Vocabulary Victories

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Basketball Terminology

English Learners Carry Twice the Load

Learning
the Content
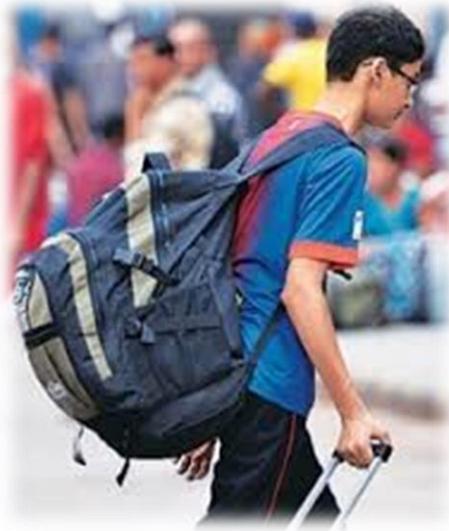
Learning
the Language

For struggling readers,
academic language is similar to a second language.

Defining Academic Vocabulary

Content Specific Vocabulary

vs.

General Academic Vocabulary

Content Specific Vocabulary

- **Content specific vocabulary words** are used with low frequency and in limited contexts within a specific domain or field of study.

- Understanding these words **is critical for building knowledge and understanding concepts** within the academic domain.

- Intentional inclusion of content specific words is **integral to instruction of content**.

Content Specific Vocabulary – Can't You Just Look it Up?

- **Yes- if you already have some relevant knowledge.**

- Wikipedia's explanation of the Supreme Court:

The **Supreme Court of the United States** (sometimes colloquially known as "**SCOTUS**"[1]) is the highest federal court of the United States. Established pursuant to Article III of the United States Constitution in 1789, it has ultimate (and largely discretionary) appellate jurisdiction over all federal courts and over state court cases involving issues of federal law, plus original jurisdiction over a small range of cases. In the legal system of the United States, the Supreme Court is the final interpreter of federal constitutional law, although it may only act within the context of a case in which it has jurisdiction.

General Academic Vocabulary

- **General academic vocabulary words** are words that are traditionally used in academic dialogue and text but are not necessarily used in common conversation.

- These words **often relate to other more familiar words** that students use. For example, rather than watch, observe.

- General academic words help students comprehend text **across multiple content areas**.

1.1 2009 teas three objectively psychologists two

empirical psychology topics psychological everyday

brand birds predict crimes chose conduct facts draw tea outcome

approaches scientists causes chapter scientific statements

explanation frequently chosen taste participants examples

crime letters feature develop demonstrated instance learn science variety

meaning behavior explain knowledge names lives popular field

understand students method one personal values questions try

methods true lead asked provide able research

Vocabulary Instruction:
Two Approaches

Embedded Instruction

Simple explanation within the context of the lesson.

- *Time efficient*- allows for introduction of many words (breadth)

Explicit Instruction

Robust instruction-rich information about words and their uses.

- *Time intensive*- limits instruction to fewer concepts (depth)

(Coyne, 2009)

Which Words?

Embedded	Extended
?	?

Student Self Evaluation

Rate your level of familiarity

Unknown   **K**nown   **O**wned

for each of the following words:

ratification	accede
article	subsidiary
council	unanimous

Levels of Word Knowledge

U = Unknown
the word does not have meaning for you.

K = Known
you recognize the word and can understand it's role in context. However, you don't use it yourself.

O= Owned
You use the word fluently in speaking and/or writing.

North Atlantic Council   Tropic of Cancer   North Atlantic   signatory   North Atlantic Treaty   unite   United States of America   Nation   ratification   mutual aid

reaffirm   insofar   deposit   treaty   United Nations   implementation inapplicable   Algerian   ratify   Security Council   tropic   self-help   Mediterranean Sea

Cancer   rule of law   article   denunciation   organise   Atlantic   charter   in force

sign on   economic policy   international   certify   accession   accede   collective

security   well-being   revise   party   ratified   notify   self-defence   North   in concert   State   endanger   armed   deem   certified   deposition   jointly   collaboration

area   North America   stability   terminate   protocol   affecting   affect   safeguard   United Kingdom   individually   organised   contribute   subsidiary   maintenance   Luxembourg

united   invite   attack   include   council   consult   hereby   promote   eliminate strengthening   endangered   territory   transmit   undertake   archive   peoples   conflict

instrument   archives   inform   unanimous   interpret   force   maintain   bring about

Vocabulary is a critical part of the brain's tool kit for learning, memory, and cognition.

Words help us represent, manipulate, and reframe information.

Explicit Vocabulary Instruction
in secondary social studies classrooms

Elements of Explicit Vocabulary Instruction

1) **Display the written word** so that every student can see it.

2) Develop a **"student-friendly" explanation.**

3) Discuss the word as **used in context.** (your lesson/chapter/unit)

4) Encourage **student interaction** with the word.

These Four Elements are not a Checklist

Both **frontloading**
and **frequent review**
are necessary for building
academic lexicons.

1) Display the Written Word

- Makes the **connection between the auditory and visual** areas of the the brain.

- This will help **clarify and prevent confusion** that could be caused by unclear pronunciation or hearing difficulties.

4. The Monkees – I'm A Believer

"Then I saw her face,
now I'm gonna leave her"

Actual lyrics: "Th

12. Bob Dylan - Blowin' In The Wind

"The ants are
they'r

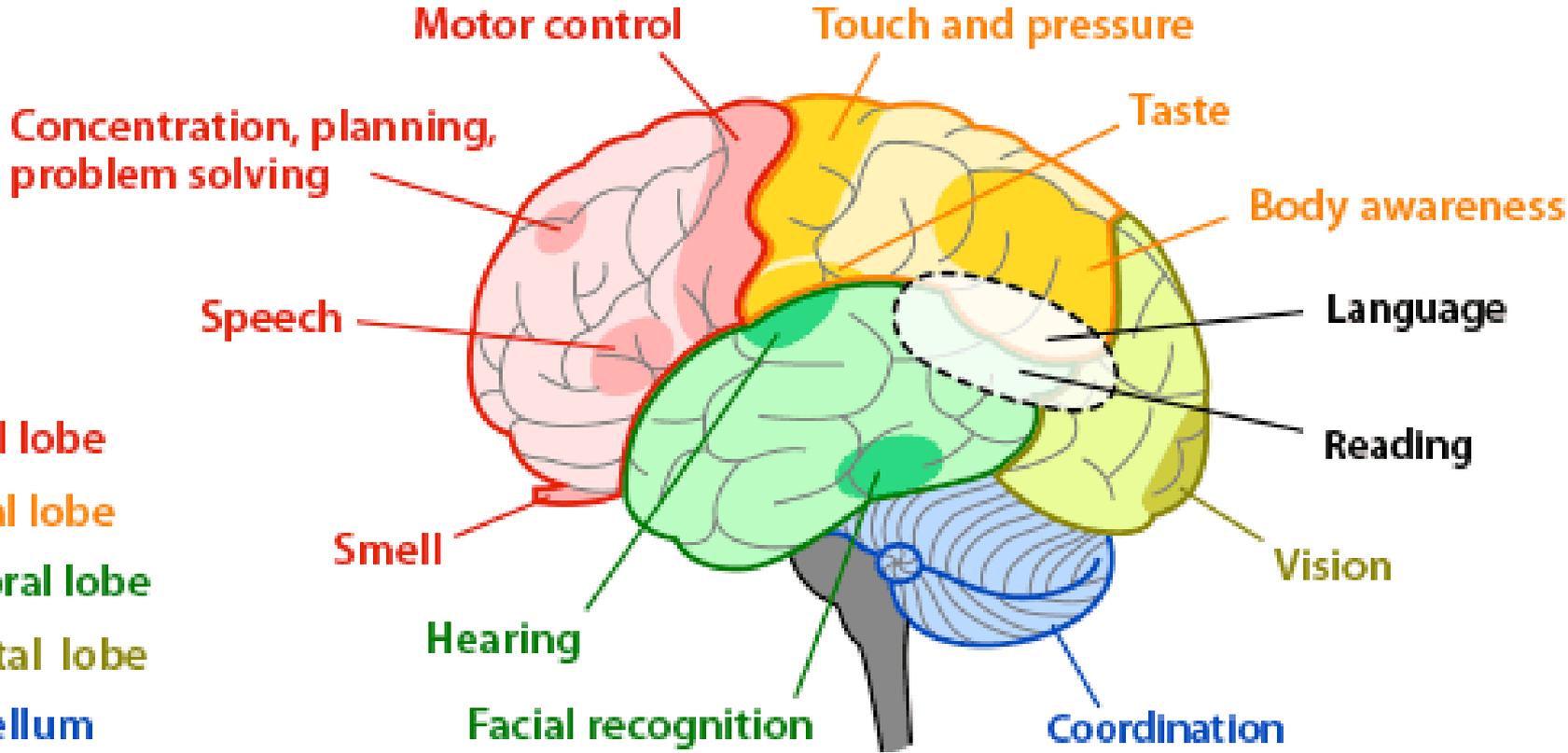Actual lyrics: "The answer n

6. Queen – We Will Rock You

"Kickin' your cat all over the place!"

Actual lyrics: "Kicking your can all over the place."

Social Context
Constitution
Bonn Treaty
Poster
Sultanic
Conquered
GUERILLA
IMPERIALISM
Ariel State
TESTIFY
Rosa Parks
Serf
POWER
RENEGADE
Policy
Brahmins
REBELLION
Kshatriyas
Gradual
Caste System
Sudras
Panchamas
FREEDOM
PROTEST
Vaisyas
Diaspora
RAMADAN
EASTER
MECCA
BIBLE
MOSQUE
CHURCH
NAZARETH
TENAKH
SYNAGOGUE
JERUSALEM
SANSARA
KORAN
YOM KIPPUR
BETHLEHEM
CULTURAL DIFFUSION
ISLAM
CHRISTIANITY
JUDAISM
LITERACY RATE
PER CAPITA INCOME
Adapt

Independence
Freedom from the control of others ability to make your own choices
American Government
Liberty
Another word for freedom

Representative Democracy
A democracy where the citizens elect leaders to vote on issues
Executive Branch
Government
The way an organization or group is managed and controlled

National
Government for the whole country
Legislative Branch
Government Services
Services that are provided by the government and paid for with tax dollars

State
Government for the state but not the entire country
Judicial Branch

Local

Coo

Motor control

Touch and pressure

Taste

Concentration, planning, problem solving

Body awareness

Speech

Language

Reading

Smell

Vision

Hearing

Facial recognition

Coordination

Frontal lobe

Parietal lobe

Temporal lobe

Occipital lobe

Cerebellum

Connect to the Root of the Word

Discuss word parts-
   prefixes, base words, and/or suffixes
   that contribute to understanding of the word.
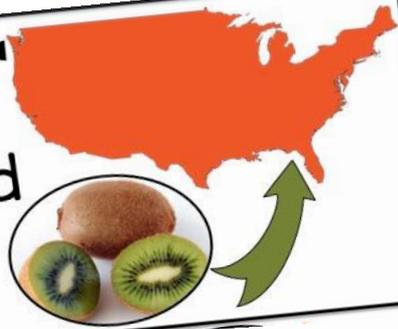
transition

transport

Trans
Root, prefix, or suffix

transgress

Trans-Atlantic

2) Develop a Student-Friendly Explanation

Making It "student-friendly"

- Create the explanation **with your students**.

- Rely on **descriptions** not definitions.

- Provide **visual images** for the word.

- Present **multiple contexts** for the word.

import
goods purchased from other countries

export
goods sold to other countries

MEET HALF
ME WAY

compromise

término medio

CONFLICT:
RESOLVED
CONTINUED

3) Discuss the Word as Used in Context

- Connect the word to prior learning.

- **Clearly explain how the word fits into the current unit of study.**

- Look ahead to future concepts and lay foundational understandings – when applicable.
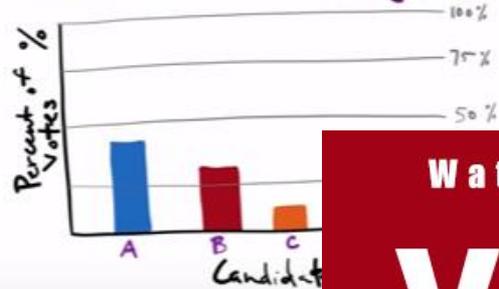
4) Encourage Student Interaction with the Word

- We don't "own" words until we have been exposed to them, investigated them, and used them appropriately ourselves.

- Research has shown that most typically developing students need to encounter a word about *12 times* before they know it well enough to improve their comprehension.
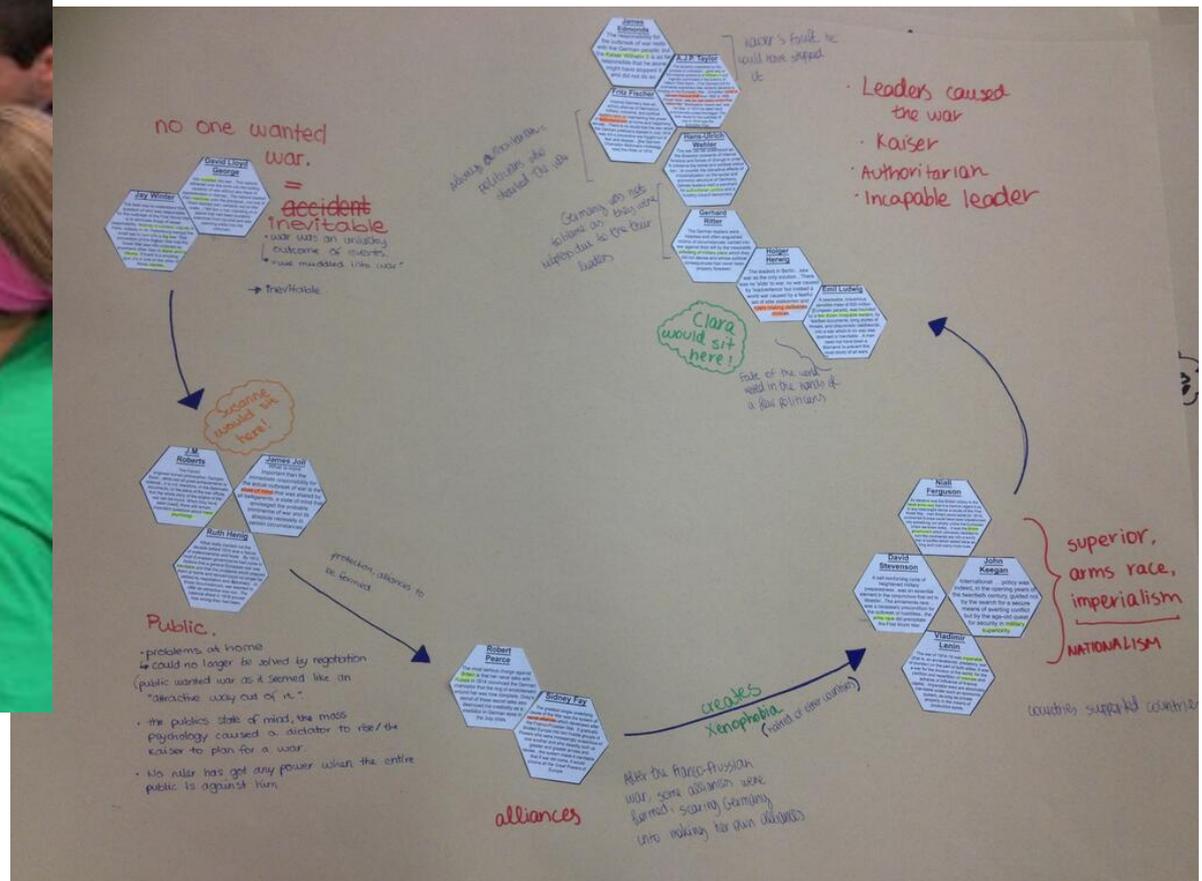
Biemiller; Nagy & Anderson

VocabGrabber™

▼ **Enter text to look up:**

insurrection firmness Great Britain invest institute accommodation dispose connect desolation plunder consent elect appealing arbitrary combine brethren impose barbarous allegiance destructive shew expose mock opposing publish oppression protecting circumstance representative Providence at large kindred govern endowed excite render wholesome imposing attend to forbid inevitably wage boundary injury charter whatsoever pursuing deaf Crown captive Army manly troop government ruler governed neighbour uncomfortable unworthy oppose repeated remind warn pledge civilized repeatedly prudence conclude incapable justice warfare fatigue solemnly power invariably thirteen forbidden Land encourage erect commit appeal dependent connection introduce cruelty salary formidable offence decent protection therein right parallel neglect pursue extend affect frontier representation constitution burnt necessity from time to time trial abuse neglected correspondence payment reduce pressing submit Justice jury multitude
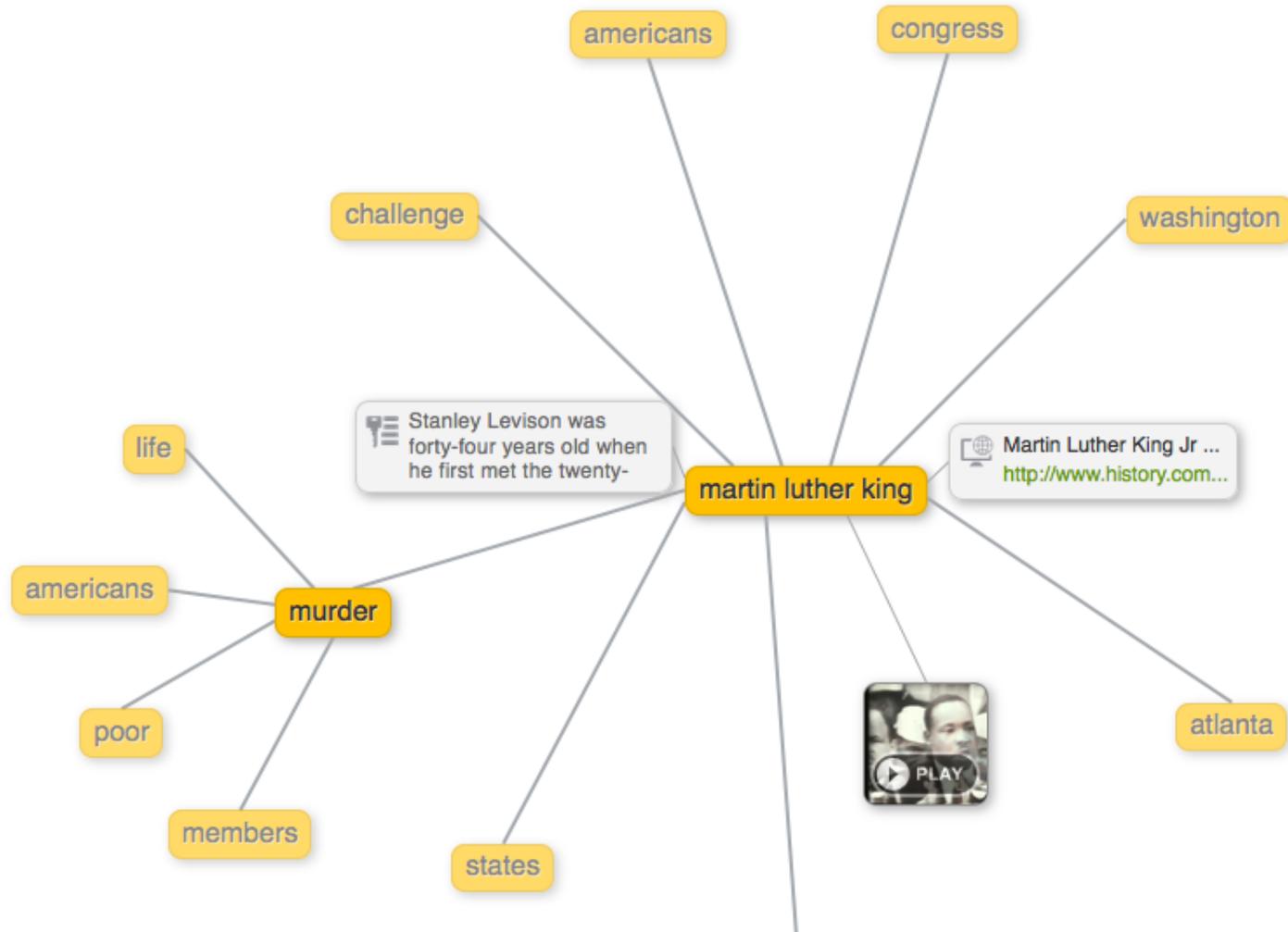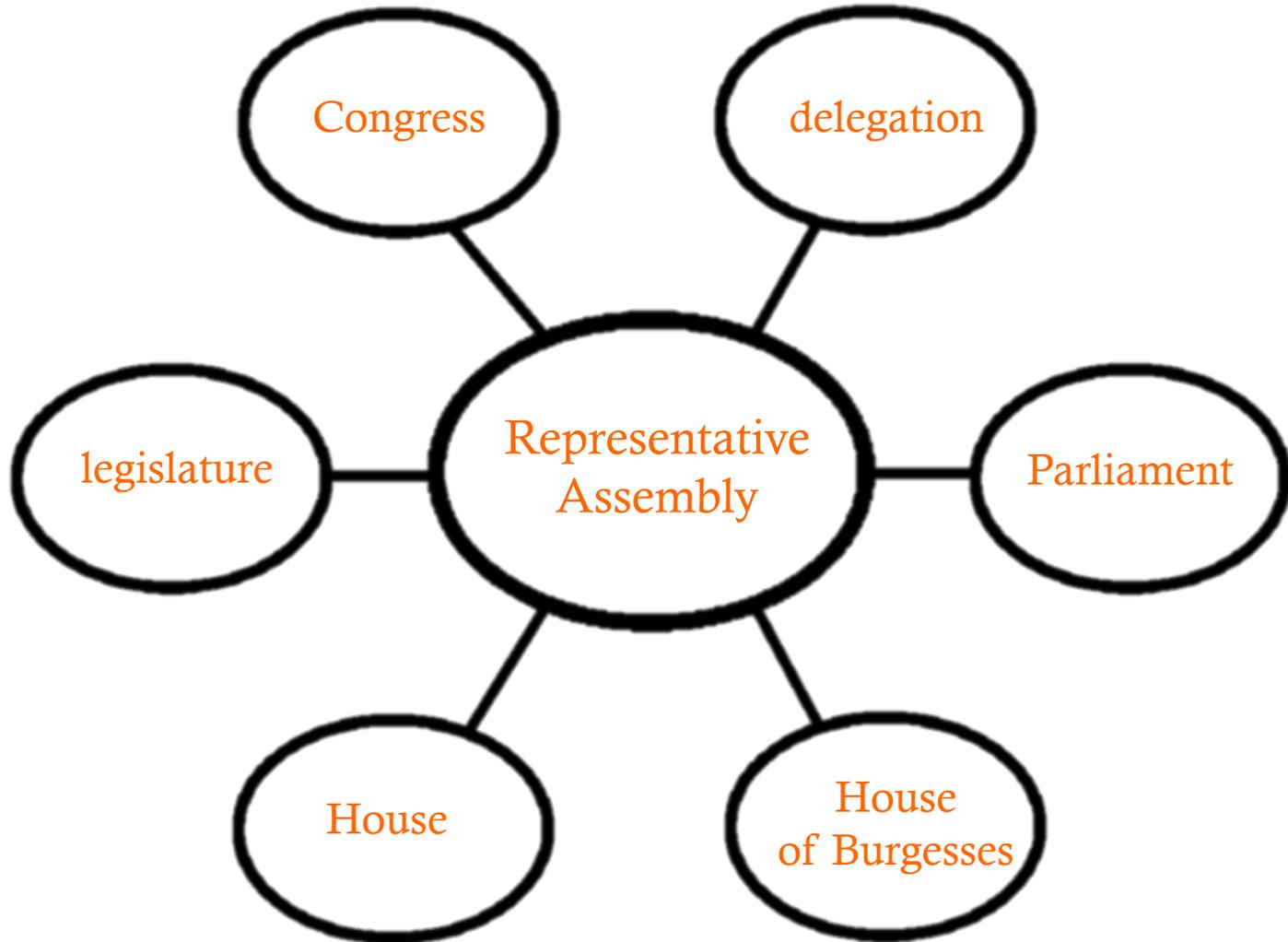
Word Art

Create Meaningful Connections

americans

congress

challenge

washington

life

Stanley Levison was
forty-four years old when
he first met the twenty-

martin luther king

Martin Luther King Jr ...
http://www.history.com...

americans

murder

poor

PLAY

atlanta

members

states

In Other Words?

WordSift 2

Understanding Language
Stanford University

Paste your text into the box. Press "Sift!" to visualize.

0 words

signatories
atlantic charter
europe means
attack individual international
purposes government stability states
measures united
well-being may defence
america
article treaty france
set accession
deposited armed nations area necessary
governments seek including
ratifications peace state agree
collective conflict force security
founded maintain
parties deposit north
council one peaceful principles peoples party

Whenever Warm-Ups

Create-Your-Own Categories

Think about the vocab words we have used so far in this unit. Come up with three categories that summarize the major themes/topics. Write these categories on the top line of the chart to create headings. Next, use the vocab words from around the room (and you words in each category.

First-to-Five

Write one of this chapter's vocabulary words in each box.

Use the words in context- prove your understanding of the word.

1. _____

2. _____

3. _____

4. _____

5. _____

Use these 5 words as a "BINGO card." See if you can be "First to Five!"
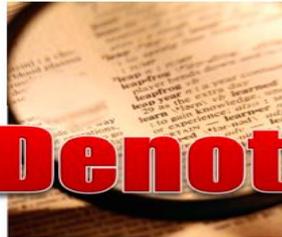
Haiku Deck

Name: _____

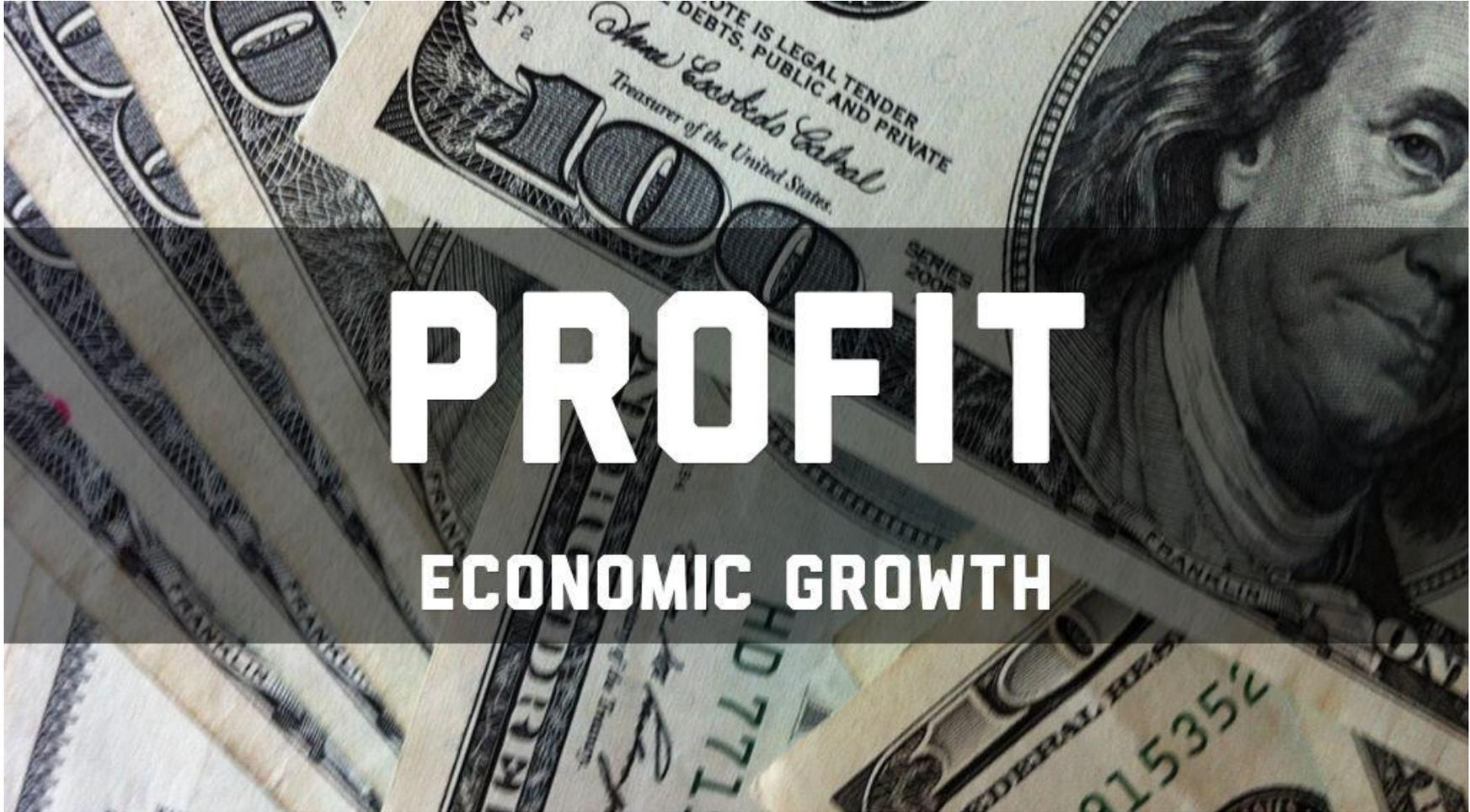# The Top 25 Social Studies ism's

Below you will find a chart of 25 important social studies concepts that end in the suffix –*ism*. Using the Visual Thesaurus, complete the second and third columns of the chart by defining the base word for each ism and by analyzing how each base word relates to the doctrine, belief, or practice represented by the word ending in –*ism*. In the fourth column, document an example of each ism in action throughout history or current events. For the research column, try right-clicking on the ism word in the VT word map to jumpstart your research.

ISM	VT definition of base word in ism	How does the doctrine relate to the base word?	Where have you seen or read about this idea in practice?
1. absolutism			
2. authoritarianism			
3. capitalism			
4. colonialism			
5. communism			
6. conservatism			

Beyond Explicit Instruction

Literacy-Rich Learning Environment

- The learning environment is key to supporting and encouraging word learning.

- **A learning environment must support speaking, listening, reading, and writing in a variety of authentic ways – through print & digital media.**

- A learning environment that is literacy-rich is not only important in ELA classrooms but is necessary for high-levels of content-specific learning as well.

- **Elements of a learning environment that support interaction and exposure to words include:**
  - classroom libraries,
  - content posters,
  - anchor charts,
  - word walls,
  - displays of books & information,
  - bulletin boards, and
  - **plenty of opportunity to read, write, listen, and speak.**

Encourage Vocabulary Expansion

- Have fun with words!

- Create language challenges.

- Encourage expanded vocabulary choices.

Collins

▶ Word usage trends for "dude"

View usage over:

Last 300 years ▾

Year

FREE Rice 2.0

Play and feed hungry people

In Conclusion

A student's vocabulary
either limits or expands
their ability to comprehend
and communicate.

It is imperative that
we emphasize vocabulary development
within our content area that will equip
our students for success beyond our classroom.

Lead your team to vocabulary victories!

The resources shared today can be found at

http://www.inspirationforinstruction.org/vocabulary-resources.html