

Academic Vocabulary: Module 2

Grades 6-8

Reading Cadre 2013

Anticipation Guide

Statement	Yes	No
The majority of vocabulary instruction should be spent on Tier 2 words.		
Vocabulary instruction goes beyond defining words in text.		
Word lists are a useful way to teach vocabulary.		
Students must learn to evaluate the word alone, not necessarily the impact of the word choice.		
Teaching academic vocabulary will cause a shift in attention on the part of the teacher.		

6 Shifts

PK-5, Balance of informational and literary text

6-12, Building knowledge in the disciplines

Text-based answers

Writing to/from sources

Staircase of complexity

Academic vocabulary

Shift 6: 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 multi-meaning words that transcend all content areas.
 - Tier 3 vocabulary is domain or discipline-specific and should be encountered in the content-area classroom in an authentic context.

Why Teach Vocabulary?

- strong correlation to overall reading achievement
- deficiencies are a primary cause of academic failure in Grades 3–12
- strong vocabularies are essential to college and career readiness

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:

- 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).

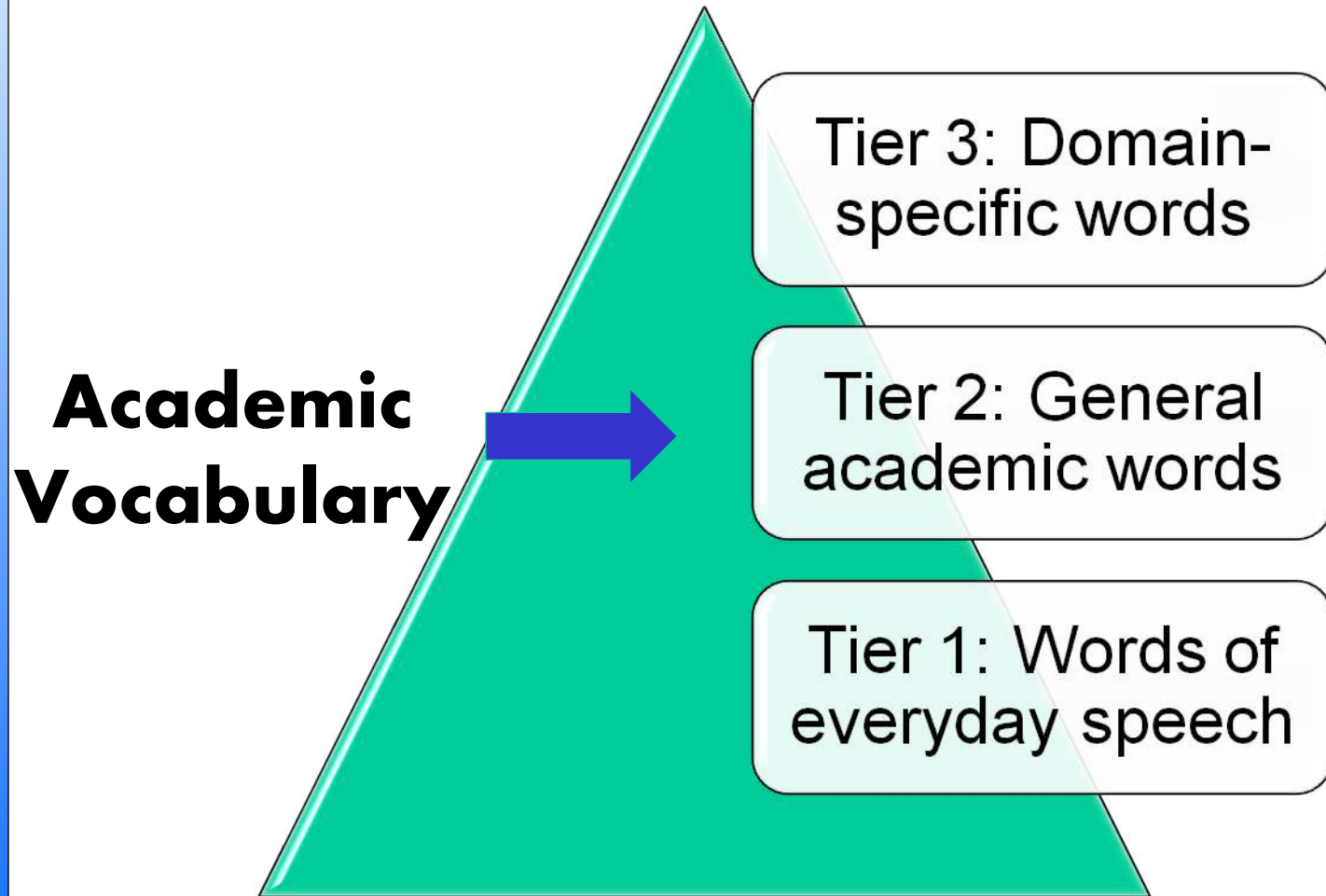
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Engage NY Video

- Shift 6: Academic Vocabulary
- As you watch the video, jot down notes related to these questions:
 - What challenges will this present in the classroom?
 - What changes might need to be made instructionally?
 - What is one take away from the video?

<http://engageny.org/resource/common-core-in-ela-literacy-shift-6-academic-vocabulary/>

Three Tiers of Words



Tier 2 - Academic Words

- are critical to understanding texts
- are highly generalizable across all content areas
- require deliberate effort to learn, unlike Tier 1 words
- are far more likely to appear in written texts than in speech
- represent subtle or precise ways to say otherwise relatively simple things
- are seldom heavily scaffold by authors or teachers, unlike Tier 3 words

Possible Identification of Tier 3 Words

- 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

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.
tsunami	No	Yes	Yes	Tier 3
displaced	Yes	Yes	Yes	Tier

2

Tsunami Activity: Categorize Vocabulary

▶ Tier 3 words

- ***Important to the concept under study***
- ***Unlikely to appear in texts on other subjects***

▶ Tier 2 words

- ***Unfamiliar to most students at this level***
- ***Likely to appear in texts on other subjects***
- ***May have multiple meanings***
- ***Can be grouped with other known ideas, words for instruction***

▶ Tier 1 words

- ***Familiar to most students at this level, but likely to require attention for ELL***

Selection Criteria for Instructional Vocabulary

	Tier 1	Tier 2	Tier 3
General Examples	argument, season, injury	hypothetical, convert, adapt	isotope, peninsula, alliteration
Examples	ocean, series	displaced, translate	tsunami, meteorite

Selection Criteria for Instructional Vocabulary

	Tier 1	Tier 2	Tier 3
General Examples	argument, season, injury	hypothetical, convert, adapt	isotope, peninsula, alliteration
“Tsunami” Examples	power, local, motion	impact, immense, relatively	wavelengths, latitude, harbor wave

Publishers' Criteria 3-12

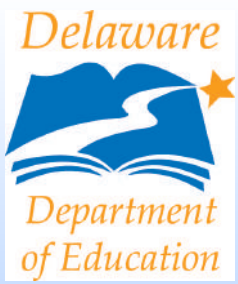
Excerpt (Tier 2 words):

Often, curricula ignore these words and pay attention only to the technical words that are unique to a discipline. Materials aligned with the CCSS 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.

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Text Complexity Grade Bands and Associated Lexile Bands

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K-1	N/A	N/A
2-3	450L-725L	420L-820L
4-5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1115L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L



Smarter Balanced Assessment Consortium on Vocabulary: Linking Assessment and Instruction

- Take a look at the Smarter Balanced ELA Item and Task Specifications sheet.
- What understandings are confirmed linking the instruction and assessment of Tiered words?

A *Word* on Use of Word Lists: Caution

- It is important to refrain from just handing out a list of words in isolation
 - Students need to hear words, read them, speak about them, write about them, experiment with them and ultimately understand them

Possible Assessment Stems

- What is the meaning of _____ in paragraph?
- Which words help the reader understand the meaning of _____ in paragraph ?
- Which definition of _____ is used in this text?

Careful selection of words to teach

- 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)

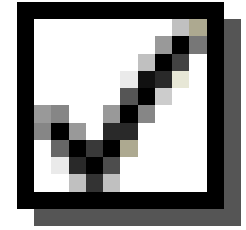
“...ultimately, our students are expected to develop as competent readers, writers, and thinkers in *all* academic disciplines.”

Developing Readers in the Academic Disciplines,
Doug Buehl

Vocabulary instruction in ...

- ▶ Teaching meaning of specific words
 - Provide student-friendly definition(s)
 - Read the word in text
 - Discuss examples and non-examples of the word
 - Create semantic maps
 - Teach multiple meanings
 - Link new words to words students already know
 - (CCSS Language Standard 5)
 - ▶ Teaching word-learning strategies
 - By using contextual cues
 - By using their existing knowledge of words and word parts
 - (CCSS Language Standard 4)
- more at Oregon K-12 Literacy Framework

Explicit instruction checklist



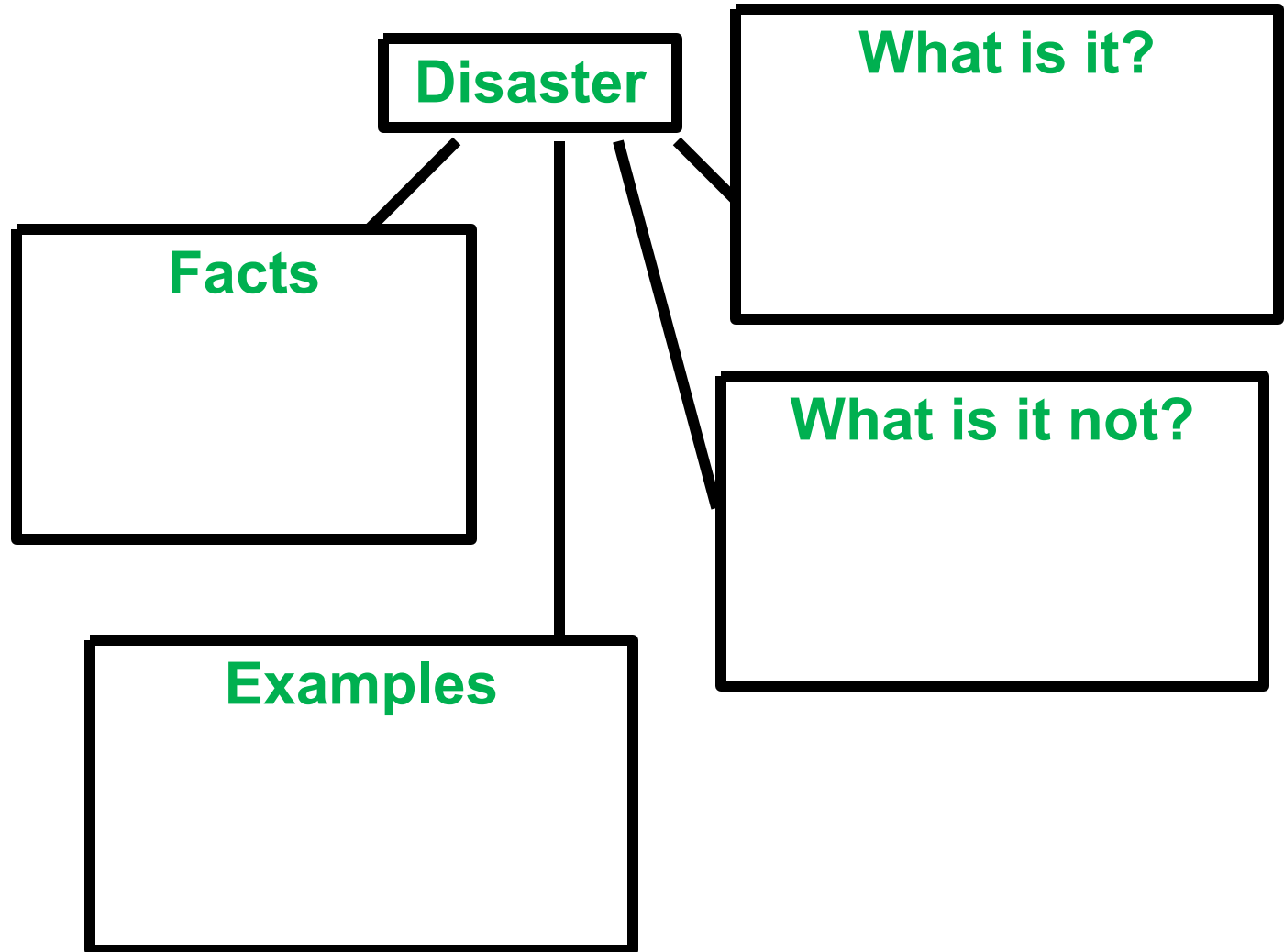
- ▶ Set a purpose for learning
- ▶ Identify critical details that define the new concept
- ▶ ☒ Use highly specific examples and non-examples
- ▶ Connect new concepts to previously learned material

-- more at Oregon K-12 Literacy Framework

The Five Box Word Analysis Matrix

Word	Meaning	Description and Example	Picture/ Graphic Representation	Related Words/ Nuances/ Connotation/ Shades of meaning

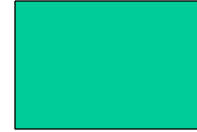
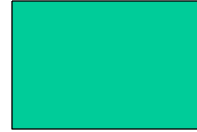
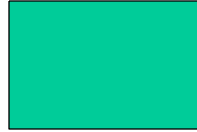
Concept Definition Map



Tier 2 Strategies: Linear Arrays

Shades of Meaning

unhapp
y



miserabl
e

first



preliminary

never



always

hard

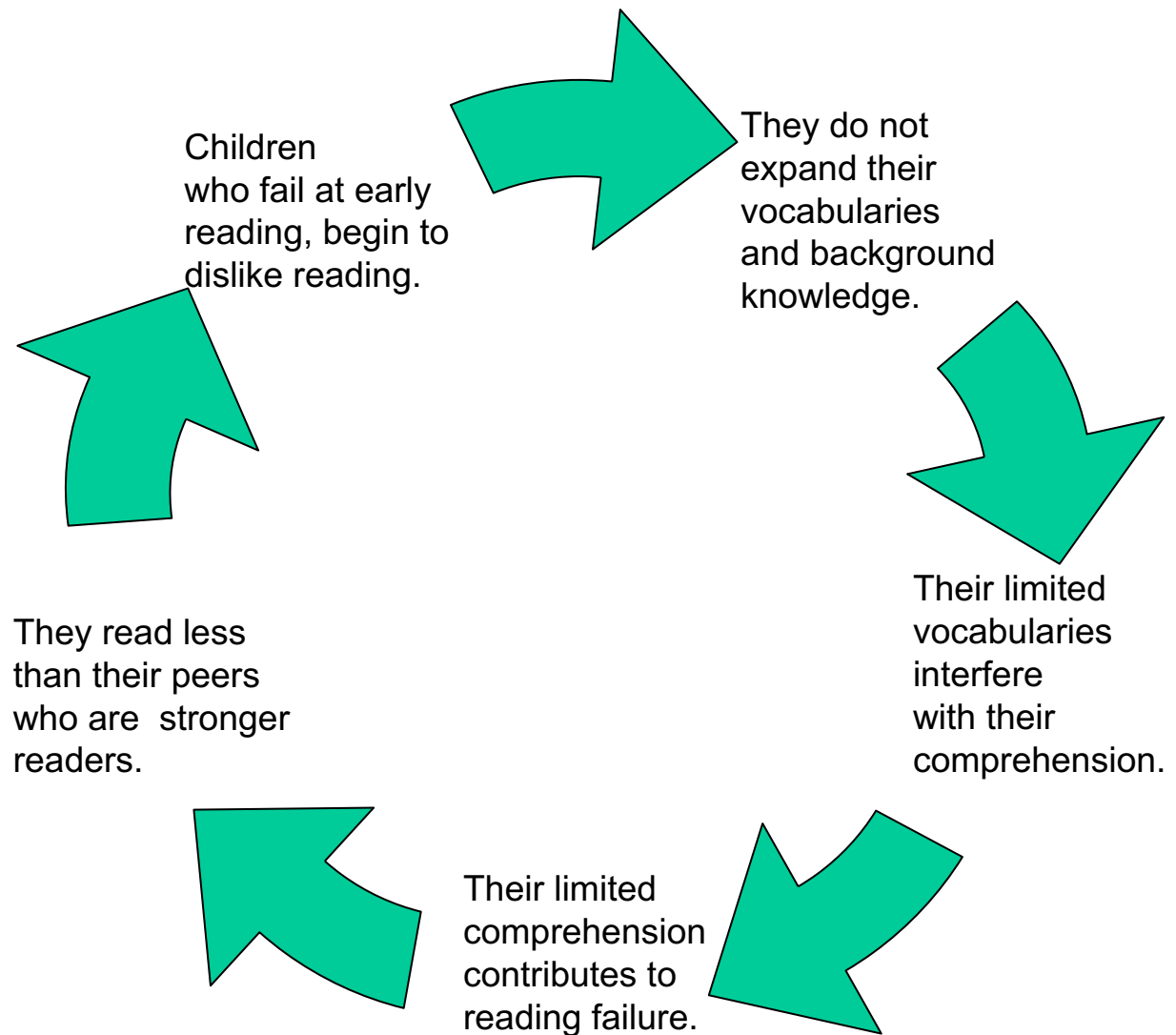


complicate
d

Prefixes Graphic Organizer

Base/Root Word	Suffix	New Word	Meaning

The Matthew Effect (Stanovich, 1986)



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Final Thoughts on Academic Vocabulary

“When our teaching is at its best, our students take what they’ve learned inside our classrooms to their outside lives. Vocabulary doesn’t exist between the school bells - it is carried with each learner for the rest of their lives.”

Doug Fisher and Nancy Frey

- “....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