



Academic Vocabulary: Module 2

Kindergarten-2nd Grade

Reading Cadre 2013



Activating Strategy

- **Big Talk for Little People**
- What does this mean to you?
- <http://soc.li/qJc7s7a>

- Think, Pair, Share



Expected Outcomes

- Familiarity with academic vocabulary
- Familiarity with criteria for selecting Tier 2 Words
- Explore strategies and resources for implementation

Essential Questions

- Why is it important to teach Tier 2 words?
- What are the criteria to consider when choosing Tier 2 words?
- What is the difference between Tier 1, Tier 2 and Tier 3 words?

Vocabulary Instruction Reflection Sheet

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 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.



Engage NY Video

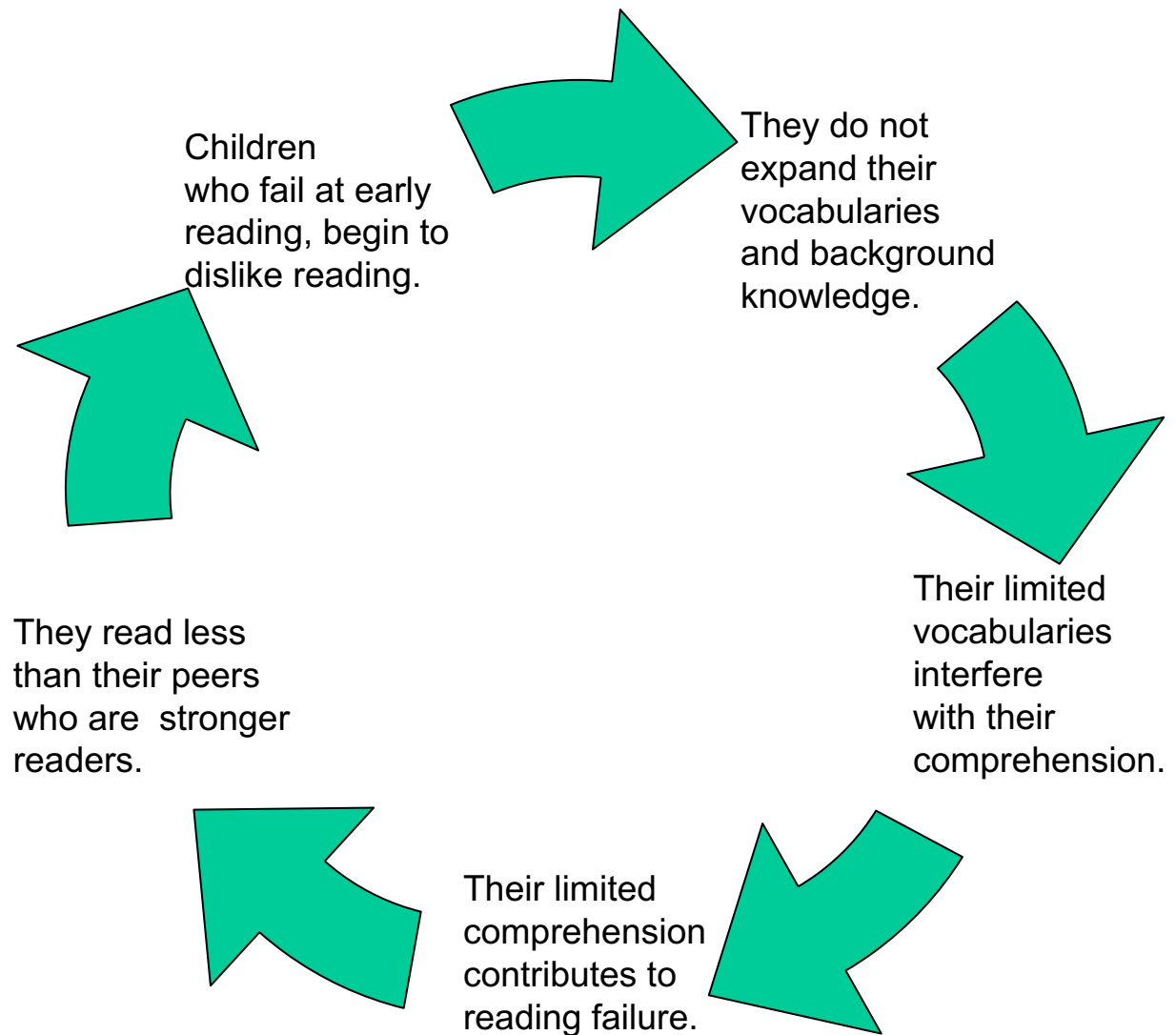
- Shift 6: Academic Vocabulary
- <http://vimeo.com/27077248>
- As you watch the video, think about the implications for this shift.
 - What does it mean to teachers?
- Grab Post It notes to capture your thoughts
- Share/categorize themes in your group

Why We Should Teach Vocabulary

- Learning depends on vocabulary knowledge.
- Achievement correlates with overall vocabulary knowledge.
- Social and academic activities rely on vocabulary knowledge.
- **Vocabulary deficiencies are a primary cause of academic failure.**

Access Center

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 ELA CCSS 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).

p. 33

<http://www.corestandards.org/the-standards>

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

Tier-3 words: low frequency, specialized words that may appear in specific fields or content areas (such as science or social studies).

Tier-2 words: frequently occurring words that are central to comprehension, and are understood by most language users (without language delays). These words are great for explicit, targeted instruction

Tier-1 words: basic words that appear in most children's vocabulary (children without language delays)

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, socialize	cumulous peninsula, thorax, democracy

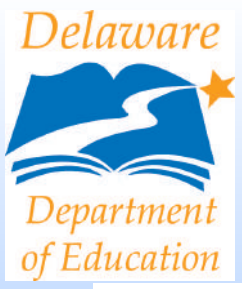
(Beck, McKeown, Kucan, 2002, 2008)

Tier 3 words are often defined in the texts

- Whales hunt in pods or groups to catch their food...
- The carpenters then installed pieces of wood, called lagging,
- Air is made of molecules, tiny particles...
- The wings of birds help create a force called lift...

ELA CCSS Appendix B

<http://www.corestandards.org/the-standards>



Academic Words

critical to understanding
multiple meanings
highly generalizable
requires deliberate effort to learn
listening comprehension
shades of meaning



Word Selection Criteria

- Importance for understanding the text
- General utility of the word
- Students' prior knowledge of the word and concepts

How do I determine if a word is TIER 2 or TIER 3?

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, and the word occurs frequently in other domains as well, it is a tier 2 word.	If you answer yes to all three questions, but the word is a low-frequency, specialized word, it is a tier 3 word.

Adapted from Beck, McKeown, Kucan, 2002, 2008)

Publishers' Criteria K-2

Excerpt (Tier 2 words):

- Aligned materials should guide students to gather as much information as they can about the meaning of these words from the context of how the words are being used in the text, while offering support for vocabulary when students are not likely to be able to figure out their meanings from the text alone.

<http://www.corestandards.org/resources>

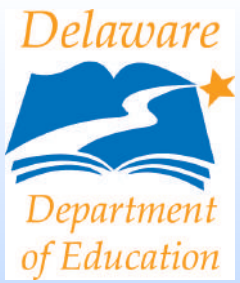
Publishers' Criteria 3-12

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.

<http://www.corestandards.org/resources>

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)
 - SBAC ELA Specifications
- Developing vocabulary questions in assessments requires a focus on tier 2 words at all grade levels.
- Sample SBAC Assessments
 - <http://sampleitems.smarterbalanced.org/itempreview/sbac/ELA.htm>

A *Word* on Word Lists

Plus	Minus
Starting point	Most created before the revision of Lexile levels
Often grade level specific	Text complexity must be taken into account

Words should not be learned in isolation. Students need to hear them, read them, speak about them, and write about them!

P. 25 CCSS Language
Standards

Common Core Standards Emphasize Vocabulary Development

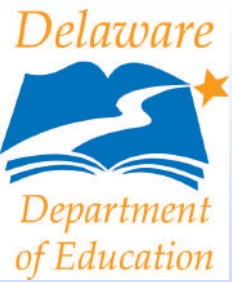


- Excerpt from, “Literacy Implementation Guidance for the ELA CCSS”
 - Emphasis on vocabulary within the CCS is unusual in its placement, and consequently may be confusing with respect to instructional implications.
 - Usually vocabulary teaching is explicitly linked to reading comprehension, but the CCSS provide this explicit emphasis within the Language strand.
 - IRA, 2012

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

- CCR4: Interpret word 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 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



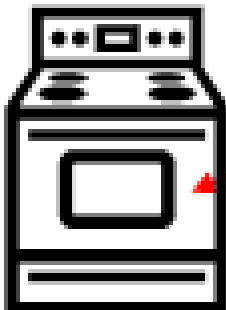
Vocabulary Strategies

- http://www.readingrockets.org/strategies/semantic_gradients/
- Reading Rockets is a great resource for classroom videos

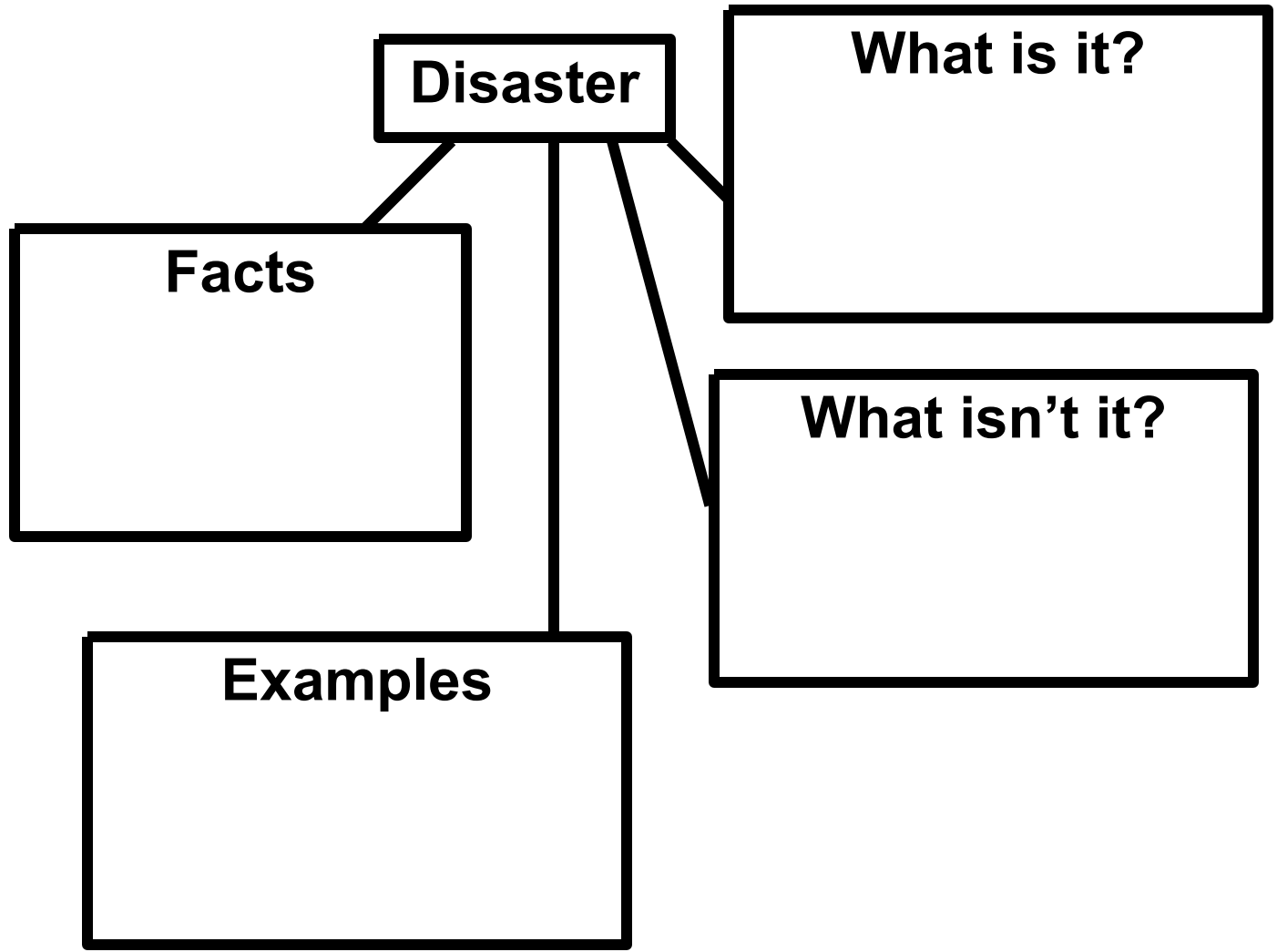
From the New to the Known

I have never seen or heard this word before	I've seen or heard this word, but don't know what it means	I know this word and what it means

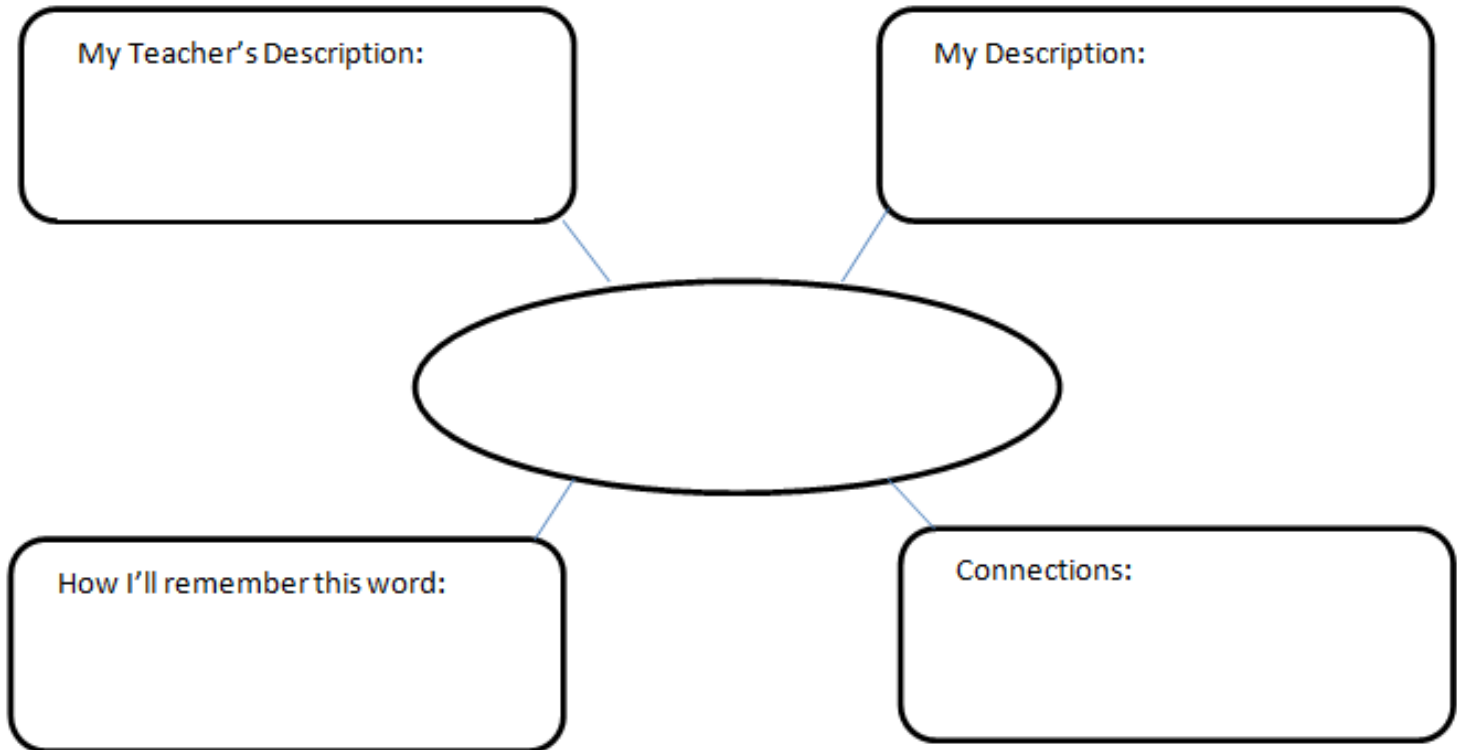


Word	Definition	Picture	Sentence
Oven	kitchen appliance used for baking or roasting	 A line drawing of a kitchen oven. It has a control panel at the top with several buttons and a digital display. Below the control panel are two burners. The main body of the oven has a large rectangular door with a handle. A red arrow points from the right side of the oven door towards the right-hand cell of the table.	We baked cookies in the oven.

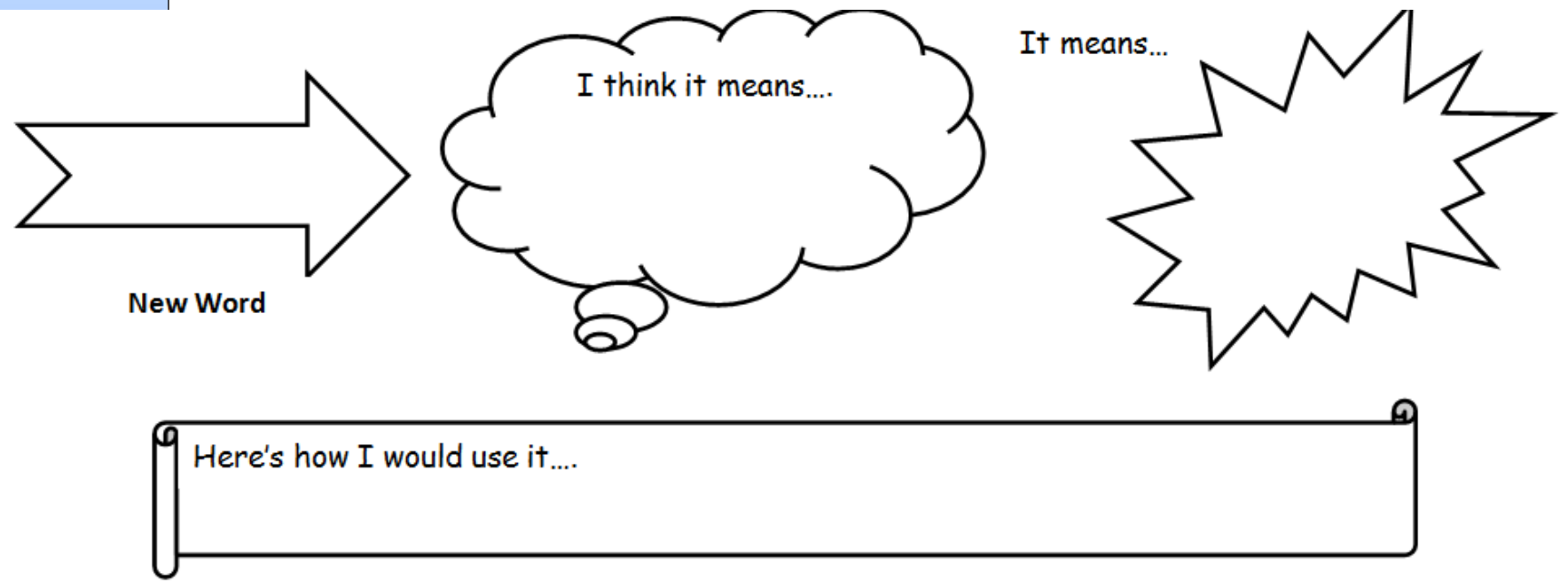
Concept Definition Map



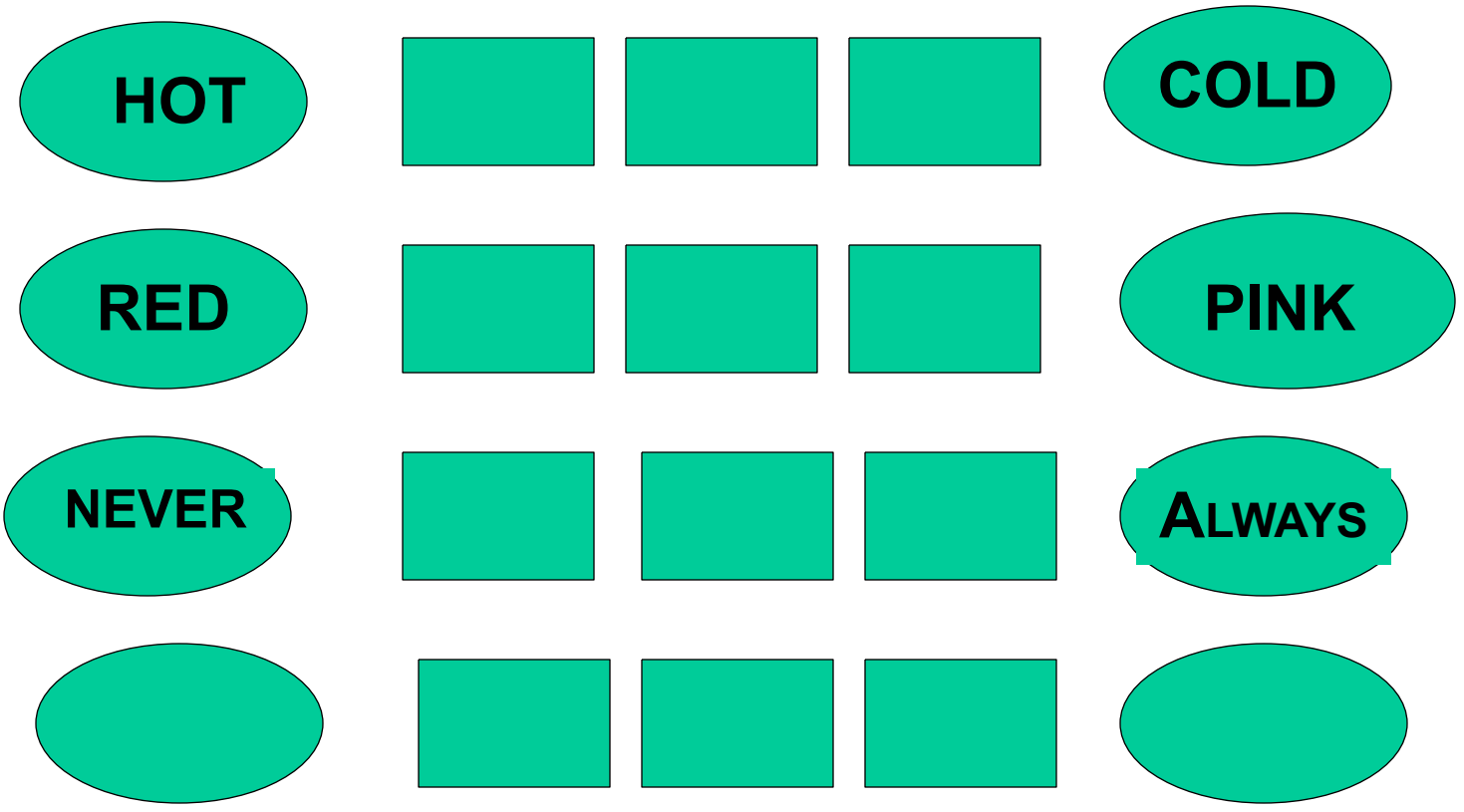
Concept Definition Map



Concept Definition Map



Tier 2 Strategies: Semantic Gradient



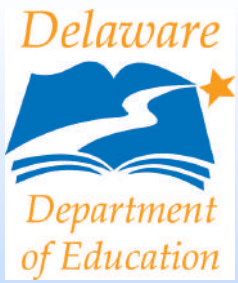
My Picture

My Word

Explicit instruction checklist

- ▶ Contextualize word in story
- ▶ Student repeat the word
- ▶ Explain the meaning of the word
- ▶ Provide examples in context other than the story
- ▶ Children interact with examples or provide their own examples
- ▶ Students repeat the word

Beck et al



Explicit Instruction in Action

- Anita Archer
- <http://www.scoe.org/pub/htdocs/archer-videos.html>

Students Who are College and Career Ready (CCR):

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

Checking our Understanding

- Why is it important to teach Tier 2 words?
- What are the criteria to consider when choosing Tier 2 words?
- What is the difference between Tier 1, Tier 2 and Tier 3 words?

Vocabulary Instruction Reflection Sheet

Resources

- Oregon Department of Education
- <http://www.ode.state.or.us/home/>
- http://www.readingrockets.org/strategies/semantic_gradie_n_t_s/
- <http://www.scoe.org/pub/htdocs/archer-videos.html>
- <http://soc.li/qJc7s7a>
- Appendix A
- Appendix B
- Common Core State Standards
- International Reading Association
- Publisher's Criteria
- Beck, I. (2002). *Bringing words to life*. New York, NY: Guilford Press.