



Academic Vocabulary: Module 2

Grades 9-12

Reading Cadre 2013

9-12 Academic Vocabulary: Module 2

Essential Question:

How does the CCSS's emphasis on Academic Vocabulary shift vocabulary instruction in the secondary classroom?

Six Key CCSS Shifts in ELA/ Literacy



Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Adapted from New York State Education Department website:

<http://engageny.org/sites/default/files/resource/attachments/common-core-shifts.pdf>³

Impact of Direct Vocabulary Instruction

No Direct Instruction

•50%ile
comprehension



After
Assessment

50%ile ranking

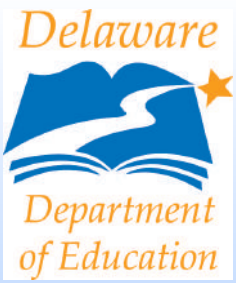
Direct Instruction

50%ile
comprehension



After Assessment
83%ile ranking

From Marzano, R.J.(2004). *Building background knowledge for academic achievement: What works in schools*. Alexandria, VA: Association for Supervision and Curriculum Development.



Vocabulary Makes a Difference!

- The size of a student's vocabulary is directly related to achievement.
- Data show that students who perform at the 50th percentile know between 4,500-6,000 more words than students at the 25th percentile.
- The average learner must hear and use a word 12 times before it becomes part of his or her natural speech.

Activating Strategy: 3 - 2 - 1

- List three criteria you use to select words/vocabulary to teach to your students
- List two ways your students demonstrate that they know these words
- Describe one challenge you have when it comes to building student vocabulary

CCSS Reading Anchor Standard 4

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.

CCSS 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.



The CCSS and Academic Vocabulary

Shift 6: Academic Vocabulary

• <http://vimeo.com/27077248>

Conversations regarding the sixth shift

1. How does the video define academic vocabulary?	
2. What challenges do educators face in addressing the challenges in teaching academic vocabulary?	
3. What is important about the “nuance” of words?	
4. What impact does this have for the content area teacher?	

Graffiti Wall



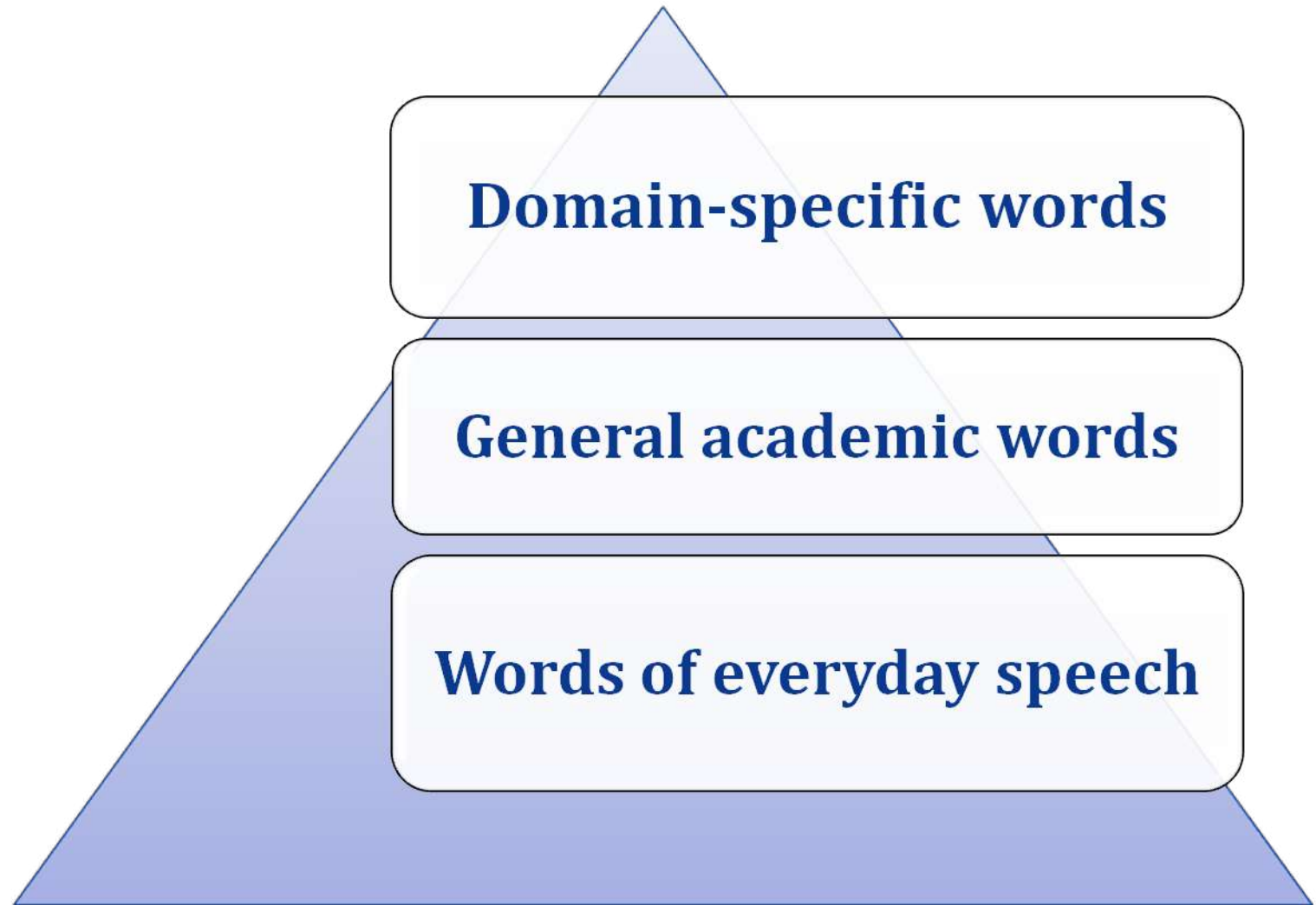


How the *CCSS Publishers' Criteria* defines academic vocabulary . . .

- The Common Core State Standards require a focus on academic vocabulary, prevalent in more complex texts, as well as domain-specific words.
- Academic vocabulary includes those words that readers will find in all types of complex texts from different disciplines.

From the Publishers' Criteria, p. 19

Three tiers of words



All words are not created equal...

From CCSS Appendix A, pg. 33

Here's what we know and should know:

-Tier 3 Words are

1. unique to a particular discipline;
2. "...defined by teachers prior to students encountering them in a text";
3. "...reinforced throughout a lesson."

-Tier 2 Words

1. "... are not unique to a particular discipline";
2. "...as a result are not the clear responsibility of a particular content area teacher";
3. "...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";
4. "Teachers thus need to be alert to the presence of Tier Two words and determine which ones need careful attention."

Three tiers of words

- ▶ **Tier 3** – Highly specialized, subject-specific; low occurrences in texts; lacking generalization
 - E.g., *oligarchy, euphemism, hydraulic, neurotransmitters*
- ▶ **Tier 2** – Abstract, **general academic** (across content areas); encountered in written language; high utility across instructional areas
 - E.g., *principle, relative, innovation, function, potential, style*
- ▶ **Tier 1** – Basic, concrete, encountered in conversation/ oral vocabulary; words most student will know at a particular grade level
 - E.g., *injury, apologize, education, serious, nation*

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
- *This principle* is known as popular sovereignty.

Why are Tier 2 “academic words” important?

Tier 2 “academic words” ...

- are critical to understanding academic texts
- 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 scaffolded by authors or teachers, unlike Tier 3 words

Let's sort some words into the tiers . . .

With partners, read the CCSS “Innumeracy” excerpt and identify...

▶ 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

▶ A few Tier 1 words

- Familiar to most students at this level, but likely to require attention for English language learners¹⁶

From *Innumeracy*:

Tier 3

additivity
innumerates
nanoseconds
fulcrum

Tier 2

fundamental
principle
nanoseconds
intractable
millennia
miniscule
microphysics
phenomena
dimensions
property
depletion

Tier 1

lever
bottleneck
vastness
pronouncement
resisted

Deliberate selection of tier 2 vocabulary . . .

- 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 Tier 2 words per week.

From Oregon Department of Education, Module One: Academic Vocabulary
(<http://www.ode.state.or.us/wma/teachlearn/commoncore/session-4-academic-vocabulary-6-12-ela--content-area-teachers.ppt>)

Criteria for selecting words to teach

*Importance of the word
for understanding the text*

*General utility
or usefulness of the word*

*Does meaning of text
rely on this word?*

*Does word choice
matter in this text?*

*Are there multiple
meanings?*

*Is it a word often seen
in other texts?*

*Does the meaning of
this word relate
to previous learning?*

*Can this word be grouped
with other words to aid
understanding of concepts?*

*Students' prior knowledge
of the word and concepts
to which it relates*

Tier 2 words in “Innumeracy” (from CCSS Appendix B)

CRITERIA	POSSIBLE WORDS
Central to the meaning of the text	
Nuance, impact of word choice	
Frequency	
Students would use in their own writing in response to the text	
More precise label for known concepts	
Lend themselves to teaching a web of words	



Tier 2 words in “Innumeracy”

(from CCSS Appendix B)

CRITERIA	POSSIBLE WORDS
Central to the meaning of the text	dimensions, property, principle
Nuance, impact of word choice	intractable
Frequency	fundamental
Students would use in their own writing in response to the text	dimensions, property, principle, depletion, phenomena
More precise label for known concepts	depletion, phenomena
Lend themselves to teaching a web of words	millennia, minuscule, nanoseconds, microphysics

Vocabulary instruction in both...

▶ **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)

▶ **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 vocabulary instruction checklist

- **Set a purpose for learning**
 - Learn that in science phenomena are observable events or facts, no matter how common. In general use, however, it refers only to remarkable occurrences or people.
- **Identify critical details that define the new concept**
 - Science – can be perceived by the senses
 - General use – exceptional, outstanding, unusual, extraordinary
- **Use highly specific examples and non-examples**
 - Science – combustion, gravity, respiration, light/ philosophy, sadness
 - General use – a genius, a record-setting athletic performance/ gravity
- **Connect new concepts to previously learned material**

From Oregon Department of Education, Module One: Academic Vocabulary
(<http://www.ode.state.or.us/wma/teachlearn/commoncore/session-4-academic-vocabulary-6-12-ela--content-area-teachers.ppt>)

After introducing the word, what do we do next?

Practice, Review, and Deep Processing:

- Sufficient practice to enable a student to know and use vocabulary without hesitation
- Practice distributed over time
- Cumulative experiences, with vocabulary integrated into more complex tasks
- Varied tasks so vocabulary use can be applied to multiple contexts

From Oregon Department of Education, Module One: Academic Vocabulary

(<http://www.ode.state.or.us/wma/teachlearn/commoncore/session-4->

What will vocabulary questions look like on SBAC?

- Questions might prompt students to determine the meaning of a specific word by using context, knowledge of word relationships, and/or word roots/affixes
- Questions might prompt students to reference a simulated online dictionary with multiple entries for a word from a passage. Students select the meaning for the word as it is used in the passage.
- Questions might prompt students to select a more nuanced, grade-appropriate word that best fits the context and structure of the sentence

from *Journey to the Center of the Earth* by Jules Verne

But how had I left the course of the stream? For it was a terrible fact that it no longer ran at my side. Then I understood the reason of that fearful, silence, when for the last time I listened to hear if any sound from my companions could reach my ears.

At the moment when I left the right road I had not noticed the absence of the stream. It is evident that at that moment a deviation had presented itself before me, whilst the Hansbach [the stream], following the caprice of another incline, had gone with my companions away into unknown depths.

Option 1:

What does the word “deviation” mean as it is used in this paragraph?

- difficult choice
- alternative path
- new opportunity
- unexpected event

Option 2:

Highlight two phrases from the excerpt that help you understand the meaning of deviation.

from *The Discontented Pendulum* by J. Taylor

An old clock that had stood for fifty years in a farmer's kitchen, without giving its owner any cause of complaint, early one summer's morning, before the family was stirring, suddenly stopped. Upon this, the dial plate (if we may credit the fable) changed countenance with alarm; the hands made a vain effort to continue their course; the wheels remained motionless with surprise; the weights hung speechless; and each member felt disposed to lay the blame on the others. ... The dial could scarcely keep its countenance during this harangue; but, resuming its gravity, thus replied: "Dear Mr. Pendulum, I am really astonished that such a useful, industrious person as yourself should have been seized by this sudden weariness. It is true, you have done a great deal of work in your time; so have we all, and are likely to do; which, although it may fatigue us to think of, the question is, whether it will fatigue us to do. Would you now do me the favor to give about half a dozen strokes to illustrate my argument?"

Read this dictionary entry for the word "countenance."

Countenance (n)

1. calm expression 2. moral support 3. behavior 4. face.

Which definition best applies to the way the word "countenance" is used in the highlighted sentences above?

- calm expression
- moral support
- behavior
- D. face

6 Steps to Effective Vocabulary Instruction

Initial Understanding

1. Describe - The teacher provides a description, explanation, or example of the new term...not a dictionary or glossary definition.
2. Restate - The students write and restate in their own words the description, explanation, or example given in class.
3. Draw - Students create picture, symbol, or graphic representing the term.

Creating Multiple Exposures

4. Activities - Students are engaged in activities that help them add to their knowledge of the terms.
5. Discuss - Students discuss the terms with one another and share what they are thinking about the term and what it means to them.
 - Games - Students are periodically involved in games that allow them to play with the vocabulary terms.

From Marzano and Pickering, *Building Academic Vocabulary Teacher's Manual*, 2005

Suggested follow-up activities

- In grade level or subject area teams, analyze one or more core texts for Tier 2 and Tier 3 words. Plan instruction, review, and practice for Tier 2 words.
- In teams, discuss opportunities for students to review and practice using new academic vocabulary across subject areas and/or grade levels.

Final Reflection/Summary

1. What elements of your current practice are aligned well with the shift toward more emphasis on general academic vocabulary?
2. What was your biggest “aha” related to vocabulary instruction as a result of this shift in emphasis on academic vocabulary?
3. How could collaborative planning be helpful as you respond to this shift in vocabulary instruction?
4. What actions do you plan to take to change your vocabulary instruction to meet the rigor of the CCSS?