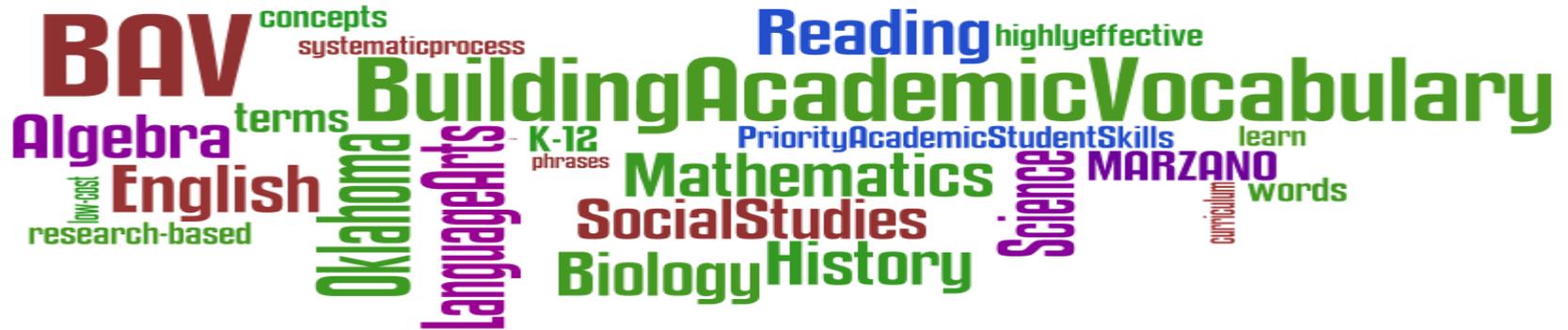




Engaging Students in Academic Vocabulary

Dr. Cindy Koss, Deputy Superintendent
Academic Affairs and Planning
Oklahoma State Department of Education
cindy.koss@sde.ok.gov
(405) 522-6369

BUILDING ACADEMIC VOCABULARY (BAV)



Goals for Today

- Understand the purpose of building student background knowledge.
- Discover BAV's influence on achievement.
- Increase familiarity and confidence with the research-based six-step process for teaching academic vocabulary.
- Prepare for in-depth implementation of a building-wide academic vocabulary program.

WHAT DO YOU THINK?

Not really

To a great extent

1

2

3

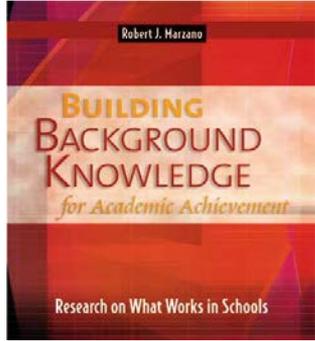
4

To what extent do you believe that building general and academic vocabulary is one of the more important goals of education?

To what extent do you believe you are already doing this for all of your students?

How do you know? If not, why not?

BUILDING BACKGROUND KNOWLEDGE



This is about teaching specific vocabulary with a specific process. BAV establishes a learning goal by identifying what a student should know and be able to communicate and is not just an activity.

WHY DO WE NEED TO TEACH VOCABULARY

- Children in **professional families** have heard **45 million** words before coming to school.
- Children in **working class families** have heard **26 million** words before coming to school.
- Children in **welfare families** have heard **13 million** words before coming to school.

Hart and Risley (1995). Meaningful Differences in the Everyday Experience of Young American Children.

WORDS HEARD IN AN HOUR

- Poverty: 615
- Middle class: 1,251
- Upper class: 2,153



RESEARCH INFORMATION



There is an **established correlation** between academic background knowledge and

- ❖ Direct vocabulary instruction results in raised testing achievement.
(Cunningham & Stanovich, 1997; Marzano, 2004)
- ❖ Level of reading comprehension, irrespective of reading ability
- ❖ First grade vocabulary predicts 11th grade reading comprehension. (Cunningham & Stanovich, 1997; Marzano, 2004)
- ❖ Student interest in material

BUILDING ACADEMIC VOCABULARY



Six-step research-based process for concept development

1. Provide a description, explanation, or example for a new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the term.
4. Engage students periodically in activities that help them add to their knowledge of the terms in their notebooks.
5. Periodically ask students to discuss the terms with one another.
6. Involve students periodically in games that allow them to play with terms.

BAV STEP #1



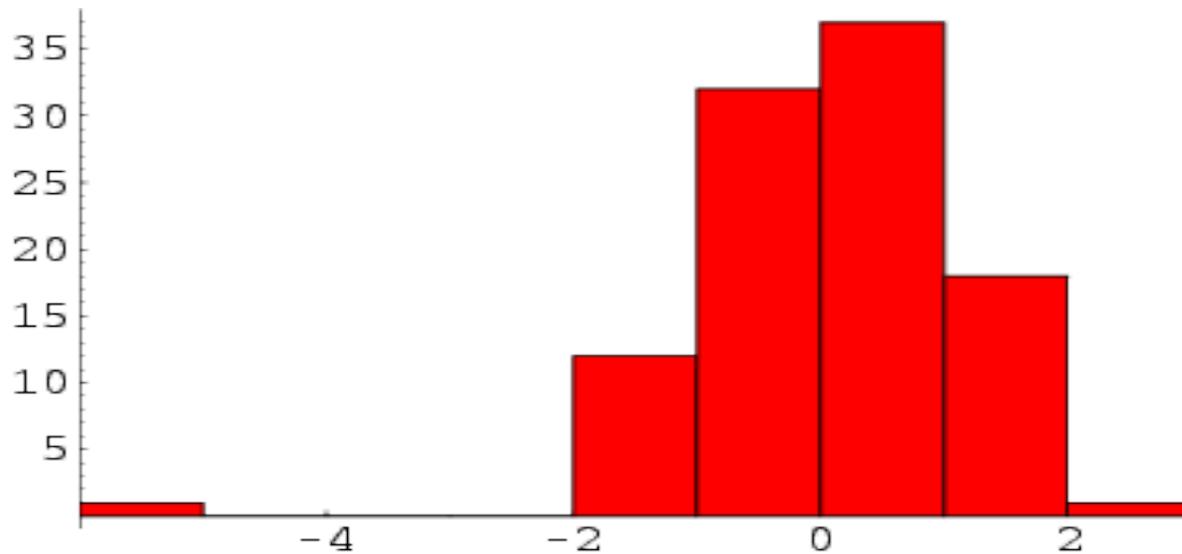
Provide a description or explanation with multiple examples, both linguistically and nonlinguistically, of the new term.

outlier

outlier



outlier



A Maths Dictionary for Kids 2007

by Jenny Eather

... Celebrating International Polar Year



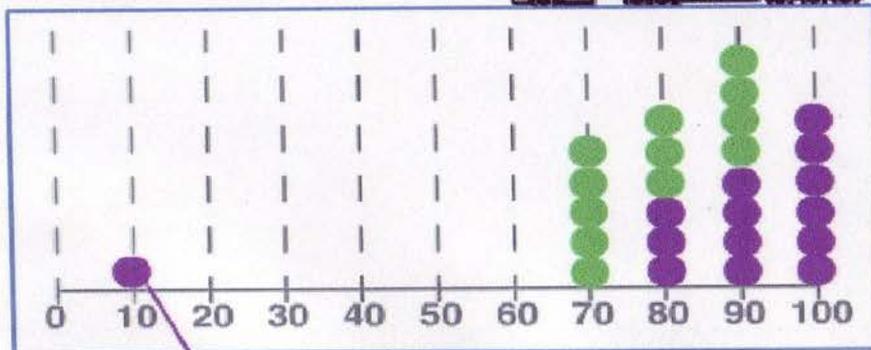
Aa Bb
Cc Dd
Ee Ff
Gg Hh
Ii Jj
Kk Ll
Mm Nn
Oo Pp
Qq Rr
Ss Tt
Uu Vv
Ww Xx
Yy Zz

oblique
oblique prism
oblong
obtuse angle
obtuse triangle
octagon
octahedron
odd number
ogive
one
operations
opposite angles
opposite numbers
order
ordered pair
order of operations
order of rotational symmetry
ordinal
origin
ounce
outcome
outlier
oval

outlier

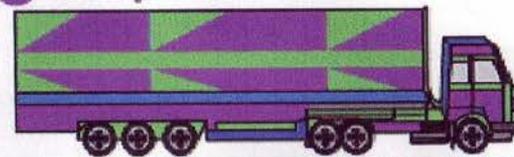
- a value far away from most of the rest in a set of data.

EXAMPLE:



OUTLIER

● truck speeds
● car speeds



other Sites

▶ RainForest Maths

▶ help

▶ feedback

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BAV STEP #2

Ask students to restate the description, explanation, and/or examples in their own words.



DEFINITION

Definitions A number that is out of the ordinary, far different from other numbers in a group		Characteristics
	Word Outlier	
Examples		<u>Nonexamples</u>
Graphic Representation		

GRAPHIC REPRESENTATION

<p style="text-align: center;">Definitions</p> <p>A number that is out of the ordinary, far different from other numbers in a group</p>			<p style="text-align: center;">Characteristics</p>
	<p style="text-align: center;">Word</p> <p style="text-align: center;">Outlier</p>		
<p>Sam's number of red M&M's was an outlier, very different from the rest of our red M&M's.</p>			<p style="text-align: center;"><u>Nonexamples</u></p> <p style="text-align: center;">Similar numbers</p>

Graphic Representation

BAV STEP #3



Ask students to construct a picture, symbol or graphic representing the term or phrase.

AFTER STEP#3



Students rate their current level of understanding of the word.

TRACKING PROGRESS

- ✓+ -- I understand even more about the term than I have been taught.
- ✓ -- I understand the term and am not confused about its meaning or usage.
- ✓- -- I'm not sure I understand the term, but I have some idea as to its meaning.
- ✗ -- I really don't understand the term at all.

TRACKING PROGRESS



BAV STEPS



The first three steps are the **initial teaching of the word.**

The second three steps are for **reinforcing the word.**

Slinky Throw (a.k.a. Hot Potato)

Each time you catch the slinky, you must name a word that is an outlier. If you cannot think of a word that is an outlier, you're out! Keep tossing until only one person remains in your group.



STUDENT NOTEBOOK

- Use a two-column format for terms and phrases.
- Provide room for student initial descriptions and explanations.
- Leave space for student graphic representation
- Leave space for additional comments and revisions.



BAV STEP #4

Engage students periodically
In activities that help them
add to their knowledge of the
terms in their notebooks.



SYNONYMS AND ANTONYMS

With a partner, discuss the synonyms and antonyms of the word outlier and then create an analogy using it.



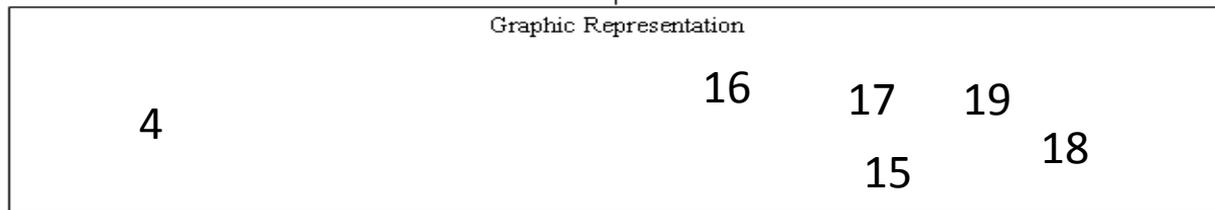
ANALOGY

outlier : _____ :: herbivore : cow

- a. omnivore
- b. hermit
- c. homeostasis
- d. bull

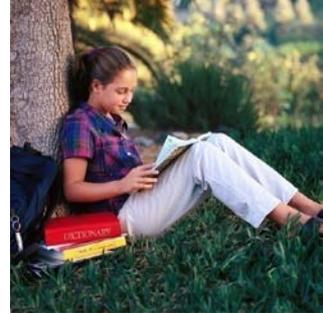
ANALOGY

<p>Definitions</p> <p>A number that is out of the ordinary, far different from other numbers in a group</p>		<p>Characteristics</p> <p>outlier : _____ :: herbivore : cow</p>
	<p>Word</p> <p>Outlier</p>	<p>a. omnivore b. hermit c. homeostasis d. bull</p>
<p>Examples</p> <p>Sam's number of red M&M's was an outlier, very different from the rest of our red M&M's.</p>		<p>Nonexamples</p> <p>Similar numbers</p>



FREE ASSOCIATION

Students say words that they think of when they hear a particular term. For example, upon hearing fraction, students might respond with words such as decimal, numerator, denominator, half, thirds, parts, whole, invert, and so on. The last person to say a word must explain how that word is related to the target.



BAV STEP #5



Periodically ask students to discuss the terms with one another.



VOCAB HOLD 'EM

CARD VALUE		SUIT	
2	Sum	HEARTS	Give 3 synonyms or associated words.
3	Difference		
4	Hypothesis	SPADES	Give an antonym.
5	Thesis		
6	Genre	CLUBS	Create a graphic representation of the word.
7	Era		
8	Perspective	DIAMONDS	Work with a partner to see how many different uses you can think of the word.
9	Fitness		
10, J, Q, K	Outlier	JOKER	In a circle, give examples until someone cannot think of one.
ACE	WILD		

BAV STEP #6

Involve students periodically in games that allow them to play with terms.

VOCABULARY CHARADES



- Please stand.
- Using your arms, legs, and bodies, show the meaning of each term below:
 - radius
 - diameter
 - circumference



TALK A MILE A MINUTE

- Create a team of 3-4.
- Designate a “talker” for each round.
- Try to get team to say each word by quickly describing them.
- May not use words in category title or rhyming words.



Things associated with today

Building Background Knowledge

Nonlinguistic

Vocabulary

Consistency

Research

Graphic Representation

Things associated with math

Circumference

Diameter

Square

Rectangle

Right triangle

Hypotenuse

NAME THAT CATEGORY

- This engaging game helps students focus on the attributes of concepts represented by or associated with terms as they try to determine what the terms in a list have in common.
- The object of the game is for a clue giver, who sees one category at a time on the game board, to list words that fit that category until teammates correctly identify the category name.

Types of
Web sites
200 POINTS

Sources of
energy
100 POINTS

Countries
in Asia
100 POINTS

Fractions
50 POINTS

Parts of
the solar
system
50 POINTS

Punctuation
marks
50 POINTS

SCHOOLWIDE FOCUS

- When all teachers in a school focus on the same academic vocabulary and teach in the same way, the school has a powerful comprehensive approach.
- When all teachers in a district embrace and use the same comprehensive approach, it becomes even more powerful.

“It’s not an intervention unless we do it schoolwide/districtwide.”



--Dr. Robert Marzano