

Academic Vocabulary

Social Studies Forum
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What the research shows...

“An analysis of 800 schoolbooks published between 1919-1991 found that the difficulty of the text had been significantly reduced” (Adams, p. 4).

KEY FINDINGS

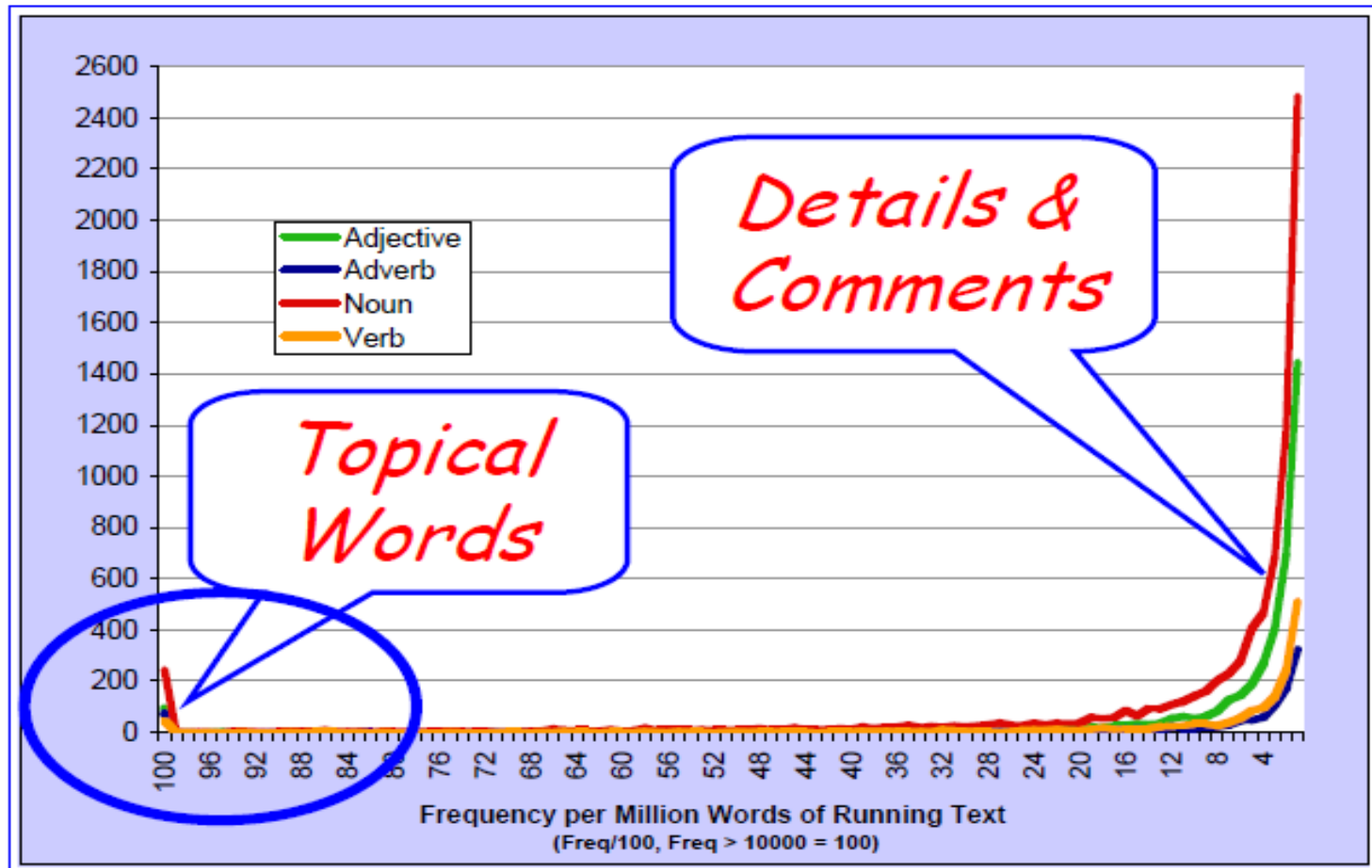
- Strong correlation between vocabulary and reading comprehension
- Zipf’s law – distribution of word counts/frequencies
- Direct Instruction
- “Expect students to learn new words through reading”

(Marilyn J. Adams - “Advancing Our Students” Language and Literacy: the challenge of complex texts” in *American Educator* (Winter 2010-2011))

Zipf's Law – word-frequency counts

The Solution: Zipf's Law

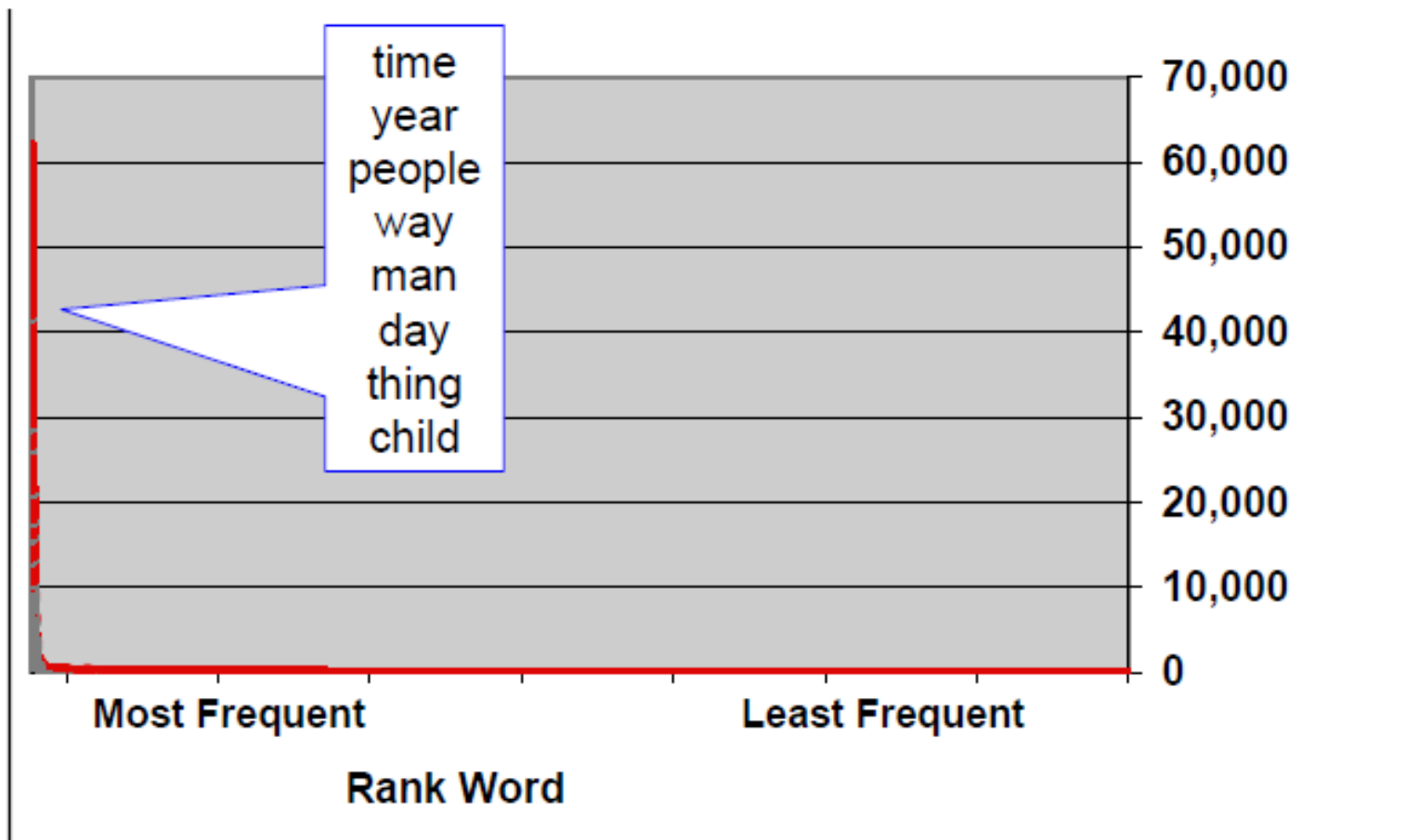
Number of Unique Words per Frequency

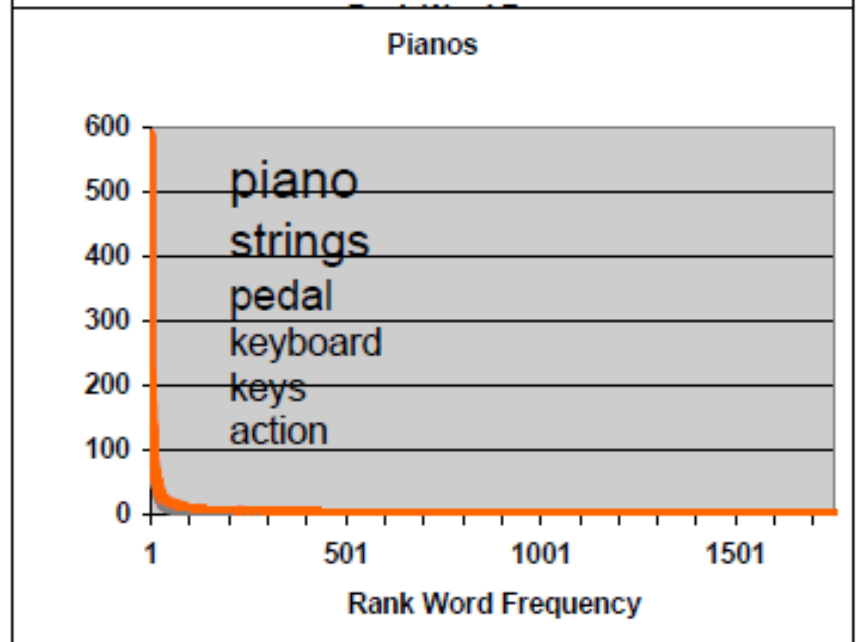
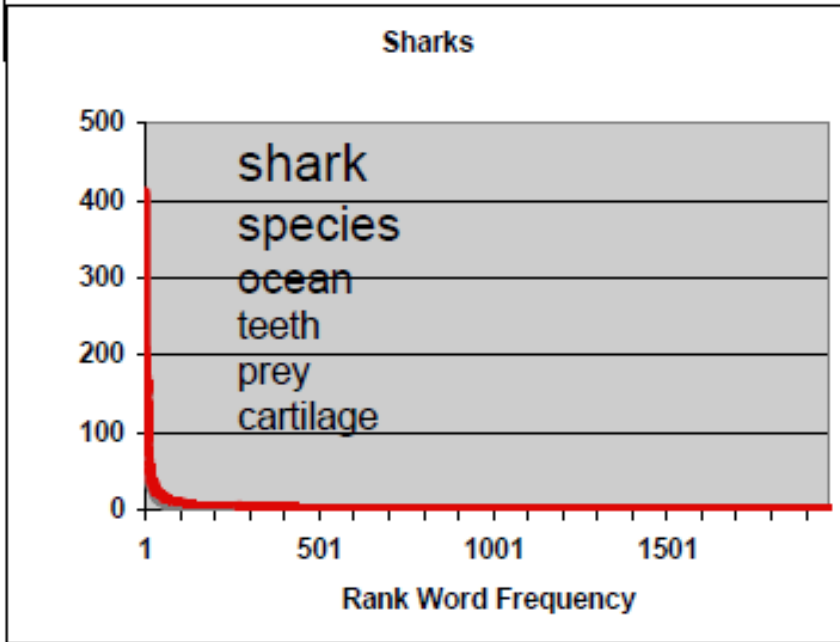
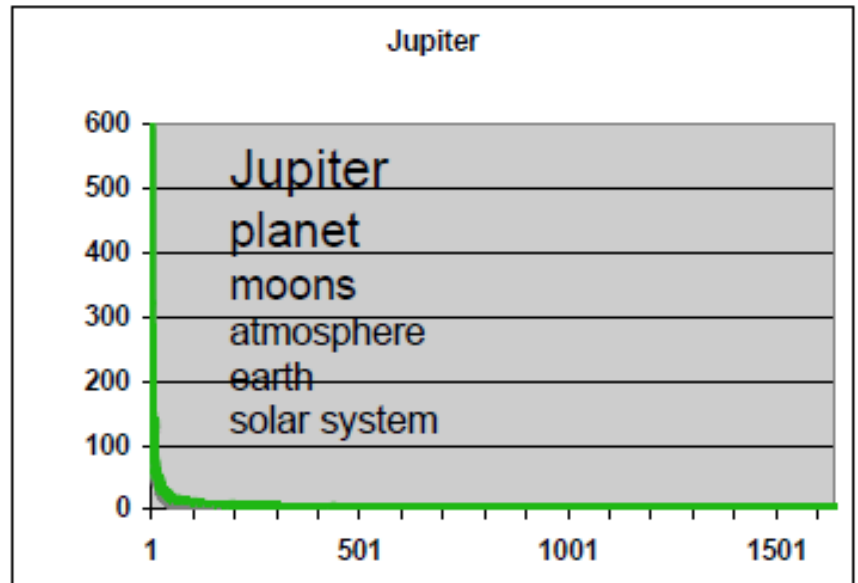
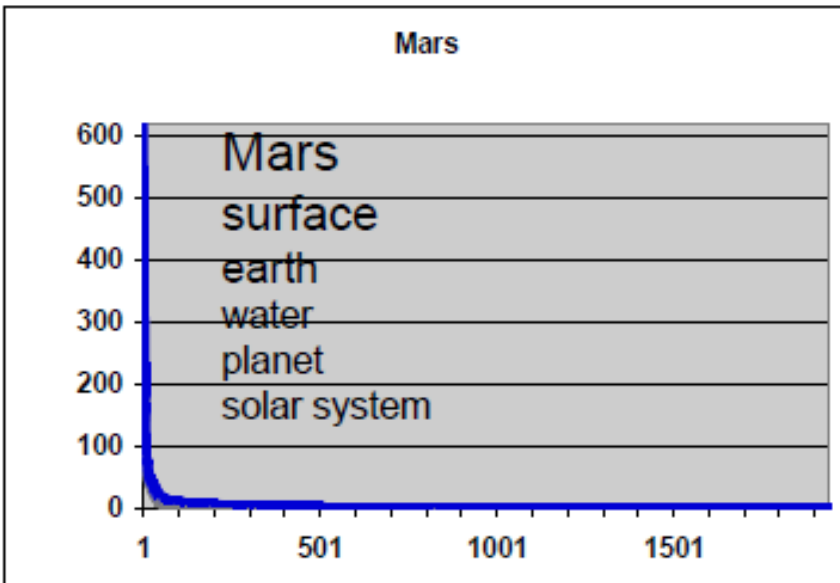


The Problem: Zipf's Law

Frequency Drops like a Stone!

British National Corpus = 100,000,000 Words



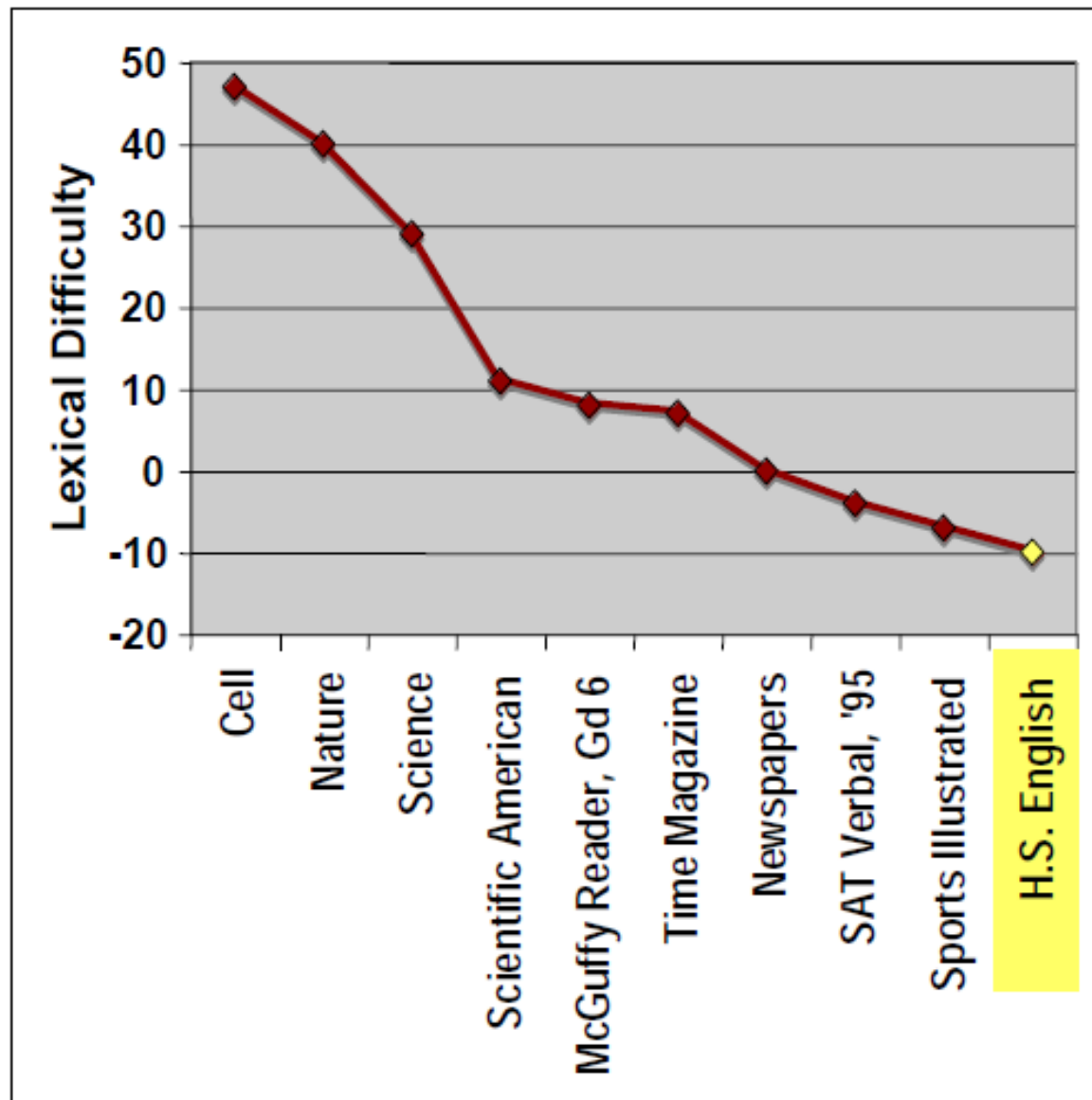


MOST FREQUENT ←-----→ **LEAST FREQUENT**

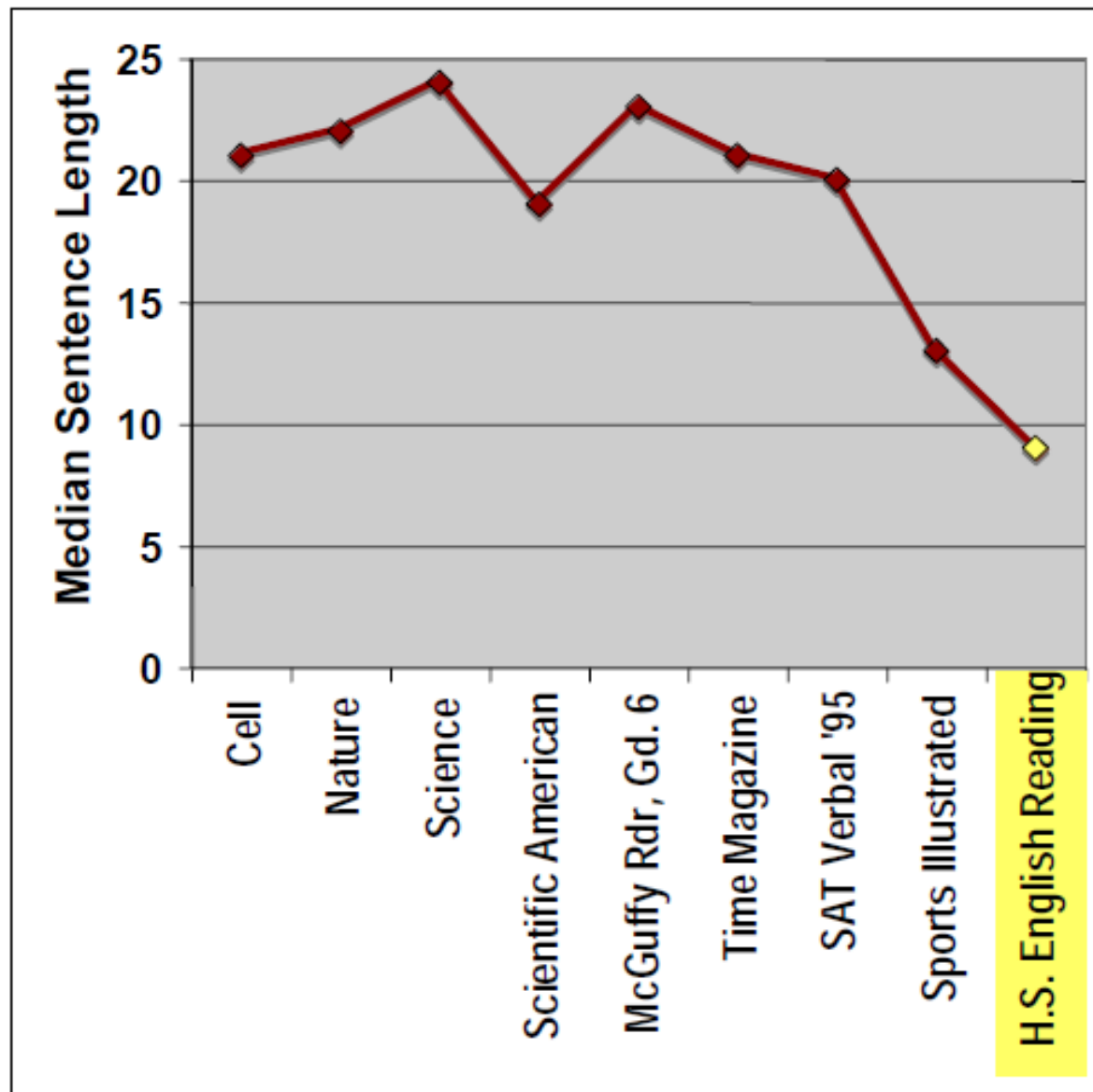
Learning New Words Depends on Reading

	Printed Texts	Rare Words per 1000
Written	Scientific articles	128
	Newspapers	68
	Magazines	66
	Adult books	53
	Comic books	54
	Children's trade books	31
	Preschool books	16
Spoken	Television	
	Adult Prime Time	23
	Children's Prime Time	20
	Cartoons	31
	Mr. Rogers, Sesame Street	2
	Adults Speaking to Adults	
	College graduates to friends	17
Expert Witness testimony	28	

**Word
Difficulty:
High School
Reading
Material
vs.
“Grown-up”
Text**



**Sentence
Length:
High School
Reading
Material
vs.
“Grown-up”
Texts**



The Latin-Greek Connection –

- *...teaching vocabulary in the elementary grades through a focus on the morphological structure of words, in particular English words that are **derived through Latin and Greek roots and affixes** (Abstract)*
- **systematic, ongoing, and consistent integration of Latin and Greek roots**
- **potential for enhancing students' academic growth**

(Timothy Rasiniski et al., 2011 in NTS)

Kinds of Word	Explanation	Examples
Tier 1	Basic words, well known, often used	clock, baby, happy
Tier 2	High frequency words used by mature language users across several content areas considered academic vocabulary	coincidence, absurd, hasty, perseverance, endurance, genres
Tier 3	Low-frequency words, often limited to specific content areas; domains	cardiovascular, electronic media, music genres, muscle, composition

(Beck, McKeown, & Kucan, 2002)

Identifying Tier Two Words

Tier Two words.....Students' likely expressions

merchant.....salesperson or clerk

maintain.....keep going

performeddid

fortunate lucky

benevolentkind

What challenges will we face as we make this shift?

- Take a brief moment and discuss with your group the potential challenges you may face with Shift #6 – Academic Vocabulary!

Be ready to share... *Give One – Get One*

Talk with someone from a different grade level:

1. **GIVE ONE CHALLENGE.**
2. **DISCUSS WHAT IS ONE POTENTIAL OPPORTUNITY THAT YOU MAY INCORPORATE Academic Vocabulary into your practice.**

What does it mean to “know” a word?

- **Activate student’s prior knowledge**
- **Continuous process affected by meaningful encounters with words**

What do the experts say?

- **Direct Instruction**
- **Incidental or environmental learning**
- **Wide reading**
- **Discussion**
- **Listening**
- **Media**

3 criteria questions for selecting academic words:

1. Is the word significantly important for understanding the selection?
2. Is the word likely to occur across all academic domains?
3. Does the word lend itself to generative instruction – is it one of a larger family of morphologically related words?

(Graves, 2006; Stahl & Nagy, 2006)

Example 1:

When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America's citizens . . . The men who gathered in Philadelphia in 1787 could not. . . have imagined, nor would they have accepted, that the document they were drafting would one day be **construed** by a Supreme Court to which had been **appointed** a woman and the **descendant** of an African slave.

Example 2Tier

Wen's Seven Junipers of 1532 stands out among the **throng** of such works on account of its whip-crack **dynamism**, a wild, **irregular** rhythm bounding over the length of three and a half metres (twelve feet) of paper. It seems to do things with that Western painters would not attempt until the 20th century. But its force — unlike that of contemporary works by — is by no means a matter of **radicalism**.

Bell, Julian. *Mirror of the World: A New History of Art*. New York: Thames & Hudson, 2007. (2007) From Chapter 7: "Theatrical Realities" in Appendix B p. 176

Appendix B



COMMON CORE STATE STANDARDS FOR
English Language Arts
&
Literacy in
History/Social Studies,
Science, and Technical Subjects

Appendix B: Text Exemplars and
Sample Performance Tasks

- Text Exemplars K-12
 - Complexity, Quality, Range
- Sample Performance Tasks
 - Language of standard & standard code
- Grade Bands

Sample Performance Tasks for Informational Texts: English Language Arts

- Students *determine* the *point of view* of John Adams in his “Letter on Thomas Jefferson” and *analyze how* he *distinguishes* his position *from* an alternative approach articulated by Thomas Jefferson. [RI.7.6]

Instructional Practices & Strategies

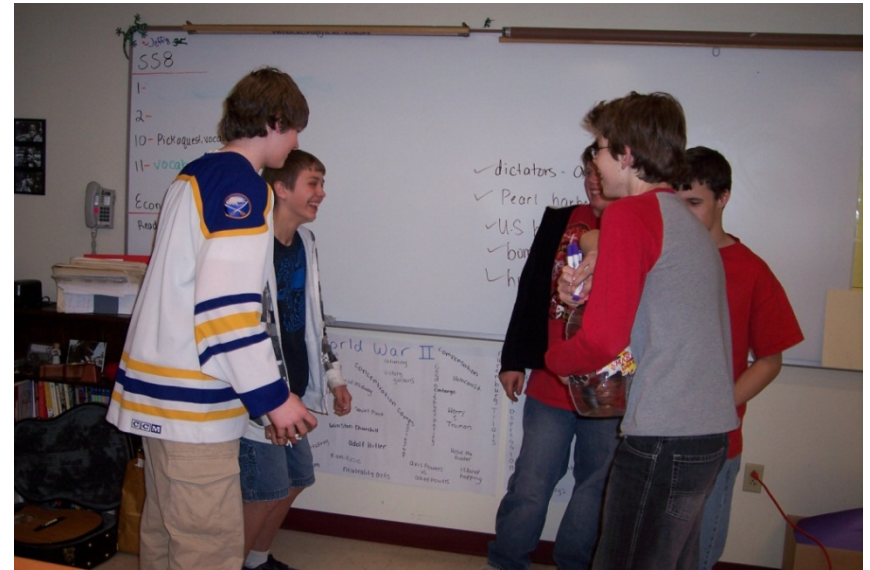
What are some strategies on vocabulary instruction that you are already using?

- “Fist List”
- INDEX CARDS
- Application to academic vocabulary



Word Walls

- Simply display the key vocabulary words from the chapter in the front of the room for all the students to see.
- This provides students with the opportunity access key concepts and “tier 3” words throughout the chapter.



Here is a sample vocab strat!

Name: _____

Ch. 25- The Roaring Twenties

In the following spaces below fill in the blanks.

Definition- what the word actually means

Whatever- sum it up in a word or two

Draw- draw a picture to help you remember the definition or compare it to something

<u>Word</u>	<u>Definition</u>	<u>Whatever Comes to Mind!</u>	<u>Picture or Compare it</u>
1. Warren G. Harding			
2. recession			
3. Calvin Coolidge			
4. stocks			

Student Samples!

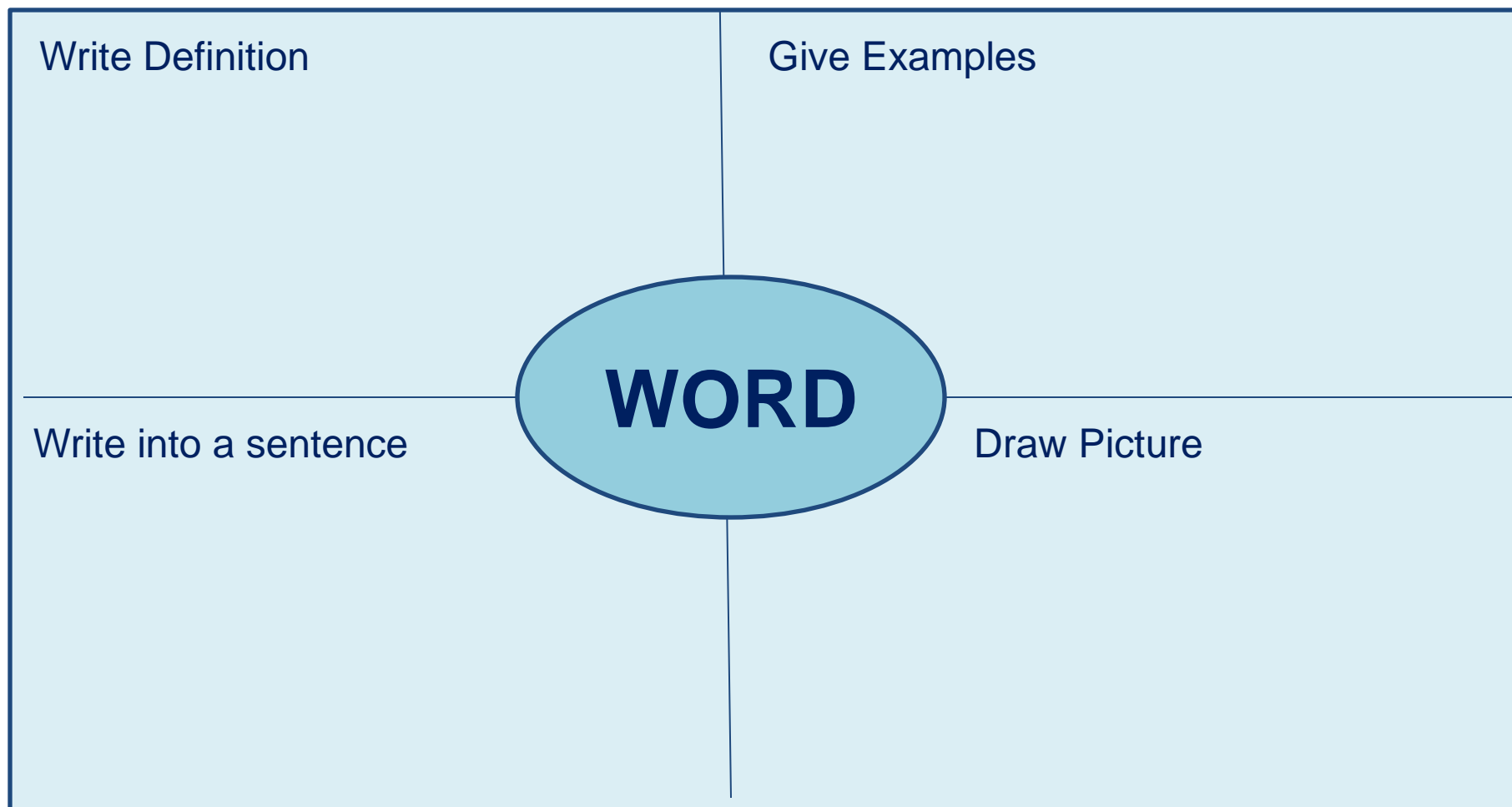
Name: Capt. A.
 Ch. 27- World War II
 In the following spaces below fill in the blanks.
 Definition- what the word actually means
 Whatever- sum it up in a word or two
 Draw- draw a picture to help you remember the definition or compare it to something

TOTALITARIAN STATE
 STREET GOVS.
 STREET GOVS.
 FASCISM - NAZIS
 WOMEN HAD NEW ROLES IN SOVIET
 MINORITY'S FACED DISCRIMINATION
 NEGRO UNEMPLOYMENT GERMANY & JAPS.
 F.D.T. ENFORCED DISCRIMINATION, BUT IT COULD

Word	Definition	Whatever Comes to Mind!	Picture or Compare it
1. Totalitarian state	SINGLE PARTY CONTROLS THE GOV + EVERY ASPECT OF PEOPLES' LIVES	TOTILERONE	
2. Fascism	INT. TALKS EXTREME NATIONALISM + BLIND LOYALTY TO THE STATE	WAR! BOO!	
3. Nazis	NATIONAL SOCIALIST GERMAN WORKERS' PARTY	SUARY!	
4. Adolf Hitler	LEADER OF THE NAZI PARTY	HIT	
5. concentration camps	PRISON CAMPS FOR CIVILIANS WHO ARE ENEMIES OF THE STATE	CONCENTRATED	
6. Neutrality Acts	BANNED ARMS SALES OR LOANS TO COUNTRIES AT WAR	NEUTRAL	
7. Good Neighbor Policy	WITHDREW U.S. TROOPS FROM NICARAGUA + HAITI	NEIGHBOR	

8. appeasement	THE PRACTICE OF GIVING IN TO AGGRESSION IN ORDER TO AVOID WAR	PEAS	
9. Nazi-Soviet Pact	AGREEMENT SIGNED BETWEEN HITLER + STALIN IN 1939 SAYING THEY WOULD NOT ATTACK EACH OTHER	TREATY	
10. blitzkrieg	LIGHTNING WAR	BLITZ, BLITZ!	
11. Axis Powers	GERMANY, ITALY, JAPAN + SIX OTHER NATIONS	AXLE	
12. Allied Powers	ALLIANCE BETWEEN BRITAIN, FRANCE, SOVIET UNION, CHINA, U.S., + 45 OTHER COUNTRIES	ALLY	
13. Winston Churchill	PRIME MINISTER OF GREAT BRITAIN	CHURCH	
14. Lend-Lease Act	ALLOWED SENIOR LOANS OF WAR MATERIAL TO ANY COUNTRY WHO'S DEFENSE THE PRESENT VITAL TO THE DEFENSE OF THE U.S.	FLAS	
15. embargo	BAN ON TRADE	NO TRADE!	
16. Pearl Harbor	DEC. 7 1941, 6:00 AM JAPS ATTACK HAWAII	WATER	
17. rationing	LIMITATIONS ON THE AMOUNTS OF GOODS THAT PEOPLES COULD BUY - SUGAR MEAT GAS COFFEE	RATIONS	
18. victory gardens	PLANT GARDENS DUE TO FOOD SHORTAGES	SWEET VICTORY	

(4-SQUARE MAP or “Frayer Model”)



STAGES OF KNOWING A WORD

- Know it well, can explain it, use it
- Know something about it, can relate to it
- Have seen or heard the word
- Do not know the word

WORD	Know it well	Know something	SEEN or HEARD it	Do not know the word
partition				
cobbled				
advocate				
demise				

ONLINE RESOURCES & DIGITAL TECHNOLOGY

Quizlet.com

- Create vocabulary list and flashcards
- Practice games
- Practice quizzes
- Opportunity for students to communicate and practice together on-line

4 Guidelines of Effective Vocabulary Instruction:

- Build a word-rich environment
- Help students develop as independent learners
- Use instructional strategies that teach academic vocabulary effectively and model good word-learning behaviors
- Assessments match the goal of instruction

(Wright, 2007)

Let's Dive In!

- Using the complex text that you brought or a sample from Appendix B, work in small groups to create activities and lesson

