Academic Vocabulary (Kindergarten – 2nd Grade): Module 2

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
Academic Vocabulary: Module 2 — Kindergarten-2nd Grade — Reading Cadre 2013	Academic Vocabulary: Module 2 (Grades K-2)	• Welcome! This module was created as part of a series of training for ELA CCSS. • Academic Vocabulary is one of the ELA shifts of the CCSS. This will be the focus of our professional learning today. • Check the materials list well in advance of using this module for training.	• Module PPT • Module Overview • ELA CCSS • Speakers (Optional for Video) • Post Its	Whole Group
Activating Strategy — **Big Talk for Little People** — What does this mean to you? — http://soc.li/qJc7s7a — Think, Pair, Share	Activating Strategy	• This video has been called Big Talk for Little People. As you watch, think about why that title might be appropriate. • View video • Give participants a minute to discuss the title and how they could integrate this strategy into their classroom right away. • Think, Pair, Share	• Copy of PPT for note taking • Video http://soc.li/qJc7s7a	Whole Group Small group sharing
Expected Outcomes — • Familiarity with academic vocabulary — • Familiarity with criteria for selecting Tier 2 Words — • Explore strategies and resources for implementation	Expected Outcomes	The expected outcomes for today are: • Become familiar with the concept of academic vocabulary (Tier 2 words) • Become familiar with criteria for selecting Tier 2 words for explicit instruction • Explore some strategies and resources for teaching Tier 2 words	• Copy of PPT for note taking	Whole Group

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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*	Essential Questions	• With an elbow buddy, discuss your ideas. • Participants check the "Current Practices" column on the Vocabulary Instruction Reflection Sheet indicating their current classroom practices. • Participants will revisit this handout at a later time in the presentation.	• Copy of PPT for note taking • Vocabulary Instruction Reflection sheet hand-out	Partner sharing
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.	ELA Shift: Academic Vocabulary	• ELA Shift: Vocabulary • Use this slide to point out the rationale and implications for instruction.	• Copy of PPT for note taking	Whole Group
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 elementary teachers? – What does it mean to secondary teachers? • Grab 2 Post It notes to capture your thoughts • Share/categorize themes in your group	Academic Vocabulary Shift Video	• As you watch the video, think about the implications for this shift. • What does it mean to teachers? • How does it impact instruction? • How do primary (K-2) teachers lay the foundation for what happens from 3rd grade to post secondary? • Use Post It notes to categorize and debrief at your group.	• Copy of PPT for note taking • Video: http://vimeo.com/27077248 • Post It notes	Whole Group

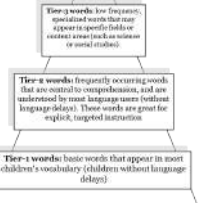# Academic Vocabulary (Kindergarten – 2nd Grade): Module 2

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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*	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.	• Copy of PPT for note taking	Whole Group
The Matthew Effect (Stanovich, 1986) Children who fail at early reading, begin to dislike reading. They do not expand their vocabularies and background knowledge. Their limited vocabularies interfere with their comprehension. Their limited comprehension contributes to reading failure. They read less than their peers who are stronger readers.	The Matthew Effect	• Use the analogy "The rich get richer and the poor get poorer!" • The same goes for vocabulary!	• Copy of PPT for note taking	Whole Group
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		Why Students Struggle with Vocabulary	• "The Early Catastrophe" can be used for facilitator background knowledge. • Use at the discretion of the presenter for your audience. • Hart and Risley spent 2 ½ years intensely observing the language of 42 families in Kansas City. They looked	• Copy of PPT for note taking • Copy of "The Early Catastrophe"	Whole Group

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		specifically at household language use in 3 settings: professional families, working class, and welfare families. Hart and Risley gathered data during the study to come up with an often-cited 30 million-word gap between the vocabularies of welfare children and professional children by age 3. This number came from the data that showed welfare children heard on average, 616 words per hour, while children from professional families (college educated families) heard 2153 words per hour. The longitudinal research in the following years demonstrated a high correlation between vocabulary size at age 3 and language test scores at ages 9 and 10 in areas of vocabulary, listening, syntax, and reading comprehension. This study also was used to fuel the fire to support early childhood programs such as Head Start.		

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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 10	Appendix A	• This refers back to the video we watched with David Coleman. We need to be strategic and purposeful when choosing which words to highlight in our daily instruction.	• Copy of PPT for note taking • Copy of Appendix A (pg. 32 – 35) found on DOE website at http://www.doe.k12.de.us/commoncore/ela/teachertoolkit/geninfo.shtml • CCSS website at http://www.corestandards.org/the-standards	Whole Group
Beck & McKeown (1985) – 3 Tiered System for Selecting Target Words 	3 Tiered System for Selecting Target Words	• Give a brief overview of the 3 Tiers of Vocabulary	• Copy of PPT for note taking	Whole Group
Selection Criteria for Instructional Vocabulary (Beck, McKeown, Kucan, 2002, 2008) 12	Selection Criteria for Instructional Vocabulary	• Refer back to "Big Talk for Little People" video for Tier 2 words that could be used with the KN-2 band. • Ex: socialize, garrulous, imperative, pertinent, critical	• Copy of PPT for note taking	Whole Group

Academic Vocabulary (Kindergarten – 2nd Grade): Module 2

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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 13	Tier 3 Words	• Partial Concept Knowledge: deeper level of understanding, may require explicit strategies, may use graphic organizers to extend understanding • These examples were taken from ELA CCSS Appendix B	• Copy of PPT for note taking	Whole Group
Academic Words multiple meanings highly generalizable critical to understanding requires deliberate effort to learn listening comprehension shades of meaning	Academic Words	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	• Copy of PPT for note taking	Whole Group

Academic Vocabulary (Kindergarten – 2nd Grade): Module 2

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
Word Selection Criteria • Importance for understanding the text • General utility of the word • Students' prior knowledge of the word and concepts	Word Selection Criteria	• Importance of the word for understanding the text (What does the word choice bring to the meaning of the text? Ex: 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?	• Copy of PPT for note taking	Whole Group
	Determining the Tier	• Have participants use text to select vocabulary words and determine the appropriate tier. • Either use facilitator provided text or teachers can bring texts such as read alouds or anthology selections. • Use the handout (that matches this slide) provided in the facilitator package to complete the activity. • Note to facilitator: this might be a good place for a short break.	• Copy of PPT for note taking • Facilitator provided text • Read alouds/anthology selections • "How Do I Determine If a Word is Tier 2 or Tier 3?" hand-out	Whole Group Small groups

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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 17	Publishers Criteria K-2	• Learning to Read: need more intensive time on Tier 2 words (words are generally pre-chosen from anthology) • Teachers need to learn how to choose vocabulary from appropriate grade-level complex text and know how much time to spend on them according to student needs. • Publisher' Criteria can be found on the CCSS website at http://www.corestandards.org/resources	• Copy of PPT for note taking • http://www.corestandards.org/resources	Whole Group
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 18	Publishers' Criteria 3-12	• The Publisher's Criteria can be found on the CCSS website at http://www.corestandards.org/resources	• Copy of PPT for note taking • http://www.corestandards.org/resources	Whole Group
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	Text Complexity Grade Bands	• Students need regular practice with complex text and its academic vocabulary. • Vocabulary is the key to accessing complex text.	• Copy of PPT for note taking	Whole Group

Academic Vocabulary (Kindergarten – 2nd Grade): Module 2

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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
20
	Linking Assessment and Instruction	• The standards have a special focus on the academic vocabulary common to complex texts in all disciplines, and assessment should share that focus in its treatment of vocabulary.
		• SBAC: Smarter Balanced Assessment Consortium
			• Copy of PPT for note taking	Whole Group

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 21	Word Lists	• A good place to start • Lexiles are more rigorous; therefore, so is vocabulary • Words should not be learned in isolation. Students need to hear them, read them, speak about them, and write about them. • They need context (Note: pg 25 CCSS Language Standards) • Most word lists were created BEFORE the revision of the Lexile levels.	• Copy of PPT for note taking	Whole Group

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
22
	CCSS Emphasize Vocabulary Development	• Note to participants: the vocabulary standards are found within the language standards. However, there is a direct link between vocabulary and reading, writing, speaking and listening, as well as, language.	• Copy of PPT for note taking	Whole Group

Academic Vocabulary (Kindergarten – 2ⁿᵈ Grade): Module 2

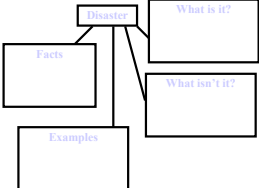| TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
Language Strand: Vocabulary Acquisition and Use • CCRL4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful words parts, and consulting general and specialized reference materials, as appropriate. • CCRL5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language Strand: Vocabulary Acquisition and Use	• Note to participants where vocabulary is located in the CCSS.	• Copy of PPT for note taking	Whole Group
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.	Language Strand: Vocabulary Acquisition and Use	• Note to participants where vocabulary is located in the CCSS.	• Copy of PPT for note taking	Whole Group
An Integrated Approach • CCRR4: 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.	Integrated Approach	• College and Career Ready Anchor Standard 4 • Reading and Writing • 4W2d: use precise language and domain-specific vocabulary to inform about or explain the topic.	• Copy of PPT for note taking	Whole Group
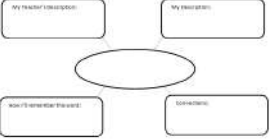
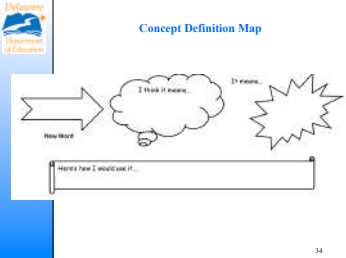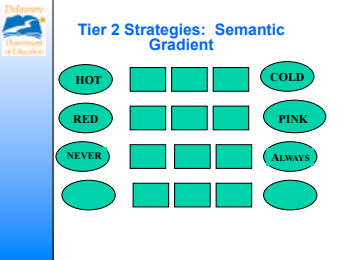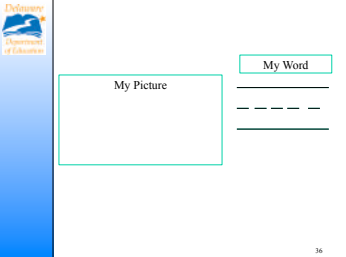| TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
An Integrated Approach – Cont'd. • CCRSL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 26	Integrated Approach	• College and Career Ready Anchor Standard 1 • Speaking and Listening	• Copy of PPT for note taking	Whole Group
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) 27	Tier 2 Word Selection	• Relatively few vocabulary words will be taught explicitly in a year, the words need to be carefully selected. Students can learn and retain a deep understanding of relatively few words in a school setting. In addition, instructional time is precious, so careful selection of general academic words is doubly important.	• Copy of PPT for note taking	Whole Group
"…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 28	Our Students	• Have participants read the quote on the slide. • How would the introduction of 300-500 new words per year make your students more competent readers, writers, and thinkers?	• Copy of PPT for note taking	Whole Group

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Vocabulary Strategies • http://www.readingrockets.org/strategies/ semantic_gradients/ • Reading Rockets is a great resource for classroom videos 29	Vocabulary Strategies	• Watch video and discuss.	• Copy of PPT for note taking	Whole group
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	Strategies	• The following are possible strategies to implement in the classroom.	• Copy of PPT for note taking	Whole Group
Word Map Word | Definition | Picture | Sentence Oven | kitchen appliance used for baking or roasting | | We baked cookies in the oven. 31	Strategies	• In this activity, students fold their papers into rows of 4 sections each. The number of rows can relate to the number of words to be studied. • In the first section, the student writes the word. • In the 2nd section, the student writes a definition of the word in his or her own words. • In the 3rd section, the student draws a picture or symbol to represent the word. • In the 4th section, the student writes a sentence with the word based on their	• Copy of PPT for note taking	Whole Group

Academic Vocabulary (Kindergarten – 2ⁿᵈ Grade): Module 2

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		definition. • After completing the page, the student cuts apart the sections and put them in an envelope. The words are reviewed by having students reassemble the word rows. Students can trade rows/envelopes with others.		
	Strategies		• Copy of PPT for note taking	Whole Group
	Strategies		• Copy of PPT for note taking	Whole Group

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	Strategies		• Copy of PPT for note taking	Whole Group
	Strategies	• This activity corresponds to the Reading Rockets video we viewed earlier.	• Copy of PPT for note taking	Whole Group
	Strategies	• This activity is geared more toward KN learners.	• Copy of PPT for note taking	Whole Group

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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 37	Explicit Instruction Checklist	• Sample Lesson: **A Pocket for Corduroy** • The story is about a teddy bear, Corduroy, who spends the night at a Laundromat. • Teacher reads the story. The first targeted vocabulary word is reluctant. • When the teacher comes to the world *reluctant* s/he says to the children, "In this story Lisa was reluctant to leave the Laundromat with Corduroy". • Teacher: *Reluctant* means you are not sure you want to do something • Teacher: "Say the word with me" (children respond chorally) • Teacher: "Someone might be *reluctant* to eat a food that he or she never had before, or someone might be *reluctant* to ride a rollercoaster because it looks scary." • Teacher: "Tell about something you might be *reluctant* to do. Try to use *reluctant* when you tell about it. You could start by saying something like "I would be *reluctant* to…" • Teacher says: "What's the word we've been talking about?"	• Copy of PPT for note taking	Whole Group

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Explicit Instruction in Action • Anita Archer • http://www.scoe.org/pub/htdocs/archer-videos.html 38	Explicit Instruction in Action	• This video provides a good example of a primary teacher utilizing explicit instruction techniques.	• Copy of PPT for note taking • Anita Archer video	Whole Group
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. *CCSS, page 7* 39	College and Career Ready	• The end goal is students who are college and career ready!	• Copy of PPT for note taking	Whole Group
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* 40	Check for Understanding: Essential Questions	• Revisit the essential questions to check for participant understanding. • Re-examine the Vocabulary Instruction Reflection Sheet. Fill in the "Changes I Plan to Make" column. • Re-evaluate the first column to see if you still agree with your perceptions of your current practice. • Share with a partner.	• Copy of PPT for note taking	Partner share

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Resources • Oregon Department of Education ◦ http://www.ode.state.or.us/home/ ◦ http://www.readingrockets.org/strategies/semantic_gradients/ ◦ http://www.scoe.org/pub/htdocs/archer-videos.html ◦ http://soc.li/gJc7s7a • Appendix A • Publisher's Criteria • Beck, I. (2002). *Bringing words to life*. New York, NY: Guilford Press. • See also *Resource List: K – 12 Academic Vocabulary Modules*	Resources		• Copy of PPT for note taking	Whole Group