

Presenter's Preparation Outline

Unit 2, Module 1: Selecting Words

Presentation Materials

- 2-slides-to-a-page handout of the Adobe Flash presentation
- Handouts 1 to 4
- Equipment
 - Projector
 - Sound system (speakers)
 - Laptop or other computer with CD/DVD drive (see p. 12 of Speaker Preparation for other computer specifications)
 - DVD of Flash presentation with embedded Flash video
 - Laser pointer

Handouts

- Handout 1: TEKS/ELPS/CCRS Connections
- Handout 2: “The Problem with Mercury”
- Handout 3: Reflection Log
- Handout 4: References

Time

This module will take approximately 65 minutes.

Unit 2:
Vocabulary Instructional Routines

TEXAS
TALA
ADOLESCENT
LITERACY
ACADEMIES

Module 1:
Selecting Words


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Slide 1—Title Slide

This is the first module in the **Vocabulary Instructional Routines** unit, **Selecting Words**.

Vocabulary Instructional Routines

Module	Title
1	Selecting Words
2	Pronouncing and Defining Words
3	Generating Examples and Nonexamples


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Slide 2—Vocabulary Instructional Routines

This set of modules will focus on supporting students’ vocabulary knowledge before, during, and after reading text. This particular module will focus on **selecting words** to explicitly teach. The remaining modules in this unit focus on instructional routines to support students as they learn to pronounce, understand, and use unfamiliar words.

If you were doing an investigative lesson (as is consistent with the 5E Model: Engage, Explore, Explain, Elaborate, Evaluate; Bybee, 1997), you would move the introduction of and instruction in vocabulary to the end of that lesson. However, you should not have students encounter the terms in text until you have provided appropriate support for them to do so.



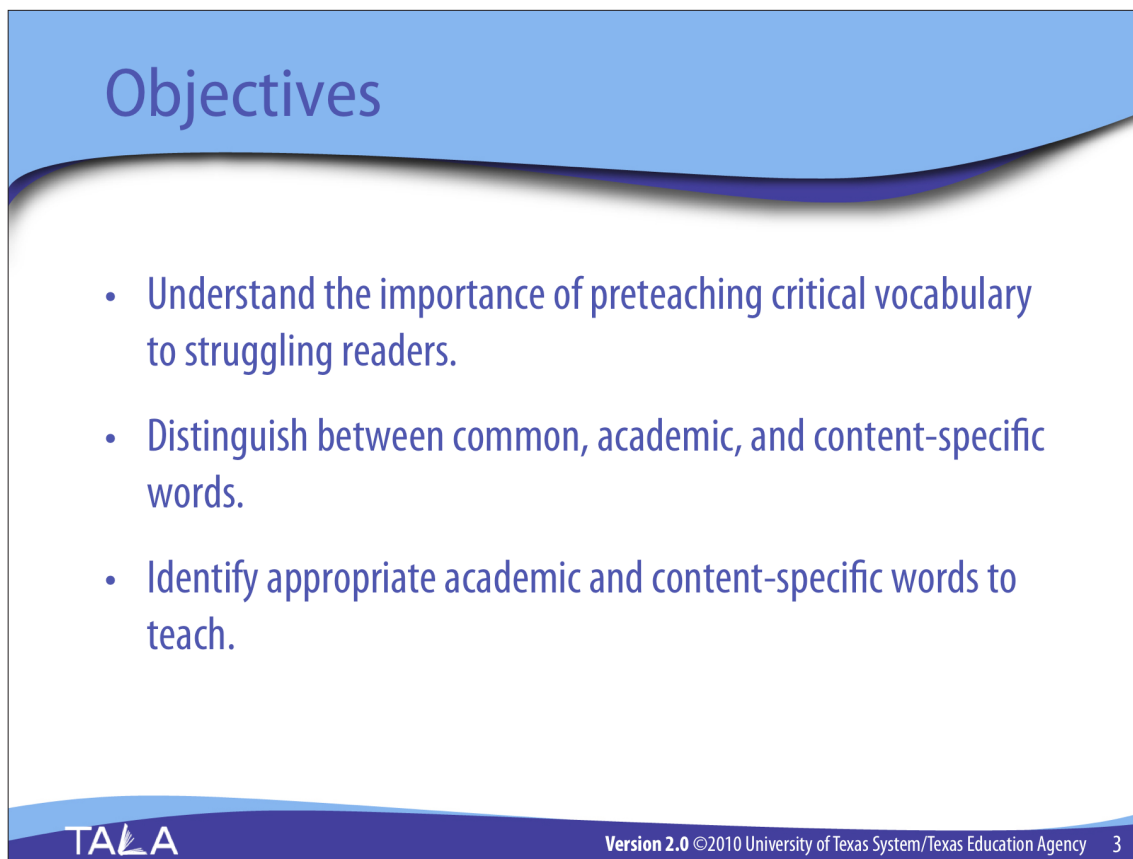
Find **Handout 1: TEKS/ELPS/CCRS Connections**, which explains how this routine will assist students in meeting specific subject area expectations of the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS). Take a moment to review and discuss this handout with a partner at your table.

Notes continue on the next page.

Allow 2 minutes. Monitor and address any questions or concerns.

Now that you have had an opportunity to review the relevance of this module to your particular subject area, let's examine our objectives for the session.

REFERENCE: Bybee, 1997.



The slide features a blue header with the word "Objectives" in white. Below the header, three bullet points are listed in blue text. At the bottom of the slide, there is a dark blue footer containing the TALA logo on the left and the text "Version 2.0 ©2010 University of Texas System/Texas Education Agency 3" on the right.

Objectives

- Understand the importance of preteaching critical vocabulary to struggling readers.
- Distinguish between common, academic, and content-specific words.
- Identify appropriate academic and content-specific words to teach.

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Slide 3—Objectives

Set expectations for this session.

As we begin the module, you may hear or see some terms with which you are not familiar. These will be explained as we work through the section of slides employing the explicit instructional routine (*I/WE/YOU Do*).

I/WE/YOU DO adapted with permission from Archer, Isaacson, & Peters, 1988.

Why Should We Focus on Vocabulary?

The relationship between students' vocabulary knowledge and their reading comprehension increases as they advance in grade levels.

(Snow, 2002)

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Slide 4—Why Should We Focus on Vocabulary?

Read the research information on the slide.

This is equally true for students of different language backgrounds and students with learning disabilities. Hence, it is important that vocabulary words be *taught* to students—not just *assigned* as an activity.

REFERENCE: Snow, 2002.

Why Should We Focus on Vocabulary? (cont.)

- Vocabulary knowledge is an especially important factor in the reading comprehension and performance of English language learners.

(García, 1991; Grabe, 1991; Laufer & Sim, 1985; McLaughlin, 1987)

- For English language learners, the “achievement gap” is primarily a vocabulary gap.


(Carlo et al., 2004)

Slide 5—Why Should We Focus on Vocabulary? (cont.)

- **Vocabulary knowledge is an especially important factor in the reading comprehension and performance of English language learners.**
- The link between vocabulary and comprehension is critical for all students, especially English language learners. **For English language learners, the “achievement gap” is primarily a vocabulary gap.** Their difficulty stems from limited knowledge about and exposure to English language.

Types of Vocabulary

<div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px; text-align: center; margin-bottom: 10px;">Common Words</div> <ul style="list-style-type: none"> • Basic • Conversational 	<div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px; text-align: center; margin-bottom: 10px;">Academic Words</div> <ul style="list-style-type: none"> • High function • High utility • Frequently occurring in academic settings 	<div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px; text-align: center; margin-bottom: 10px;">Content-specific Words</div> <ul style="list-style-type: none"> • Highly specialized • Related to a specific discipline • Not frequently encountered
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Slide 6—Types of Vocabulary

It is important to preteach vocabulary words that will appear in your lessons, but not all vocabulary words are of the same importance.

In fact, it would be impossible to directly teach all of the words students should learn each year, so teachers must identify which words have a higher instructional priority. To do that, researchers such as Isabel Beck and Margaret McKeown have used a classification system similar to the one on this slide.

Review the information on the slide.

Beck, McKeown, and Kucan (2002) advocate prioritizing instruction in the **academic words** since they are high function and high utility. These words will certainly warrant instructional attention, but understanding content area texts also requires that students build conceptual understanding related to the **content-specific vocabulary**. Therefore, these two categories will be the focus of the vocabulary instruction routines in this unit.

Notes continue on the next page.

Types of Vocabulary

<h3>Common Words</h3> <ul style="list-style-type: none"> • Basic • Conversational 	<h3>Academic Words</h3> <ul style="list-style-type: none"> • High function • High utility • Frequently occurring in academic settings 	<h3>Content-specific Words</h3> <ul style="list-style-type: none"> • Highly specialized • Related to a specific discipline • Not frequently encountered
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Additional Information for the Presenter

Schools that have been implementing Robert Marzano’s “Building Background Knowledge for Academic Achievement: Research on What Works in Schools” (2004) will recognize a slight discrepancy between the vocabulary category names used by Marzano and those used in TALA. Marzano refers to “academic vocabulary” as the terms unique to each course. For the purposes of TALA, “academic vocabulary” refers to the more sophisticated terms that are used in academic discourse across all subject areas. The terms that are unique to a course or discipline will be called “content-specific” words.

REFERENCES: Beck, McKeown, & Kucan, 2002; Marzano, 2004; Stahl, 1999.

Examples of Words

Common Words:	Academic Words:	Content-specific Words:
– Circle	– Contrast	– Amoeba
– Eight	– Dominant	– Dénouement
– Letter	– Equate	– Détente
– Money	– Infinite	– Hypotenuse
– Mountain	– Legitimate	– Jacksonian
– New	– Luxury	– Morpheme
– Share	– Prohibited	– Onomatopoeia
– Together	– Provoke	– Plebiscite
– Warm	– Reluctantly	– Sine
– Yellow	– Sequence	– Trapezoid
	– Similarly	– Zygote


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Slide 7—Examples of Words

Review the list of common words on the slide.

Common words are heard or encountered frequently in everyday life. It is important to remember that these words are not “common” to English language learners (ELLs) at lower levels of proficiency. Recent immigrants (typically in their first 2 years) are still working on their basic interpersonal communicative skills, or BICS (Cummins, 1979).

Academic words include words that are associated with instructions and questioning in school (e.g., *analyze, contrast, define, evaluate*). They also include more sophisticated language (e.g., *legitimate, provoke, reluctantly*).

Content-specific words are highly specific and are not likely to be encountered outside of a subject area. However, they can be critical to understanding subject area concepts. Content-specific words include commonly known words that take on a very specific meaning in the content area, such as *volume* and *net*.

All students will need support in acquiring academic and content-specific words.

Notes continue on the next page.

Examples of Words

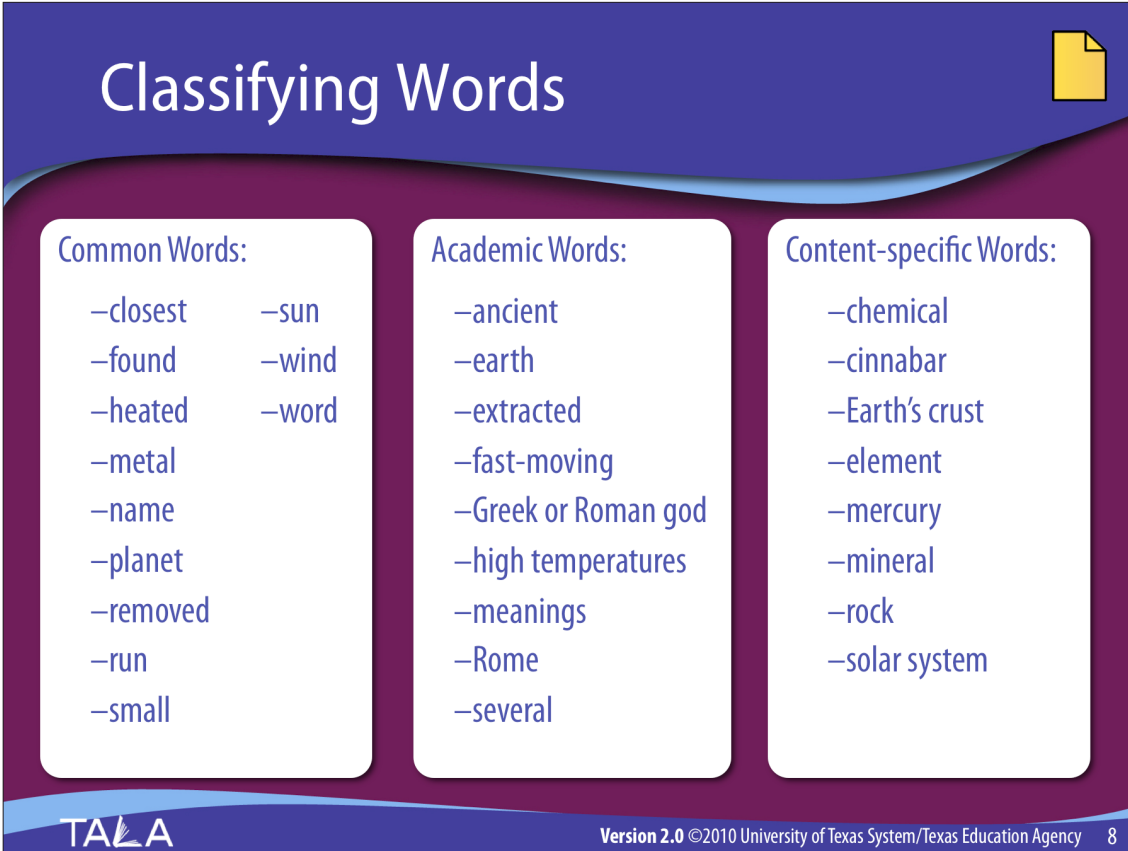
Common Words:	Academic Words:	Content-specific Words:
– Circle	– Contrast	– Amoeba
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– Mountain	– Legitimate	– Jacksonian
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– Share	– Prohibited	– Onomatopoeia
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– Warm	– Reluctantly	– Sine
– Yellow	– Sequence	– Trapezoid
	– Similarly	– Zygote

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However, students with reading and language difficulties will need additional scaffolding. Some ELLs will appear to be proficient in English because they can demonstrate good conversational skills (mastery of BICS). However, it can take 5 to 7 years for them to acquire the academic and content-specific vocabulary that would bolster their cognitive academic language proficiency, or CALP (Cummins, 1979).

REFERENCE: Cummins, 1979.



Classifying Words

Common Words:	Academic Words:	Content-specific Words:
–closest	–ancient	–chemical
–found	–earth	–cinnabar
–heated	–extracted	–Earth’s crust
–metal	–fast-moving	–element
–name	–Greek or Roman god	–mercury
–planet	–high temperatures	–mineral
–removed	–meanings	–rock
–run	–Rome	–solar system
–small	–several	

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Slide 8—Classifying Words

Activity: Tell-Help-Check



Find **Handout 2: “The Problem with Mercury.”** Read the first section with the subtitle, “A God, a Planet, and a Metal,” and classify the words used in that paragraph.

Allow 1 minute.

Now pair up with someone at your table. Decide who will be Partner One and who will be Partner Two.

Allow a few seconds.

Partner One, TELL Partner Two five **common words**, five **academic words**, and five **content-specific words** you found. Twos, remember to HELP your partners if they get stuck or if they miss any words you found.

Allow 1 minute.

Notes continue on the next page.

Classifying Words

Common Words:

- closest
- found
- heated
- metal
- name
- planet
- removed
- run
- small

Academic Words:

- ancient
- earth
- extracted
- fast-moving
- Greek or Roman god
- high temperatures
- meanings
- Rome
- several

Content-specific Words:

- chemical
- cinnabar
- Earth’s crust
- element
- mercury
- mineral
- rock
- solar system

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It’s likely that you and your partner disagreed on how to classify some of the words. It can often be difficult to know what should be “common” to your students and what should be considered more sophisticated language. There is no hard and fast rule for making that determination, but the more you work with the words and terms in your course, the more comfortable you will be with classifying them.

Now, let’s CHECK your answers against the suggested responses.

Advance slide for answers in the first box.

These words can be heard or encountered frequently in everyday life.

Advance slide for answers in the second box.

There are three different types of words in this list. There are words that are a little more sophisticated, such as *ancient*, *extracted*, *fast-moving*, *high temperatures*, and *several*. There are also words that have more than one meaning, such as *earth* (e.g., soil, globe, terrain, world), *god* (e.g., supreme being, expression of a strong feeling, supernatural being, iconic image, someone highly admired in a field), and

Notes continue on the next page.

meanings (e.g., definitions, intentions, significance, inner importance). Finally, there is also a proper noun: *Rome*.

Advance slide for answers in the last box.

The words in this list are specific to science or have a particular definition when used in scientific concepts. You will notice that the word *mercury* was explained with two different definitions in the first section of the passage; it was described as a planet and an element. The authors acknowledged that the term could be confused if students were not aware of its meaning as an element.

Some of you might argue, perhaps, that the terms *solar system*, *chemical*, and *mercury* are becoming more common in everyday language. Similarly, *rock* might be considered an academic word because it has more than one meaning. Note that *rock*, as used in this context, does not refer to a type of music or to a motion.

SOURCE: San Francisco Department of the Environment, n.d.

TELL-HELP-CHECK adapted with permission from Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990.

Preteach the Academic and Content-specific Words

- New words not common to oral language
- Mature or more precise labels for concepts already under the student's control
- Abstract words and words not easily pictured
- Words that require background knowledge for concept development
- Multiple-meaning words

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Slide 9—Preteach the Academic and Content-specific Words

Preteaching more difficult vocabulary words is recommended for all students, but this is particularly helpful to students who typically struggle with content area reading. You might preteach the academic and content-specific words that are:

- **New words not common to oral language**, or the language of everyday speech (e.g., *sycophant*)
- **Mature or more precise labels for concepts already under the student's control** (e.g., *ravenous* for *hungry*)
- **Abstract words and words not easily pictured**; often derived words ending with *-tion* (*sensation*), *-ment* (*predicament*), *-ity* (*purity*), etc.
- **Words that require background knowledge for concept development** (e.g., *igneous rocks* in science require knowledge of state changes, exothermic processes, magma, elements, and minerals)
- **Multiple-meaning words**; often words that have an everyday meaning, but also a very specific definition in the content areas, such as *net*, *volume*, and *table* in mathematics

Notes continue on the next page.

In some models of instruction, an activity is used to stimulate curiosity and activate prior knowledge before exploring the content concepts. You may decide to allow students to have this introductory experience before presenting the vocabulary for the lesson or text. However, be sure to present vocabulary that is needed for students to benefit from this activity up front.

English language learners have additional needs in vocabulary instruction. After concrete words that can be shown to students with pictures, visual aids, or demonstrations, research indicates that you should choose abstract words (Anderson & Roit, 1998), multiple-meaning words (Grognet, Jameson, Franco, & Derrick-Mescua, 2000), and texts that include rich, evocative vocabulary—provoking a memory or mental association (Gersten & Baker, 2000).

In addition, ELLs need to be explicitly taught words that can be used in various parts of speech—such as the word *light*—as well as idiomatic expressions or figures of speech. Both idiomatic expressions and figures of speech are often culturally based, so they tend to present difficulty to all students who do not share the originating background.

Additional Information for the Presenter

Children and adults are said to progress through different levels of words knowledge:

1. *I never saw it before.*
2. *I've heard of it, but I don't know what it means.*
3. *I recognize it in context; it has something to do with...*
4. *I know it.*

When words are not well known by students, but are important to their comprehension and content area learning, it is necessary to provide instruction prior to students' encountering the words in text.

Activity: Generate-Share

With your partner, review the academic and content-specific words we identified in the “Mercury” passage. GENERATE a short list of the words you would preteach. Select only the words most critical to students’ understanding of the passage.

Allow 2 minutes. Monitor and assist as necessary.

Reconvene the group. Have participants SHARE the words they selected and tell why.

REFERENCES: Anderson & Roit, 1998; Beck et al., 2002; Gersten & Baker, 2000; Grognet, Jameson, Franco, & Derrick-Mescua, 2000; Stahl, 1999.

GENERATE-SHARE adapted with permission from Archer, 2006, based on Ruhl & Suritsky, 1995.

Selecting Vocabulary Words to Teach

- You may not be able to teach directly all of the academic and content-specific words you identified.
- Consider which of these words to:
 - Define for the students
 - Teach using an extended instructional routine

Slide 10—Selecting Vocabulary Words to Teach

Some academic and content-specific words that are not likely to be in students' vocabularies are used primarily as labels in a passage and may not require deep instruction. These may be proper nouns, such as *Sacajawea*, or Latin names for biological organisms, such as *Canis latrans* (coyote). Students may need help pronouncing these words—as we will discuss in the next module—but they do not need to study the words in order to comprehend the passage.

Even after removing these types of words, you still may have quite a long list. It is not practical **to teach directly all of the academic and content-specific words you identified.**

Therefore, you will need to decide **which of these words to:**

- **Define for the students.** This can be done by showing a picture, demonstrating an action, or using the word in a sentence or two. You want to give students just a basic understanding to allow the lesson to continue.

Notes continue on the next page.

- **Teach using an extended instructional routine.** We will learn this process in the other modules of this unit.

Deciding how many words to teach can be a challenge. It is best to use the Texas Essential Knowledge and Skills (TEKS) to guide your selection from the words in your textbooks and other curricular materials.

How Many Words Should Be Taught?

- Students need to learn about 3,000–4,000 words per year to maintain average vocabulary growth.
(Baumann & Kame'enui, 2004)
- Many students with low vocabularies need to learn more words to make progress toward catching up with their peers.
- **Students must learn through direct instruction and incidentally through exposure and wide reading.**

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Slide 11—How Many Words Should Be Taught?

Although students should be learning thousands of new words each year, it is difficult to accomplish that solely through direct instruction. Particularly for students who are significantly behind their peers in knowledge of words and word meanings, direct and explicit instruction in vocabulary must be accompanied by exposure to enriched vocabulary in classroom discussions and supplemental materials, as well as an extensive variety of opportunities to read authentic texts.

Review the information on the slide.

There is no hard-and-fast rule for determining the exact number of words that should be taught per day. This number will be dependent upon the instructional objectives and accompanying resources used to accomplish those objectives. Collaboratively reviewing student performance data, the TEKS, and available materials with other teachers can be useful in planning an appropriate amount of vocabulary instruction to help students make adequate progress and access the curriculum.

REFERENCES: Baumann & Kame'enui, 2004; Stahl, 1999.

Brief vs. Expanded Instructional Routine for Vocabulary

Brief Routine

1. Selecting the words to teach
2. Pronouncing and defining the words

Expanded Routine

1. Selecting the words to teach
2. Pronouncing and defining the words
3. Generating examples and nonexamples

Slide 12—Brief vs. Expanded Instructional Routine for Vocabulary

Let's examine the steps for teaching vocabulary using our words from the passage "The Problem With Mercury."

Review the two routines on the slide.

You have already **selected the words to teach** in step 1.

Teaching the students how to **pronounce and define** unfamiliar **words** is step 2.

If the goal is to have students recognize the word and understand it in context while reading, you would use the **brief routine**. The academic and content-specific words that you feel merit a bigger commitment of instructional time will be continued in step 3 of the **expanded routine: generating examples and nonexamples of words**.

For example, the word *extracted* might come up in a short story that is being read in English language arts or reading. In that case, the teacher will most likely just touch on what *extracted* means. However, the science teacher might need to take

Notes continue on the next page.

Brief vs. Expanded Instructional Routine for Vocabulary

Brief Routine	Expanded Routine
<ol style="list-style-type: none"> 1. Selecting the words to teach 2. Pronouncing and defining the words 	<ol style="list-style-type: none"> 1. Selecting the words to teach 2. Pronouncing and defining the words 3. Generating examples and nonexamples

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the students through the **expanded** instructional **routine** if the word *extracted* is integral to a unit of instruction on minerals.

If the goal is to have students correctly use the word orally and in their writing, it will be necessary to use the expanded routine.

REFERENCE: Stahl, 1999.

Planning for Vocabulary Instruction

- When deciding whether to use the expanded instructional routine, consider whether the word is:
 - Critically important for comprehension
 - Frequently encountered
 - A multiple-meaning word defined differently in other contexts

Slide 13—Planning for Vocabulary Instruction

To determine **whether to use the expanded instructional routine** or to simply “tell” the students the word and its meaning, consider the following questions:

- Is the word **critically important for comprehension**? In content area classes, the words most critical to comprehension are often used in only that subject but are necessary for concept development. From our list of words in the passage, “The Problem with Mercury,” for example, we would want to ensure students know the correct meaning of the word *mercury*.
- Is the word **frequently encountered**? If students are likely to see the word or derivatives of the word in other settings, they would profit from the expanded instructional routine. This would include words that students are not likely to see outside of school but that they will encounter again in academic settings. Again using our list from the passage about mercury, we might want to teach students the word *contaminate* because it would be useful for other lessons in science and, perhaps, social studies or even literature.

Notes continue on the next page.

Planning for Vocabulary Instruction

- When deciding whether to use the expanded instructional routine, consider whether the word is:
 - Critically important for comprehension
 - Frequently encountered
 - A multiple-meaning word defined differently in other contexts

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- Is the word a **multiple-meaning word defined differently in other contexts**? Many words seem familiar to students because they learned one definition in one context. However, if the word takes on a different or unique meaning in the content area, it warrants deeper instruction to prevent confusion. For example, the “Mercury” passage repeatedly uses the word *mine*. This word has a common meaning (“belongs to me”) as well as two unique meanings in this science article (“a place where minerals are extracted” and “to extract minerals from the earth”). Multiple-meaning words can be confusing for all students who are not familiar with their use in various contexts. They can present particular challenges to English language learners.

Activity: Deciding to Use the Expanded Routine

Take a moment to review the words you and your partner selected from the “Mercury” passage. Decide which two words you would teach using the expanded routine.

Allow 30–60 seconds.

Call on participants to share their words and their reasons for choosing them.

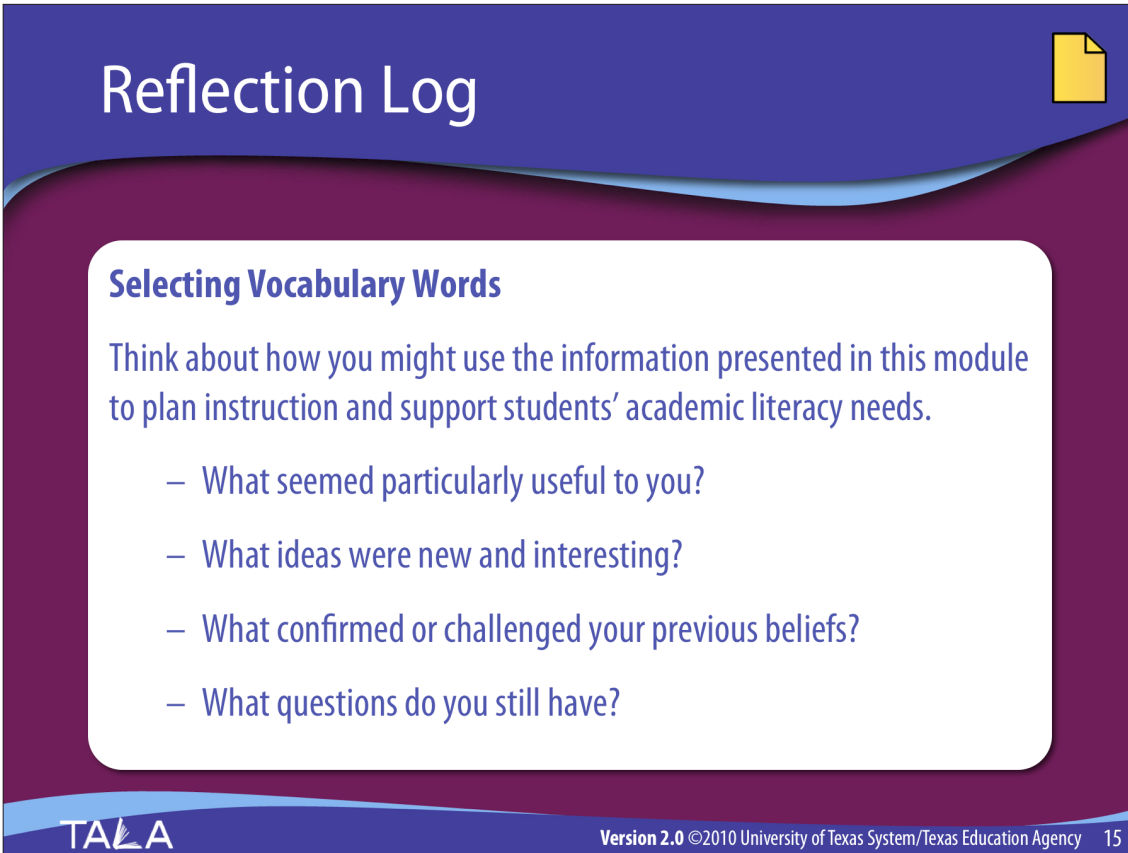
Summary

- Understand the importance of preteaching critical vocabulary to struggling readers.
- Distinguish between common, academic, and content-specific words.
- Identify appropriate academic and content-specific words to teach.

Slide 14—Summary

Review the objectives.

In the next module, we will learn a routine for pronouncing and defining the words you identify for instruction.



Reflection Log

Selecting Vocabulary Words

Think about how you might use the information presented in this module to plan instruction and support students' academic literacy needs.

- What seemed particularly useful to you?
- What ideas were new and interesting?
- What confirmed or challenged your previous beliefs?
- What questions do you still have?

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Slide 15—Reflection Log

Activity: Reflection Log



Have participants turn to **Handout 3: Reflection Log**.

Read the directions on the slide.

Allow 2 minutes for participants to work quietly.

Optional Alternate Activity

Have participants work collaboratively to identify important academic and content-specific words in their own curricular materials.