Common Core Standards Emphasize Vocabulary Development

- Excerpt from, “Literacy Implementation Guidance for the ELA CCSS”
 - Emphasis on vocabulary within the CCS is unusual in its placement, and consequently may be confusing with respect to instructional implications.
 - Usually vocabulary teaching is explicitly linked to reading comprehension, but the CCSS provide this explicit emphasis within the Language strand.

Language Strand: Vocabulary Acquisition and Use

- CCRL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful words parts, and consulting general and specialized reference materials, as appropriate.
- CCRL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Language Strand: Vocabulary Acquisition and Use

CCRL6: 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.

An Integrated Approach

- CCCR4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCRW4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

An Integrated Approach – Cont'd.

- CCRSL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Careful Selection of Tier 2 Words

- In school settings, students can be explicitly taught a deep understanding of about 300 words each year.
- Divided by the range of content students need to know (e.g., math, science, history, literature), of these 300–350 words, roughly 60 words can be taught within one subject area each year.
- It is reasonable to teach thoroughly about eight to ten words per week.

-- more at K-12 Teachers: Building Comprehension in the Common Core (Oregon)

“...ultimately, our students are expected to develop as competent readers, writers, and thinkers in *all* academic disciplines.”

Developing Readers in the Academic Disciplines, Doug Buehl

Strategies for Tier 3 Words

List-Group-Label

- http://www.readingrockets.org/strategies/list_group_label/

From the New to the Known

This word is totally new to me.	I've heard or seen this word, but I'm not sure what it means.	I know one definition for this word. I could use this word in a sentence.	I know several ways this word could be used.

Best Guess and Check

This strategy combines prediction and context to help students learn new words. First students guess the meaning. Then using the context in which the word is found, they make another prediction, which they check against the definition provided by you.

Story Impressions

Use words from a story to give an impression of some of the aspects of the story, such as setting, characters, etc.

Students use the words to write the story as if they were the author.

Share as a group.

Then read selection to compare to author's version.

Go back to refine and clarify.

\$2 Summary

Academic Vocabulary Common Core
Tier 2 explicitmultiple meaning
instruction embedded authentic
Tier 3 Publishers Criteriawords
word lists acquisition
Smarter Balanced

Suggested Follow-up Activities

- Work in grade level teams to analyze anthology vocabulary to categorize into Tier 2/Tier 3 vocabulary.
- Share identified vocabulary words through cross-grade level articulation.
- Utilize a vocabulary strategy discussed in this presentation. Share the strategy and results with your grade level team.