

WHAT'S IN A WORD?

**Explicit Vocabulary Instruction
in the ABE, ASE, and CTE Classrooms**



TODAY'S AGENDA

- Welcomes + Poll
- Objectives for Today's Session
- Vocabulary, Comprehension, and Learning
- Vocabulary Instruction: What Works
 - 3 Vocabulary Tiers + Group Share
 - Direct Vocabulary Instruction
 - Word-Learning Strategies
 - Extensive Reading



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March
10th

OBJECTIVES

By the end of today's session, you will be able to:

- identify the importance of vocabulary.
- identify the relationship between vocabulary, comprehension, and learning.
- learn research-based instructional strategies to teach vocabulary across curriculum.



- ABE?
- ASE?
- CTE?
- vocabulary instruction?
- students struggle with text?

March
10th



- your name
- your school district/school
- subject you teach



THE IMPORTANCE OF VOCABULARY

- Word knowledge - the glue that holds content together and makes it accessible - is crucial to reading comprehension.
- Knowing 90%-95% of words in a text is necessary for adequate reading comprehension
- Comprehending 90-95% of words in a text enables readers opportunities to learn new words, continue to build their vocabulary.

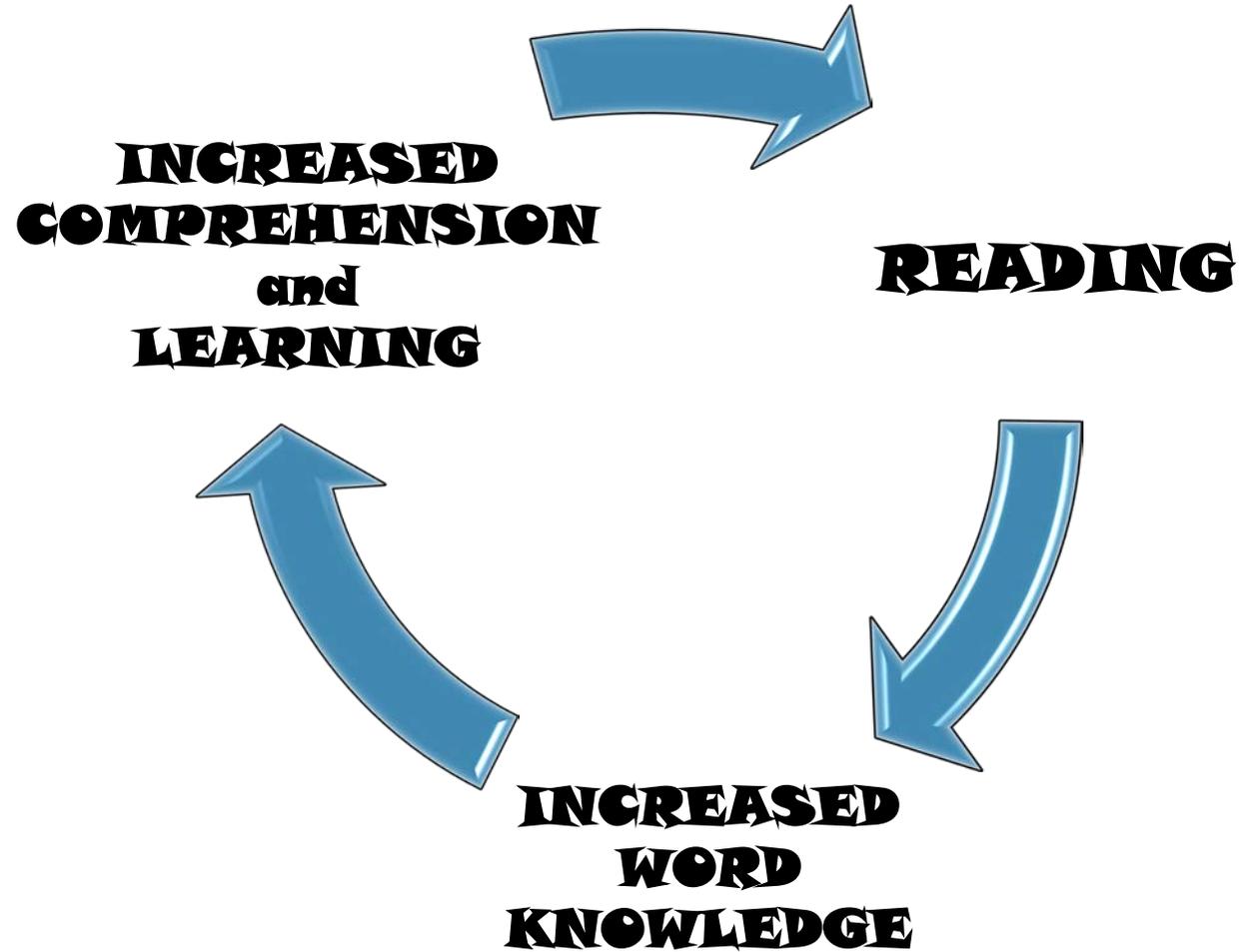


VOCABULARY, COMPREHENSION & LEARNING

- Reading is the single most important factor in increased word knowledge.
- A rich vocabulary increases comprehension and learning.

Blintz, Wm. P. Middle School Journal. *Teaching Vocabulary Across the Curriculum*. 2011.

IN OTHER WORDS...





COLLEGE AND CAREER READINESS STANDARDS

CCR READING Anchor 4:

Interpret words 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. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

CCR SPEAKING AND LISTENING Anchor 4:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR LANGUAGE Anchor 6:

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 a word or phrase important to comprehension or expression.



CTE ANCHOR STANDARDS COMMON CORE ENGLISH LANGUAGE ARTS ALIGNMENT

CTE Anchor Standard 2: Communications Language Standard

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate **independence in gathering vocabulary knowledge** when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6

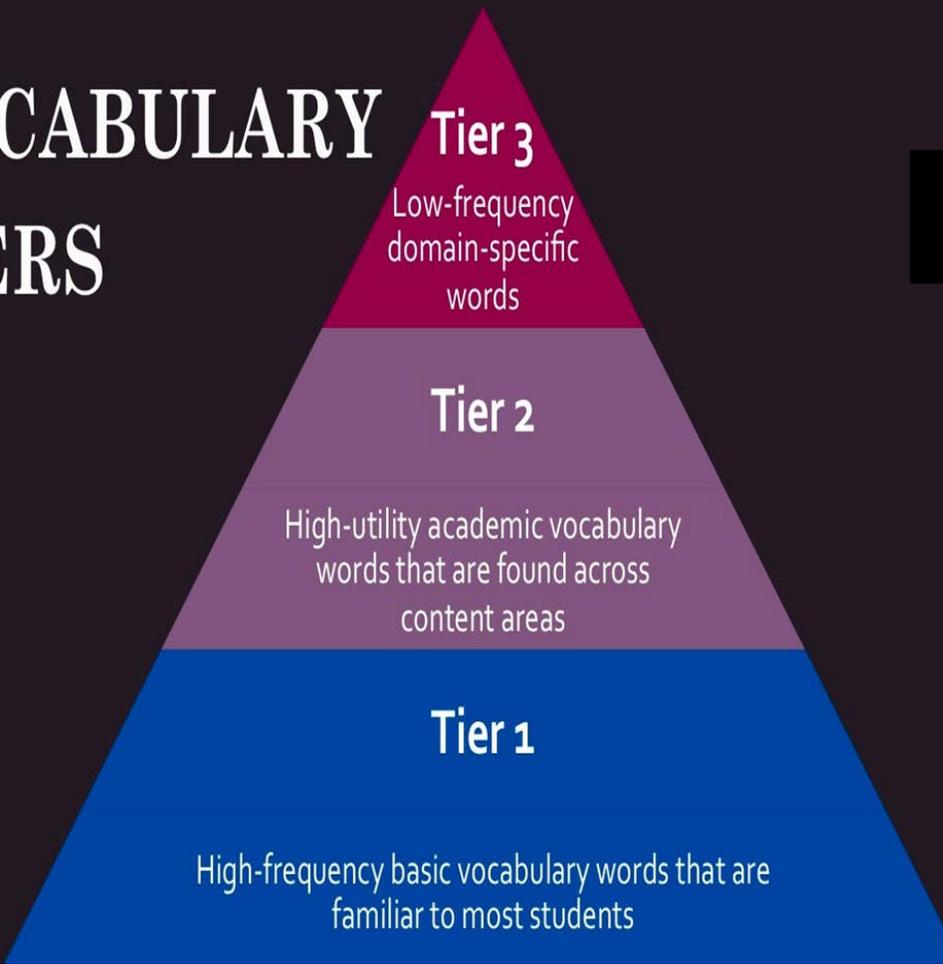


VOCABULARY INSTRUCTION WHAT WORKS?

Fostering a *word conscious* classroom!

- direct, explicit instruction of academic and content-specific vocabulary with ample guided practice
- word-learning strategies integrated into instruction
- shared, guided, and independent reading of high-interest informational, technical, and literary texts

VOCABULARY TIERS



BRINGING WORDS TO LIFE

ISABEL BECK
MARGARET MCKEOWN
LINDA KUCAN

WORDS TO TEACH

**TIER 2 WORDS PROVIDE CONTEXT
FOR TIER 3 WORDS**

Calibrate the **circumference/periphery**...

Discuss how **lava accumulates**...

Reflect on how **legislature** can **vary**...

PLACEMENT AND PROMOTIONAL STANDARDIZED TEST

Which of the following best describes the purpose of this information?

- a. It is a listing of common health hazards and possible injuries.
- b. It is a set of precautions that should be taken when hazardous materials are handled.
- c. It is a table identifying the medical treatment indicated for various levels of exposure to hazardous materials.
- d. It is a system for classifying materials according to the health risk they present.

Skim this reading to answer the questions that **follow**:

Most **researchers** saw **cell components** **functionally**, not **etiologically**. That is, they were **concerned** about what the parts of a **cell** did, not where they came from. Georgette Gold herself followed this **conventional approach** until reading Beatrice Plinth's 1980's **research** on **mitochondrial DNA**.

Gold and a team of **colleagues** at Dealy College in Boston **concentrated** their **efforts** on this **structure**. Their **comparisons** of the **mitochondrial DNA** of 500 **subjects** **led** them to a **surprising conclusion**: Part of a **human** cell, the mitochondrion, is **probably** there because a **clever bacterium** learned how to make **human** cells **reproduce** it.

TEXTBOOK: ACCOUNTING

Cash Controls

Cash transactions occur more frequently than other types of transactions. Because cash is easily transferred from one person to another, a business must try to safeguard its cash to protect it and other assets from errors.

An unintentional error occurs when someone mistakenly records an incorrect amount or forgets to record a transaction. An intentional error occurs when someone intentionally records an incorrect amount or does not record a transaction in order to cover up fraud or theft. Good cash control procedures should guard against both types of errors.

Source: *Century 21 Accounting*, Chapter 5. *Cash Control Systems*

TEXTBOOK: COSMETOLOGY

Thermal Hair Straightening (Hair Pressing)

Thermal hair straightening, or hair pressing, is a popular service that is very profitable in the salon. When properly done, hair pressing temporarily straightens extremely curly or unruly hair by means of a heated iron or comb.

A pressing usually lasts until the hair is shampooed. (Permanent or chemical hair straightening is covered in Chapter 20, Chemical Texture Services). Hair pressing also prepares the hair for additional services, such as thermal curling and croquignole thermal cooling (the two-loop of Figure 8 technique). A good hair pressing leaves the hair in a natural and lustrous condition, and it is not harmful to the hair.

COURSE OUTLINE: NURSING ASSISTANT

Nursing Assistant: Long-Term Care

Course Description:

This competency-based course offers an overview of anatomy, physiology, nutrition, medical terminology and an introduction to diseases and disorders. Emphasis is given to safety principles, infection control and the philosophy of nursing. This course also integrates methods for meeting the social and psychological needs of the patient. Nursing skills and clinical procedures are practiced in the classroom skills laboratory before being demonstrated in community health facilities. Upon completion of the required 60 hours of theory and 110 hours of clinical practice, the student will be qualified to take the state certification test. Successful completion of this examination will enable the student to be employed in a health care facility. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards.

Source: LAUSD-DACE-CTE Course Outline: *Nursing Assistant 1*

COURSE DESCRIPTION: LANDSCAPING

Landscaping/1

Course Description:

This competency-based course is the first in a sequence of three designed for landscaping. It provides students with technical instruction and practical experience in workplace safety, handling and caring for basic landscaping tools, part one of plant identification, types of soil, planning and maintaining an ornamental garden, basic landscape design and water management. The competencies in this course are aligned with the California High School Academic Content Standards and the California Career Technical Education Model Curriculum Standards

source: LAUSD-DACE-CTE Course Outline: *Landscaping 1*



PARTNER/WHOLE GROUP

-Work with your Shoulder Partner to identify Tier 2 and Tier 3 words in passage.

-Several partners share their results with us all.

IDENTIFYING TIER 2 AND TIER 3 WORDS

Before you can calm an irate customer and solve his or her problem, you must calm yourself. A confrontation will trigger a fight or flight reaction, which is the body's automatic response to perceived stress. Adrenaline will surge, your heart will beat faster, your blood pressure will increase, and your breathing will become more rapid. Your body is preparing itself to handle the attack.

While these physiological responses helped our prehistoric ancestors survive, they will hinder your ability to work with customers effectively. All of this means that you, consciously, must reverse your body's automatic response to stress and help it return to a calm state.

SOURCE: *Customer Service: 21st Century*. Chapter 5: *Handle Difficult Situations*

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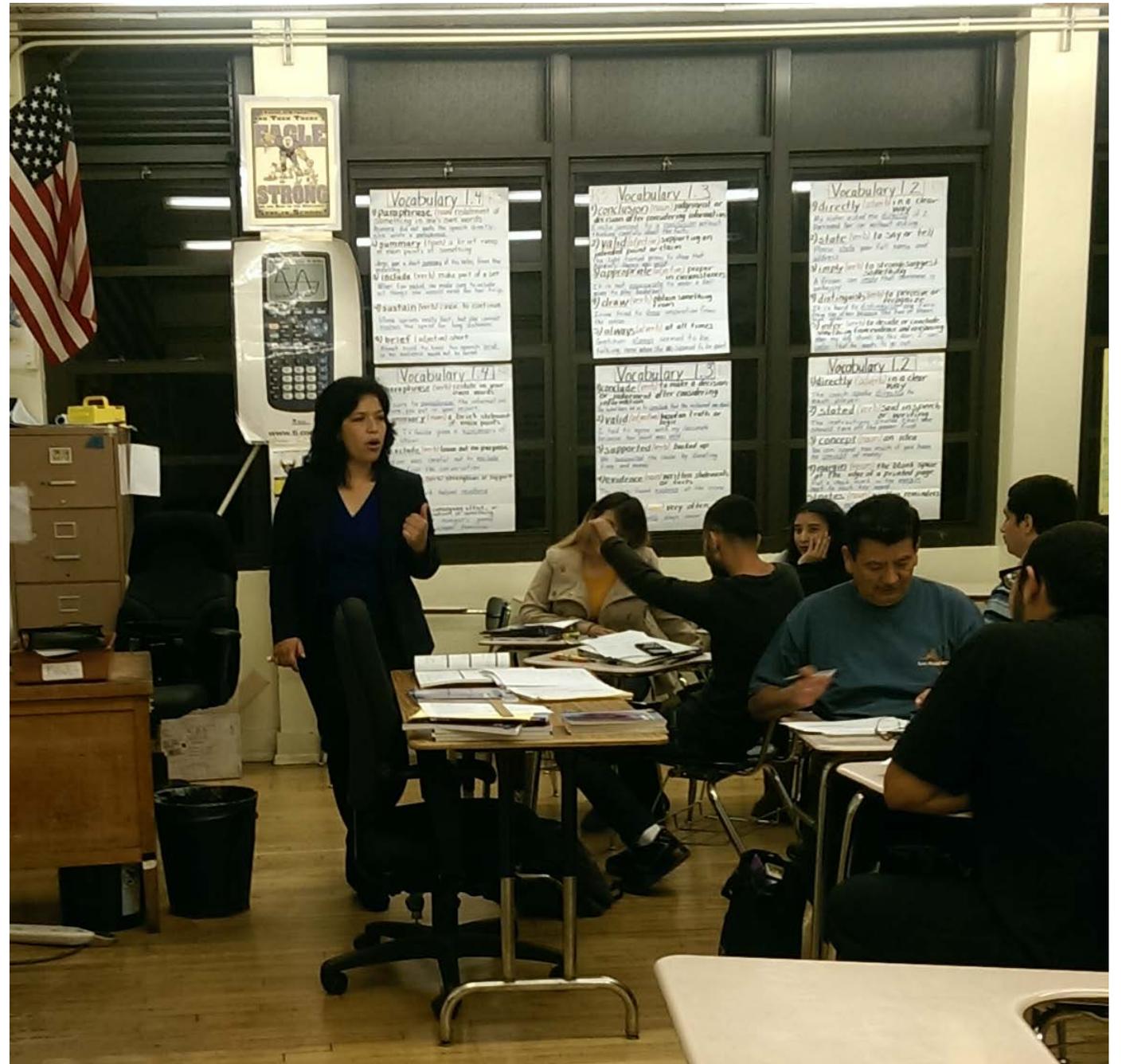
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SOURCE: *Customer Service: 21st Century*. Chapter 5: *Handle Difficult Situations*

RESEARCH RECOMMENDATION

- 5 academic vocabulary words weekly
- *Coxhead's 570 High-Incidence Academic Word List*
- Academic Vocabulary textbooks
 - Longman
 - McGraw-Hill
 - New Readers Press
 - Townsend Press

**DIRECT,
EXPLICIT
VOCABULARY
INSTRUCTION**



| Word | Know It Well | Have Seen or Heard It | Have No Clue |
|--------------|--------------|-----------------------|--------------|
| Loyalist | | X | |
| Continental | | | X |
| Congress | X | | |
| Militia | | | X |
| Independence | X | | |
| Rebellion | X | | |
| Revolution | | X | |
| Traitor | X | | |

My Vocabulary Knowledge Rating Scale

| | 1  | 2  | 3  | 4  |
|---------------------------------|---|--|--|--|
| <small>Vocabulary Words</small> | <small>1. Have you ever seen or heard this word before and do you know what it means?</small> | <small>2. Have you ever seen or heard this word and do you know what it means?</small> | <small>3. Have you ever seen or heard this word and do you know what it means?</small> | <small>4. Have you ever seen or heard this word and do you know what it means?</small> |
| detective | | X | | |
| definite | | | X | |
| specific | | X | | |
| positive | | X | | |
| modest | X | | | |
| timid | | | | X |
| talented | | | X | |



Vocabulary Knowledge Rating Chart

Rating Scale: 4 = I can teach the word.
 3 = I have some understanding.
 2 = I have seen or heard it before.
 1 = I have never seen or heard it before.

| Word | Rating | What I Think This Word Means |
|----------|--------|------------------------------|
| conflict | 3 | a fight |
| peer | | |
| resolve | | |

VOCABULARY KNOWLEDGE RATING-CHARTS

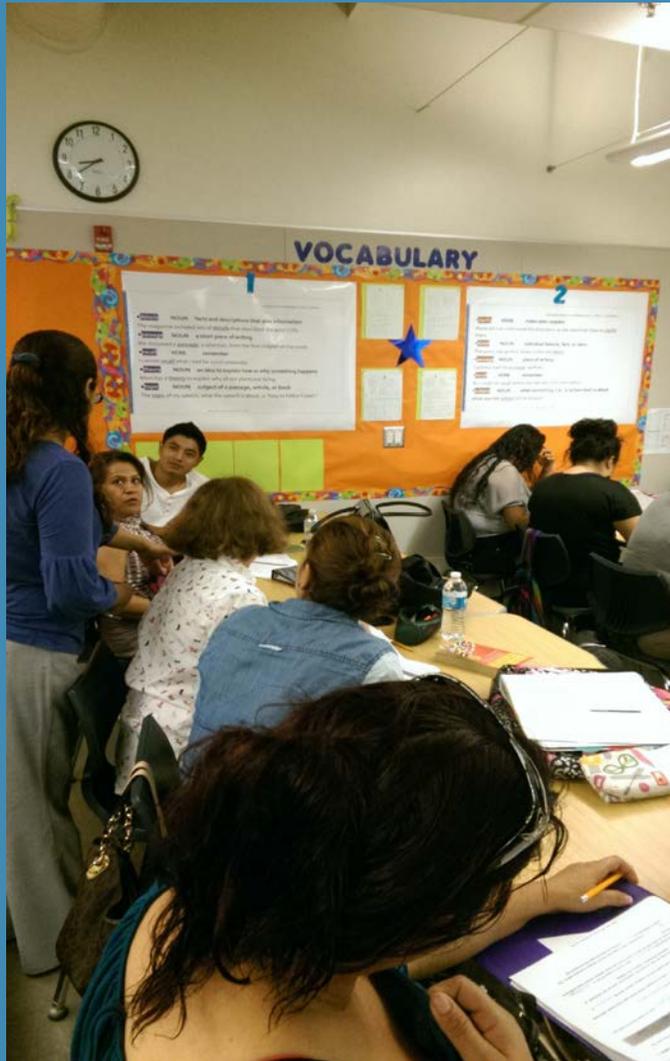
Introduce word, one meaning, its part of speech.

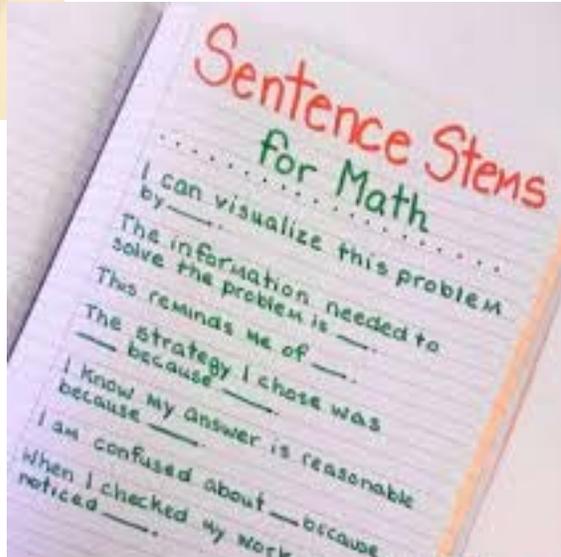
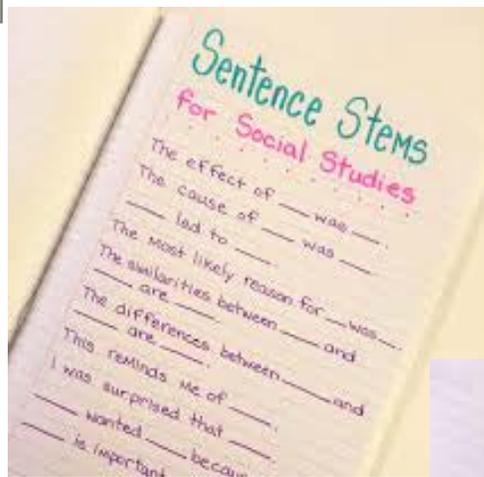
Explain word with personal and student-centered contexts.

Elicit student responses using word included in structured prompts or questions.

| Word and Meaning | My Contexts | Prompts |
|--|--|--|
| <p>anomaly (noun) <i>something that is noticeable because it is different from what is normal or usual</i></p> | <ul style="list-style-type: none"> All my students wore jeans to class; one wore a suit and tie=anomaly among my students. He also stood up when I entered; insisted on washing the bb/cleaning. In NYC, not owning a car is the norm. In LA, not owning a car is an anomaly. If it snowed in LA.... If it rains in the summer, it is... In a staunchly Repub. family, being a Dem would be an anomaly. | <ul style="list-style-type: none"> What would be an anomaly in your classroom? What might be an anomaly in NYC but not LA or vice versa? What would be an anomaly in your family? |
| <p>emulate (verb) <i>try to do something the same way as someone else (usually because that person is admired or respected)</i></p> | <ul style="list-style-type: none"> My aunt was a teacher. She had a way with young people. They all listened to her. She was fun, positive and funny. I wanted to emulate her when I was a child. Younger siblings emulate older brothers and sisters—playing sports, wearing the same type of clothing. MLK studied Ghandi with intention of emulating his nonviolent approach to changing society. Parents do not want their children to emulate the behavior of gang members or those on drugs. | <ul style="list-style-type: none"> Who did you emulate when you were a child? Who do you emulate now as an adult? How do people emulate celebrities or well-known figures, e.g., Michael Jackson, Elvis Presley, Barack Obama. Sports figures— Serena Williams, LeBron James, Roger Federer |
| <p>loquacious (adjective) <i>liking to talk a lot, sometimes too much</i></p> | <ul style="list-style-type: none"> Friends think that my brother-in-law, Sam, is loquacious because he loves to hear himself talk and talk and talk... It's astounding that Sam can talk so much! Loquacious people, like Sam, speak whenever they get the chance, and it's very hard to get a word in edgewise! Sam's wife, Lee, is not talkative or wordy like her loquacious husband. I have often wondered how this quiet and reserved woman can live with a man who just talks too darn much! | <ul style="list-style-type: none"> How do you handle loquacious co-workers? Loquacious guests at a party? What types of situations can bring out the loquacious nature of otherwise shy, reserved people? Why is being loquacious so annoying to most people? |

WORD-LEARNING STRATEGIES FOR GUIDED PRACTICE

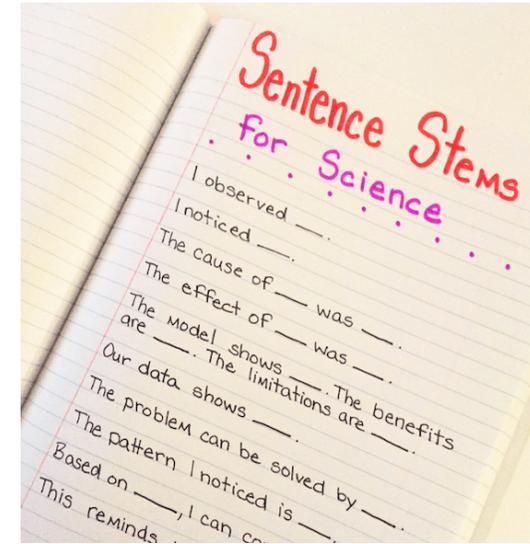




Sentence Completion

Use your understanding of the lesson's 5 high-frequency vocabulary words to complete the following sentences.

1. Our neighbor never listens to complaints about his loud dogs, so what is the **point** of _____
2. I could hardly **identify** my Aunt Sophie because _____
3. *It takes two to tango* means that in a **relationship** _____



SENTENCE STEMS

YES/NO/WHY

R

RESTATE THE QUESTION

Restate or reword the question and turn it into a statement.

A

ANSWER THE QUESTION

What is being asked?
Answer all parts of the question.

C

CITE THE SOURCE

Tell where you found examples and details in the text.
In paragraph 2... The text states... The author says...

E

EXPLAIN your response. Give evidence from the text to support your answer. Add your thoughts.
For example... This shows... This means... I believe...

YES / NO / WHY?

Answer the following questions with complete sentences that include the two underlined vocabulary words. In addition, support your response with facts and/or examples.

1. Have you written a summary of a passage if you have excluded the main idea?
2. If you reinforce a child's bad behavior, might the result be a child who thinks it is perfectly fine to act badly?

Read and Respond

Use complete sentences to answer the questions on the other side of this page after you have read the following passage, *Caffeine*.

Are you feeling tired? Is your energy level low? Maybe caffeine is what you need! How about a cup of coffee or tea? Maybe you prefer Coke, Pepsi, or Mountain Dew? A piece of chocolate could energize you. Caffeine is found in all of these.

Do you drink caffeine? Many people do. In fact, many folks cannot wake up in the morning without their cup of coffee. It has an energizing effect that makes them feel awake and alive. Caffeine makes people feel less tired.

Caffeine keeps people awake. For some people, this is not a good thing. Many who drink caffeine have trouble sleeping at night. Nighttime users of caffeine are especially bothered by having trouble falling asleep.

Other people like that caffeine can help them stay awake at night. Late-night drivers and those who work the night-shift need to stay awake. However, doctors warn that no one should use caffeine in place of sleep. A healthy night's sleep is very important for a healthy body.

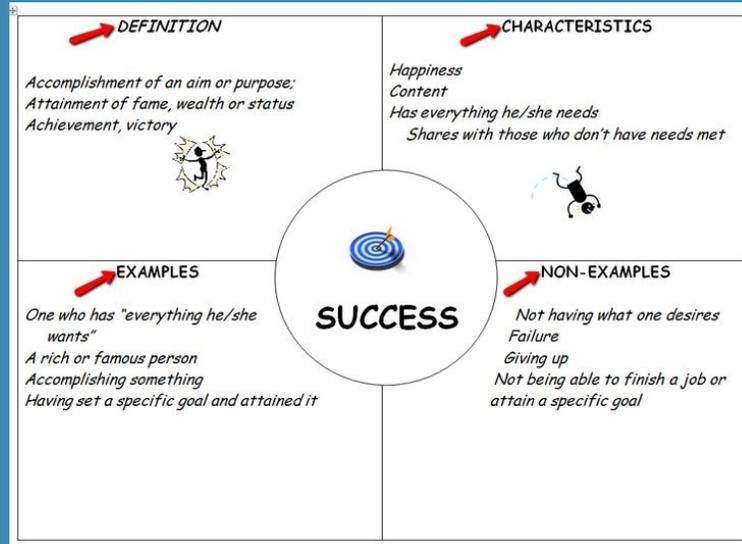
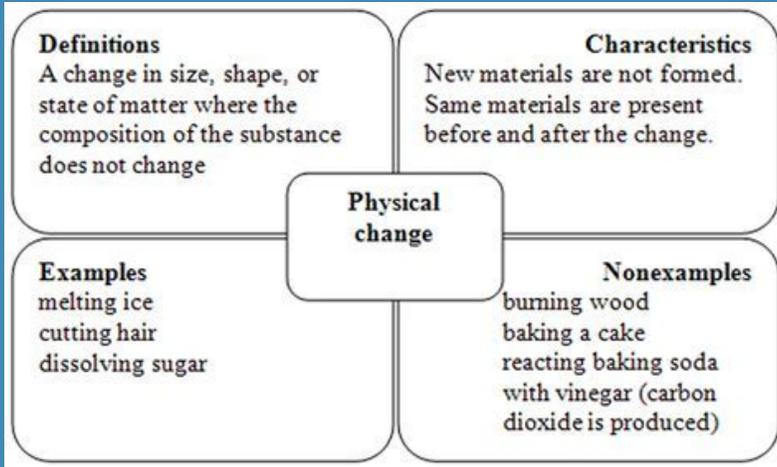
Too much caffeine can be unhealthy. In fact, it can be very bad for you. Caffeine stimulates the heart; it makes the heart beat faster. Caffeine can raise your blood pressure. Too much of it can cause heart trouble. If you have a lot of caffeine (in your body), you get jumpy or nervous. You may also get headaches.

If you think caffeine is bothering, use less of it. You may also want to try decaffeinated drinks. These drinks have had the caffeine removed, or taken out.

source: Marshal Adult School website

READ & RESPOND

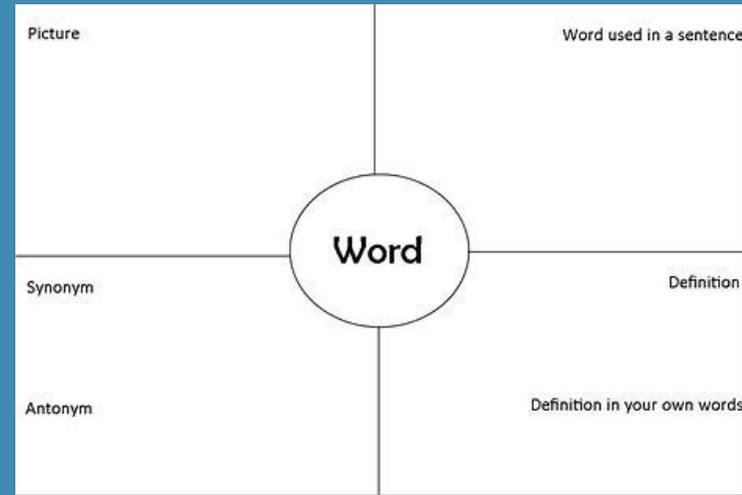
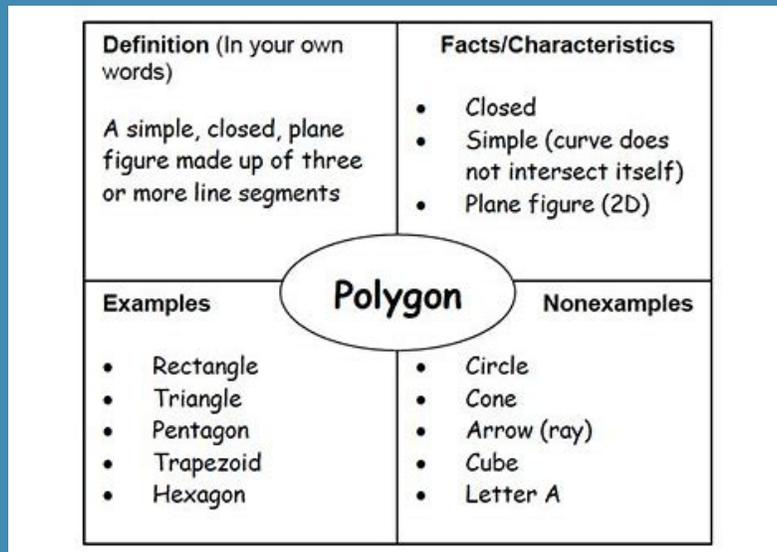
1. What facts in this passage would help **support** removing soda and candy vending machines from public school cafeterias?
2. Where in the passage is there **evidence** that caffeine has certain benefits? What are they?
3. What can you **conclude** about caffeine from the information provided in Paragraph 5?
4. Do you know if the medical information found in this passage is **valid**? Explain.



Name _____

Vocabulary Four Square

| | |
|------------------------------|-----------------------|
| Write the definition: | Use it in a sentence: |
| Write a synonym of the word: | Draw a picture: |



VOCABULARY QUADRANT CHARTS

Quick Write 9/11/13

Watch carefully the following slides. After seeing all of the slides, respond to the following questions:

- **In what specific ways has the G.I. Joe action figure changed from 1964 to 1997?**
- **Why do you think these changes have occurred, and how might children have been influenced by these changes?**

Quick Write

- In your ISN on page 74, titled "Limestone Fizz Quick Write", please respond to the following question:
 - *How do you think limestone forms? What process of sedimentation might produce a rock that fizzes with dilute acid?*

Title page Page 50 Government quick write

Answer the questions: Of the 4 types of government (Democracy, tyranny, monarchy or oligarchy) , which would you want to be involved in and why?

REFLECT

After groups complete their experiments, allow them to share findings.

- ◆ How did your findings compare with your predictions?
- ◆ Hand out "WHAT HAPPENS" for them to compare their observations.
- ◆ What was the greatest difference in the reaction of natural and man-made fibers?
natural fibers had an ash residue; man-made fibers had a bead residue
- ◆ What fiber burned the quickest?
cotton
- ◆ Which fibers supported a flame?
cotton, wool and rayon
- ◆ Which fibers self-extinguished when removed from the fire source?
polyester, nylon, usually wool
- ◆ Explain the difference in what happened to the polyester/cotton blend.
depends upon how the fiber has been made and the percentage of each fiber used in construction.
- ◆ What did you learn from doing this experiment?

99.9% have failed to solve this

$$\text{If } 3 = 18$$

$$4 = 32$$

$$5 = 50$$

$$6 = 72$$

$$7 = 98$$

Then,

$$10 = ?$$

Quick write

- How do you think different countries with different economic systems address the healthcare needs of their citizens?



An economic system is a method used by a society to produce and distribute goods and services (based on their values).

REFLECTIONS & QUICK WRITES

walk
meander
stroll

crawl
prance
lope

run
dart
sprint

jog
run
race



VOCABULARY PAINT CHIPS

Suffix

AFTER the base word

- ful (full of) (hopeful)
- ly (in a way) (slowly)
- less (without) (helpless)
- s (present) (cooks)
- ed (past) (cooked)
- ing (now) (cooking)
- er (person who) (teacher) (compare 2 things) (taller)
- est (compare more) (taller) (than 2 things)
- ness (being) (sickness)
- or (person who is) (visitor)
- ist (artist) (person who is)
- ion (act of) (condition of being) (protection)
- ment (condition of being) (movement)
- en (to make or become) (darken)
- able (can be) (washable)
- ible (can be) (collectible)
- y (having) (bumpy)

SUFFIX

a word ending that goes after the base word

| | |
|-------------------------------|-------------------------------|
| -ful = full of | -ist = person who is |
| -ly = in a way | -ion = act of or condition of |
| -less = without | -ment = condition of being |
| -s = present | -en = to make or become |
| -ed = past | -able = can be |
| -ing = now | -ible = can be |
| -er = compare 2 or person who | -y = having |
| -est = compare more than 2 | -or = person who |
| -ness = being | |

Prefix

BEFORE the base word

NOT

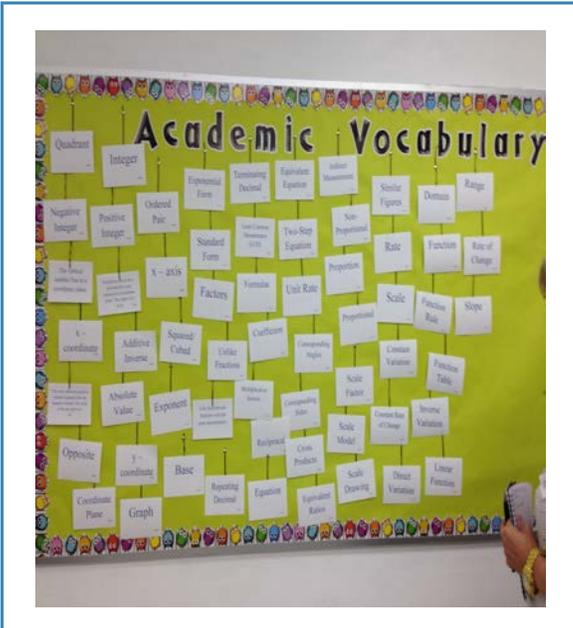
- dis- (dishonest) (not honest)
- un- (unbuckled) (not buckled)
- mis- (misplaced) (not in right place)
- im- (improper) (not proper)
- in- (inactive) (not active)
- re- (do again) (refill) (fill again)
- de- (from) (derail) (go from the rail)
- ex- (out of/from) (exclaim) (cry out)
- pre- (before) (prepay) (pay before)
- un- (not/opposite of)

PREFIX

a word beginning that goes before the base word

| | |
|----------------------|------------------|
| anti- = against | im- = in, not |
| de- = opposite | il- = not |
| dis- = not, opposite | ir- = not |
| en- = cause to | inter- = between |
| em- = cause to | mid- = middle |
| fore- = before | re- = again |
| n- = in, not | un- = not |

PREFIX AND SUFFIX CHARTS



WORD WALLS

| MEASUREMENT FRACTIONS DATA | | | ALGEBRAIC THINKING | | | OPERATIONS IN BASE TEN | | | GEOMETRY | | |
|---------------------------------|-------------|------------------|---------------------------------|-------------------------------|-------------------------------|------------------------------|-------------|---------------|----------|--|--|
| time 11:45 | measure | equal share | data | operation + - | equal + = | place value 1 2 6 | 2-D Figures | quadrilateral | | | |
| a.m. | units | partition | bar graph | equation | addition 4 + 2 = 6 | 3-D Figures | square | | | | |
| p.m. | length | fraction | picture graph | Fact Family | add 1 + 2 = 3 | cube | rectangle | | | | |
| 11:45 | meters | halves | line plot | standard form 316 | sum 1 + 2 = 3 | one | trapezoid | | | | |
| analog clock | centimeters | thirds | repeated addition 4 + 4 = 12 | expanded form 300 + 10 + 6 | addend | digit 1 2 3 4 5 6 7 8 9 0 | rhombus | | | | |
| hour 3 hour = 180 minutes | feet | fourths | word form 300 + 10 + 6 | subtraction 6 - 2 = 4 | ordinal number order 1 2 3 | growing pattern | polygon | | | | |
| minute 60 seconds = 1 minute | inches | line of symmetry | array | even 2 4 6 8 10 12 14 16 | subtract | skip counting | hexagon | | | | |
| second 60 seconds = 1 minute | less than | greater than | estimate | odd 1 3 5 7 9 11 13 15 | difference 2 - 1 = 1 | tally marks | triangle | | | | |

THE STARR Spangled FLORIDA



EXTENSIVE READING

Classroom Library Station

- information books and quality fiction
- on paper, digital, on-tape

Computer Station

- interactive online software
- *newsela.com*



QUESTIONS?



THANKS FOR STOPPING BY
TODAY!

Marjorie

Schneider

LAUSD-DACE-ABE

Central Office ABE

Advisor

mbs05291@laUSD.net