

# TEACHING ACADEMIC VOCABULARY TO ELS/MLS AND STRUGGLING READERS

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**We will learn, experience, reflect and discuss:**


- Select academic language using different types of words, phrases, and language structures to address core standards and classroom discourse.
- Teach vocabulary expeditiously before reading, during close reading, and for text-based writing.

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## Carnegie Corporation of New York Funded Empirical Testing of ExC-ELL

ExC-ELL – A professional development program for mainstream teachers of math, science, social studies, and language arts



5 years of empirical testing of ExC-ELL

🔑 No other program has undergone so much testing and refinement.

Shown great results in NYC, Kauai, Charlotte, & Salt Lake City.  
Now in Memphis & Virginia.

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## Integrating SEL, Language, Literacy, and Content with BCIRC



Social Emotional Learning is not a separate step!

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### Academic Language

- ✓ For teacher-student and student-student formal discourse
- ✓ For interaction around standards and goals
- ✓ Words that need to be taught from the text students are about to read
- ✓ For formal writing
- ✓ For success on tests, academic and economic status

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### Why Is Vocabulary Important?

- Command of a large vocabulary frequently sets high-achieving students apart from less successful ones (Montgomery, 2000)
- The average 6-year-old has a vocabulary of approximately 8,000 words and learns 3,000-5,000 more per year (Genechal & Cornell, 1993)
- Vocabulary in kindergarten and first grade is a significant predictor of reading comprehension in the middle and secondary grades or reading difficulties (Cunningham, 2005; Cunningham & Stanovich, 1997) and (Chall & Dale, 1995; Denton et al. 2011).

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### Which Words Should I Select to Teach That Transition to ALL Subject Areas in L1 & L2?

**WORDS? WORDS? WORDS?**

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### Tiers 3, 2 & 1

Summary of Vocabulary for ELs

**TIER 3** Subject-specific words that label content discipline concepts, subjects, and topics. Infrequently used academic words.

**TIER 2** Information processing words that nest tier 3 words in long sentences; polysemous words, transition words, connectors; more sophisticated words for rich discussions and specificity in descriptions.

**TIER 1** Basic words ELs need to communicate, read and write. Those that should be taught.

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### Tier 3

*Academic Content, Specific or Technical Words*

Math	Science	Social Studies
Square root	Photosynthesis	Government
Rectangle	Germ	Bylaws
Radical numbers	Atom	Bailout
Circumference	Matter	Congressional
Pi	Osmosis	Capital
Power	Power	Power

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### Tier 2

*Polysemous words* are words that have more than one meaning. Here are some examples:

solution	power	fall
table	cell	check
divide	right	court
prime	radical	hand
round	leg	long
trunk	left	pin
state	light	rest
bank	face	roll

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### Choose one Polysemous Word

**Please share in the chat box:**

List **all of the ways** students may encounter the word you picked from the list:


- Across all subjects
- In the news
- At home
- In idioms
- Anywhere else!

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### Debrief: Polysemous Words Activity

- What did you learn from this activity?
- How will this activity change how you think about vocabulary?
- How could you use this activity with students or teachers?



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### Tier 2 & 3

#### Homophones

due	do	dew
air	err	heir
buy	bye	by
there	they're	their
sum	some	
cell	sell	
weather	whether	

#### Miscued Homophones

facts	fats
axis	exes

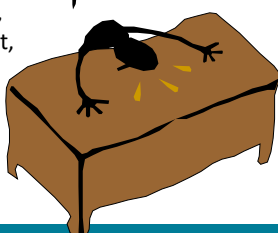
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### Tier 2 Words in State Exams

#### Information Processing Words

absence, accuracy, additive, affect, allow, analogous, apparent, approach, arrange, assortment, assumption, basis, bases, behavior, belief, body, boundary, coincide, compiled, core, criteria, crucial, denote, depict, deplete, device, display, distinct, due to, effect, forthcoming, generate, illustrate, impact, implicit, notwithstanding, oddly, so that, solely, successive, state, underlying, vary, whereby, widespread, ...



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### Tier 2


#### Words that Nest Content Words & Concepts

**Cause and Effect** – because, due to, as a result, since, for this reason, therefore, in order to, so that, thus...

**Contrast** – or, but, although, however, in contrast, nevertheless, on the other hand, while...

**Addition or Comparison** – and, also, as well as, in addition, likewise, moreover, by the way...

**Giving Examples** – for example, for instance, in particular, such as...



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### Tier 2

#### Sophisticated & Specificity of “Say”

*Instead of Tier 1: talk & say, how about Tier 2s?*

whisper	verbalize <i>verbalizar</i>
converse <i>conversar</i>	declare <i>declarar</i>
specify <i>especificar</i>	pronounce <i>pronunciar</i>
comment <i>comentar</i>	describe <i>describir</i>
announce <i>anunciar</i>	debate <i>debatir</i>
mention <i>mencionar</i>	discuss <i>discutir</i>
request	proclaim <i>proclamar</i>
communicate <i>comunicar</i>	articulate <i>articular</i>
reveal <i>revelar</i>	question <i>cuestionar</i>
dialogue <i>dialogar</i>	scream
remark	pontificate <i>pontificar</i>

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### Tier 2

Idioms for: "Talk"

Small talk	Talk your ear off
Sweet talk	Talk in circles
Talk shop	Talk in riddles
Talk big	Talk a mile a minute
Talk sense	Dance around a topic
Talk down	Talking to a brick wall
Talk back	Talk of the town
Talk over	Spit it out
Speak up	Talking point
Pep talk	Talk your way out of it

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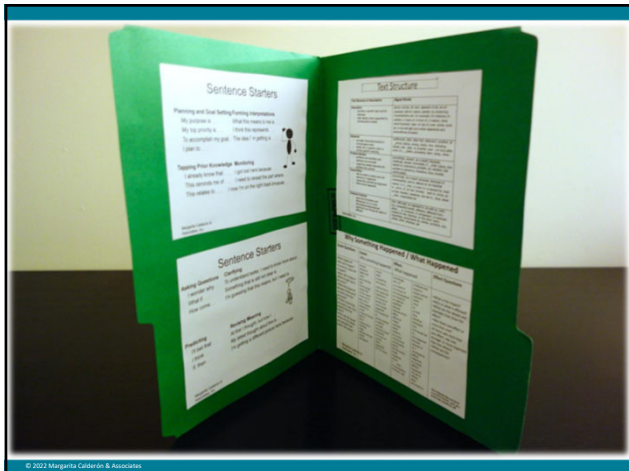
### Tier 1

Words for ELs

Problem Words	Examples
Spelling	tough, toothache, phrase, highlight, because
Pronunciation or confusion with homophones	weather/whether, sum/some, blue/blew, whole/hole, access/exes/axis, sell/cell, ship/chip
Background knowledge	lawnmower, blender, parka, skyscraper
False cognates	exit, character, embarrassed, success

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### Identify & Classify Words

Type of Words	Tier 3	Tier 2	Tier 1
Polysemous			
Phrases (bundled up words, idioms)			
Cognates			
Connectors & transitions			
Homophones			
Other:			

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**IN CHAT BOX:**

Why is it important to select Tier 2 words to preteach?

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**Your Turn!**

Select Tier 2 words from the next slide.

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### Climate Change Science Overview

*Modified from the United States Environmental Protection Agency for usage in this lesson.*

Earth's climate is changing in ways that affect our weather, oceans, snow, ice, ecosystems and society.

Natural causes alone, however, cannot explain all of these changes. Human activities which have been noted as contributing to climate change, are primarily due to the release of billions of tons of carbon dioxide (CO<sub>2</sub>) and other heat-trapping gases, known as greenhouse gases, into the atmosphere every year.<sup>[1]</sup>

Climate changes will continue into the future. Accordingly, the more greenhouse gases we emit, the larger future climate changes will be.



Human activities, like driving, manufacturing, electricity generation, and the clearing of forests contribute to greenhouse gas emissions and warm the planet.  
Sources: EPA, 2011; EPA, 2011; USACE.gov

Changes in the climate system affect our health, environment and economy. Fortunately, we can prepare for some of the impacts of climate change to reduce their negative effects on our well-being.

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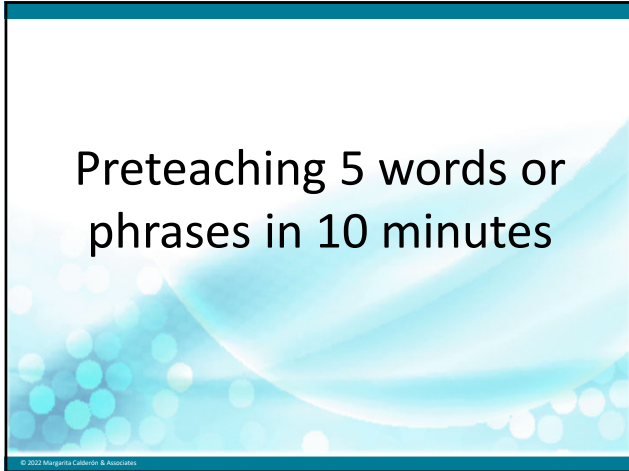


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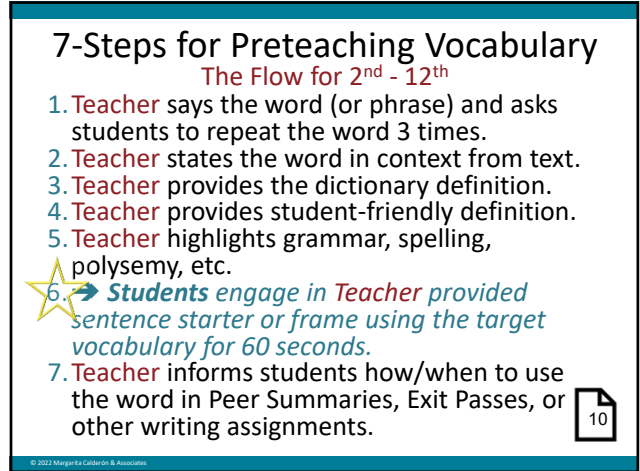
**Changes** in the climate system **affect** our health, environment and economy. **Fortunately**, we can **prepare for** some of the **impacts of** climate change to **reduce** their negative **effects** on our **well-being**.

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### Preteaching Tier 2 or 3 Words/Phrases

1. **Teacher** asks students to repeat the word.
2. **Teacher** states the word in context from the text.
3. **Teacher** provides the dictionary definition.
4. **Teacher** provides student-friendly definition.
5. **Teacher** highlights features: polysemous, cognate, tense, prefixes, etc.
6. **Students** engage in **Teacher** provided sentence starter or frame for 60 seconds. (Must contain target vocab.)
7. **Teacher** informs when students will see and use it.


1. Say *primarily due to* 3 times.
2. "Human activities ... contributing to climate change are *primarily due to* the release of billions of tons of CO<sub>2</sub> into the atmosphere."
3. *Primarily due to* means "mainly caused by" or "because of."
4. I am sad *primarily due to* not going out to eat at a restaurant.
5. *Primarily due to* is a phrase. \_\_\_\_\_ is *primarily due to* \_\_\_\_\_. (Ping-Pong)
7. Use *primarily due to* in your Exit Pass today.

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### K-2 and Newcomers


1. **roar, roar, roar**
2. "Some hurricanes **roar** onto land..."
3. **Roar** is a loud noise.
4. TTYP and say, "\_\_\_\_\_ **roars**."




a lion




the wind



a fire engine



the Hulk



a jet

5. You will see **roar** in our story.

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### SEL During Step 6

#### Interpersonal/Intrapersonal skills

- Intentionality and mindfulness
- Listening skills – really listening to partner
- Speaking skills – knowing how to socially interact

#### Cognitive growth

- Keeping information in mind
- Using new information

#### Attitude

- Willing to try

**In chat box:**  
What other skills are ELs using during Step 6?

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### SEL for EL Talk

- **Turn-to-Your-Partner** or **Think-Pair-Share** – mostly used to answer a question.
- **Teach Your Buddy!** Similar to Think-Pair-Share but partners **teach each other** what the teacher has just explained. Randomly call to share.
- **L1 Chat time** – students with same native language discuss/clarify a topic or chat at the end of the day.
- **Round Table Summaries** – four students use (*Initially, subsequently, moreover, finally*) for 2-minute verbal summaries.

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### 7-Step Flow

= 20-25 words a day

10 Min!

per Day

per Subject Area

5 words

How many in a school year?  
3,500 to 5,000

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### Reminders

#### Preteaching Vocabulary

- ✓ Not a passive role – Don't ask students to look up the word in a dictionary, define it in the context of a sentence, copy it from the board, or listen to the word and meaning only.
- ✓ Active role – Ask them to use the word with peers, apply it to real-life experiences, and connect it with meanings in the text.
- ✓ Use the word in reading comprehension and discussion, and in oral and written summaries.

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### Reminders

#### Preteaching Vocabulary

- ✓ Keep teacher talk to 1 min for the 7-Steps or 5-Steps. Students use word for 60/30 seconds. 100% student participation!
- ✓ DO NOT ask them to write, draw, guess what it means, or spend too much time giving examples that might draw students away from the real meaning. Writing and further depth of word meaning and practice can come after reading. Avoid methods that take up to 20 min per word!

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### Engagement with Reading

Text-Based Writing

Anchor Knowledge

Practice Close Reading

Model

Get Ready

- 1 Prepare to Read!
  - Hook the Reader
  - Preteach Vocabulary
  - Present Objectives
- 2 Model Comprehension/Close Reading
  - Self Correction
  - Reading Strategies
  - Read Aloud
  - Think Aloud
- 3 Partner Reading with Oral Summaries
  - Fluency
  - Comprehension
  - Vocabulary
- 4 Consolidate Language, Literacy & Content
  - Debrief
  - Text-based Questions
  - Cooperative Learning Activities
- 5 Connect Reading and Writing
  - Text Dependent Questions
  - Round Table
  - Write Around
  - R.A.F.T.
  - Cut-n-Grow
  - Rip-n-Rite

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### Vocabulary for Speaking, Listening, Reading & Writing

1. Peer practice of new vocabulary (Step 6)
2. Partner Reading with Verbal Summaries
3. Team discussions with Numbered Heads
4. Team projects or Project-Based Learning
5. Cooperative Learning strategies such as Numbered Heads Together, Corners, Jigsaws, Concentric Circles, Conga Lines
6. Collaborative Writing: Pair, triad or team writing, editing and revising

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### We will learn, experience, reflect and discuss:

- Select academic language using different types of words, phrases, and language structures to address core standards and classroom discourse.
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Teaching Reading & Comprehension to English Learners, K-5  
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English Learners  
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Promises Fulfilled  
A LEADER'S GUIDE FOR SUPPORTING ENGLISH LEARNERS  
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breaking through  
Effective Instruction & Assessment for Teaching English Learners  
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Breaking Down the Wall  
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Integrating Language, Reading, Writing, and Content in English and Spanish  
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Success in a Multicultural Classroom  
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Beyond Crises  
Overcoming Linguistic and Cultural Inequities in Communities, Schools, and Classrooms  
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Preventing Long-Term ELs  
Transforming Schools to Meet Core Standards  
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Designing and Implementing the Way  
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Promises Fulfilled  
A LEADER'S GUIDE FOR SUPPORTING ENGLISH LEARNERS  
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## Closing: Rosebuds

Think of a “bud” – a new idea that has blossomed, or something you are looking forward to knowing more about or experiencing.



Share your rosebud in the chat!



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- [www.ExC-ELL.com](http://www.ExC-ELL.com)
- Click on RESOURCES for a plethora of downloadable resources for your classroom
- [@calderonexc](https://twitter.com/calderonexc)



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