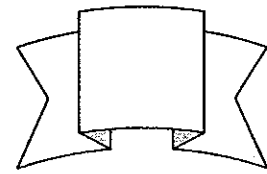


Presentation Notes



**Words Matter:
Teaching Academic
Vocabulary**

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Getting Started

- Fill out Partner Log (p.1)
- 'Pitch' Bags – pass these to your right!!
 - When the activity is finished, if you are holding the bag you are the winner!!! (no peeking!)
 - Why do this? Turn and talk to your neighbor
- Turn to page 3 in your handout
Fill out the knowledge rating scale

Today's Presentation

- Vocabulary in the Common Core
- Vocabulary & the Brain
- Elements of Effective Vocabulary Instruction
- Types of Academic Language
- Levels of Word Knowledge
- Activities to Promote Word Learning
- Resources

Vocabulary in the Common Core

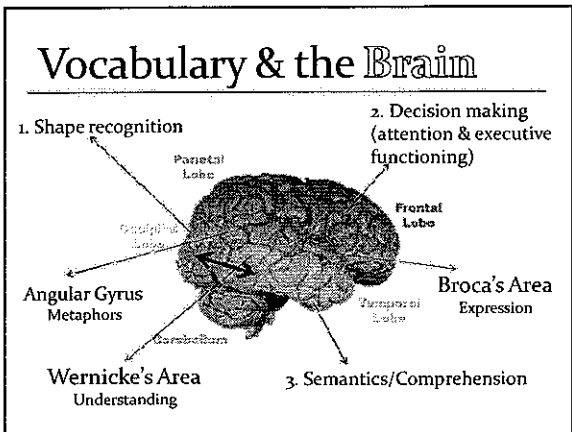
- Threads throughout (ELA, L in SS, S, & TS)
- Anchor Standards for English Language Arts:
 - Craft & Structure (RL & RI)
 - Vocabulary Acquisition and Use (L)
 - Range of Reading & Level of Text Complexity (RL, RI)
- 'I can' statements
- *Emphasis on grappling...thinking...kids figuring it out for themselves*

Vocabulary in the Common Core

- Literacy in Social Studies, Science & Technical Subjects
 - Craft and Structure (4)-determine the meaning of symbols, key terms, and other domain specific words and phrases as they are used in a specific scientific or technical context
 - Craft and Structure (4)-determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

Vocabulary & the Brain

- Reading a word involves almost all areas of the brain
- Requires background knowledge, prior experiences, decoding, and word knowledge to make meaning
- Vocabulary =
 Understanding a word + using the word
 (receptive) (expressive)



Types of Academic Language

- Technical Vocabulary (plot, internet, photosynthesis, RTI)
 - AKA Tier III/Brick words
 - Specific to one content area (domain specific)
 - Usually bolded or highlighted in textbooks
 - Teachers gravitate to these

Types of Academic Language

- Academic Vocabulary (analyze, filing, process, pitch)
 - AKA Tier II/Mortar words (p. 5-6 of packet)
 - Found widely in texts and used across contexts
 - Meaning changes with content
 - Must teach explicitly
 - Should be articulated from grade to grade and subject to subject

Levels of Word Knowledge

- No knowledge
- General 'sense' (positive or negative connotation)
- Context-bound knowledge
- Basic knowledge (use in a variety of contexts)
- Decontextualized knowledge
 - Use in multiple contexts
 - Understand relationship to other words
 - Understand metaphorical uses
 - 'devouring' a book

Processing Time

- Go back to your knowledge rating scale (p.3). Review and fill in the actual definitions
- Find your "solution partner" (refer to your partner log) and compare your answers
- Questions and Comments

So...Try This p.7

"Somites are blocks of dorsal mesodermal cells adjacent to the notochord during vertebrate organogenesis."

- What is the purpose of this statement?
- What words are truly key to understanding the statement?

Some content text and vocabulary does appear this way to our students.

Elements of Effective Vocabulary Instruction

- Consider knowledge of the brain, vocabulary types & the levels of word knowledge
- Must model word solving strategies
 - Pseudopseudohypoparathyroidism (p.7)
 - Context clues
 - Morphology (Word Parts)
 - Resources

Effective Instruction Cont'd

- Promote Word Consciousness
 - Atmosphere can help lessen time needed
 - Word walls
 - Word of the day
 - Word learning in incremental
- Give definition *AND* context

Effective Instruction Cont'd

- Provide multiple exposures (be deliberate)
 - Immediately and over time
 - Define
 - Use in sentence (you & students)
 - Play word games
- Promote active processing (p. 8)
 - Connections to prior knowledge
 - Defining in own words
 - Visualizing (Picture cues)
 - Examples/non-examples

Effective Instruction Cont'd

- Review & Remind over time
 - Before, during, and after reading/studying concept
 - Return/connect to terms in new units
- Engage in discussion of word meanings
 - Exposure to multiple contexts
 - Fosters expressive language
 - Learn from each other
- Allow for active grappling
Time & Exposure = deeper understanding of terms

Sample Activities p. 8-19

- Frayer Model
- Possible Sentences
- Semantic Feature Analysis
- Cubing
- Knowledge Rating Scale
- Copy Cat Words
- Vocabulary Thinking Chart

Resources

- *In a Reading State of Mind* by Doug Fisher, Nancy Frey, & Diane Lapp
- *Teaching Individual Words* by Michael Graves
- *Overcoming Dyslexia* by Sally Shaywitz
- *Instructional Strategies for Teaching Content Vocabulary* by Janis Harmon, Karen Wood, & Wanda Hedrick
- *Improving Reading Skills Across the Content Areas* by Rebecca Rozmiarek
- *JAAL, ASCD, & Reading Teacher* articles

Resources

- *Subjects Matter* by Harvey Daniels & Steve Zemelman
- *Building Academic Language: Essential Practices for content Classrooms* by Jeff Zwiers
- *Indelible Instruction: Active Instrucional Strategies that Enhance Understanding and Facilitate Learning, Integrating the Science of Learning and the Art of Teaching* a workshop presented by Louis Mangione & Stephanie Detwiler, 1997

