Helping English Language Learners in Grades 4-12 Meet Standards for Reading: Enhancing Background and Acquiring Vocabulary

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OSSE EL Institute

Morning Session

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Who We Are

The Center for English Language Learners
at the American Institutes for Research

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LANGUAGE Learners
at American Institutes for Research ■

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LANGUAGE Learners
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AIR
AMERICAN INSTITUTES FOR RESEARCH®

ENSURING SUCCESS
for English Language Learners
in School Districts

Our EXPERTISE

EARLY CHILDHOOD EDUCATION. Improve school readiness through curriculum and teacher training using **COLLTS** (Cultivating Oral Language and Literacy Talent in Students), a research-based program developed by AIR to prepare prekindergarten and kindergarten dual-language learners for mastering kindergarten English language arts standards.

K–12 CURRICULUM AND INSTRUCTION. Assist districts and schools as they implement curriculum and instruction to meet their states' challenging academic standards using AIR's Attaining Core Content for ELLs (**ACCELL**), a research-based framework for scaffolding core content for English language learners (ELLs).

DISTRICT AND SCHOOL SUPPORT. Review current programs and policies to develop resources and structures to improve ELL outcomes; for example, identify students who are struggling as well as those who are excelling; provide guidance on alternative assessments and accommodations to capture ELL learning; and ensure that teacher evaluation systems support effective teaching of English language learners.

Center for ELLs at AIR: Core Team for Technical Assistance
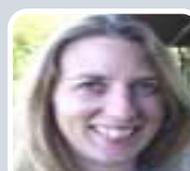
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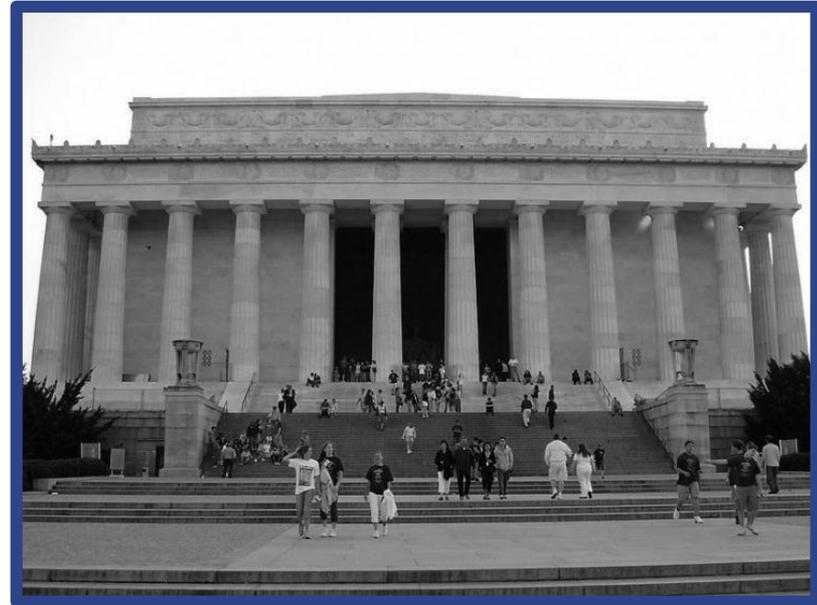San Mateo, CA
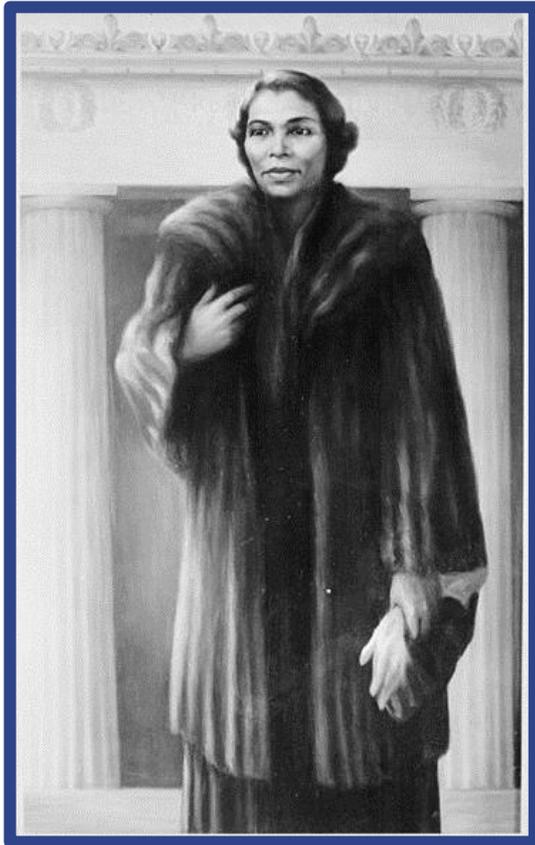
Overview of Presentation

Preparing ELs to Meet Standards in Reading

- Enhancing Background Knowledge
- Acquiring Vocabulary

Exemplar Text

The Voice That Challenged a Nation

The Voice That Challenged a Nation
by Russell Freedman (2004)

See handout, page 3, for the text.

Part 1: Excerpt

[1] Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

[2] The earliest arrivals found places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.

[3] Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers. By five o'clock that afternoon, when the concert was scheduled to start, an estimated 75,000 people had gathered on the Mall. They waited patiently under overcast skies, bundled up against the brisk wind that whipped in from the Potomac River. They had come on this chilly Easter Sunday to hear one of the great voices of the time and to demonstrate their support for racial justice in the nation's capital.

Part 2: Excerpt

[4] Marian Anderson had been applauded by many of the crowned heads of Europe. She had been welcomed at the White House, where she sang for the president and first lady, Franklin and Eleanor Roosevelt. She had performed before appreciative audiences in concert halls across the United States. But because she was an African American, she had been denied the right to sing at Constitution Hall, Washington's largest and finest auditorium. The Daughters of the American Revolution, the patriotic organization that owned Constitution Hall, had ruled several years earlier that black artists would not be permitted to appear there.

[5] News of the DAR's ban had caused an angry controversy and set the stage for a historic event in the struggle for civil rights. Working behind the scenes, a group of influential political figures had found an appropriate concert space for Anderson. Barred from Constitution Hall, she would give a free open-air concert on the steps of the Lincoln Memorial.

[6] Shortly before the concert got under way, the skies above Washington began to clear. Clouds, which had shadowed the monument, skittered away to the north, and the late afternoon sun broke through to bathe the reflecting pool and shine on the gaily dressed Easter crowd. Secretary of the Interior Harold L. Ickes appeared on the speaker's platform. He introduced Miss Anderson, and she stepped forward to the bank of microphones.

[7] The massive figure of Abraham Lincoln gazed down at her as she looked out at the expectant throng. Silencing the ovation with a slight wave of her hand, she paused. A profound hush settled over the crowd. For that moment, Marian Anderson seemed vulnerable and alone. Then she closed her eyes, lifted her head, clasped her hands before her, and began to sing.

Enhancing English Language Learners' Background Knowledge

Enhancing Background - Objectives

- Determining the background knowledge ELLs need to understand the text
- Identifying methods for developing ELLs' background knowledge
- Scaffolding background knowledge
- Finding appropriate resources to develop background knowledge

Research Base: Background Knowledge

- Background knowledge is important for comprehending text (Shanahan, 2013).

- Across all ages and levels of ability, reading comprehension depends on the reader's ability to *integrate prior knowledge* with *new information in the text* (Dole, Duffy, Roehler, & Pearson, 1991).

Determine the Background Knowledge Required

- Preview the text to determine whether there are areas of background knowledge students may not have.

  - Background knowledge might consist of cultural, historical, chronological, or spatial context for the anchor text.

- Capitalize on students' prior knowledge.

  - Consider background knowledge students may have that would help them understand the anchor text.

- Recognize that not all texts require the development of background knowledge.

Methods for Developing Background Knowledge

- Identify the key information or facts needed by the students to understand a passage.

- Draw from a variety of sources—e.g., auxiliary texts, video clips, pictures, photographs, tables, graphs, and concept maps.

- Create or adapt existing resources, as necessary, to develop materials that build background knowledge.

- Manage the time you devote accordingly.

Background knowledge should not summarize, replace, or reveal the meaning of the target text.

Methods for Developing Background Knowledge

- Before close reading,
  - Engage students in activities (e.g., reading auxiliary texts, interpreting illustrations or photographs, watching video clips) that develop background knowledge.
  - Activate prior knowledge through questions that capitalize on students' previous knowledge and experiences.
- After the close reading,
  - Have students read and answer questions about relevant sections of the anchor text to reinforce content knowledge.

Before: Enhancing Background Knowledge

Provide Students With a Short, Relevant Text

Civil Rights in the United States

African Americans—people whose **ancestors** came from Africa—have not always had the same rights, or freedoms as everyone else. Before 1863, many African Americans were **slaves**. In 1863, President Abraham Lincoln signed the Emancipation **Proclamation**, which freed the slaves.

However, many White people found ways to **discriminate** against African Americans. They **banned** or **barred** African Americans from using the same schools and **public** places. African Americans could not serve on **juries** and they were often prevented, or stopped from voting. They did not receive fair treatment under the law, or the **justice** that all people should receive, or get according to the United States **Constitution**. In 1964, the United States passed the **Civil Rights** Act. The Civil Rights Act made it **illegal** to discriminate against people.

Term	Definition
ancestor	*family from a long time ago*
slave	*when someone owns another person*
proclamation	*a public announcement*
discriminate	*treat someone badly because of their race*
ban/bar	*to make a rule against something*
public	*something that is open to everyone*
jury	*a group of people who decides if someone did something wrong*
justice	*fairness*
Constitution	*laws of a country*
civil rights	*basic freedoms*
illegal	*against the law*

Before: Enhancing Background Knowledge

Ask Students Questions About the Text

What does it mean if a person is African American?

It means their _ancestors_ came from _Africa_ .

Which president banned slavery with the Emancipation Proclamation?

President _Abraham Lincoln_ banned slavery.

How were African Americans treated badly or differently?

African Americans could not serve on _juries_ and could not study at the same _schools_ . They were prevented from _voting_ .

Before: Enhancing Background Knowledge

- The Mall/the Lincoln Memorial in Washington, D.C. [map]

  Students will get a better sense of the huge crowd if they can see an image and map of the area in which people gathered.

- The United States Civil Rights movement [short video]

  It is important for students to understand the historical context of Marian Anderson's concert and the U.S. civil rights movement.
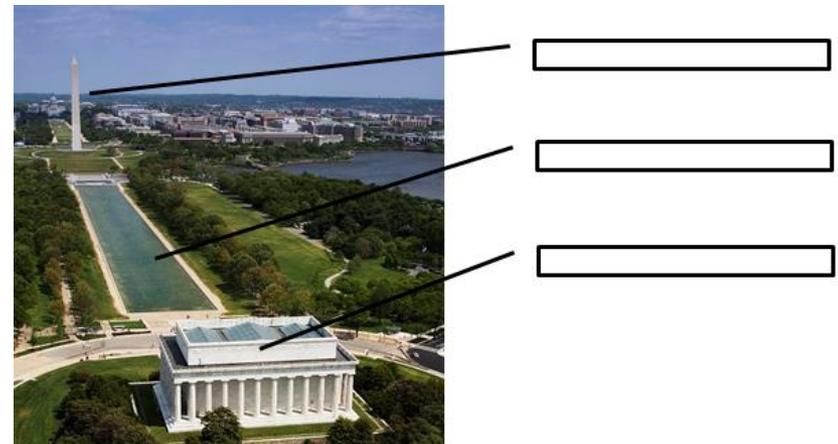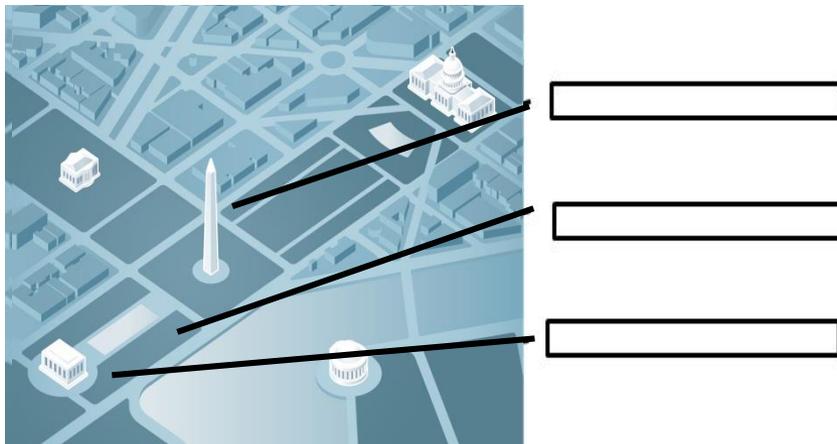
Before: Enhancing Background Knowledge

The National Mall

Below is a picture of part of the National Mall park in Washington, D.C., the capital of the United States. There is also a map and an image of some landmarks around the National Mall. The tallest building is the Washington Monument. The rectangular building is the Lincoln Memorial and the pool is the reflecting pool. Work with a partner to label these buildings on the map and the image using the underlined words.

Next see if you can recognize any of these landmarks during the short video clip of the famous singer Marion Anderson.

landmark— **a historic building**

ACTIVITY 1: Enhancing Background Knowledge

- Open your handout and go to Activity 1 on *page 6*.
- Work with a partner to identify additional background knowledge that might be important for understanding the passage.
- Identify methods for teaching it.
- Share your ideas with another pair.

Hint: Think about what the author assumes the reader already knows.

After: Developing Background Knowledge

- It is possible to guide students to infer background information in some texts.

  - Determine a guiding background question.

  - Identify several sentences in the text from which students could infer the answer to the guiding question.

  - Present the sentences to students and lead a discussion about the guiding question.

  - Scaffold the content (i.e., provide glosses for difficult words and sentence frames or starters) to make it comprehensible.

After: Developing Background Knowledge

Provide a Guiding Question and Details From the Text

Guiding question: How were African Americans treated in the United States during the first part of the 20th century?

The Voice That Challenged a Nation

- They had come to demonstrate their support for racial justice in the nation's capital.
- But because she was an African American, she had been denied the right to sing at Constitution Hall.
- The Daughters of the American Revolution, the patriotic organization that owned Constitution Hall, had ruled several years earlier that black artists would not be permitted to appear there.
- News of the DAR's ban had caused an angry controversy and set the stage for a historic event in the struggle for civil rights.

racial—related to a person's race, or what they look like

justice—fairness

African American—someone whose ancestors came from Africa

deny—not allow something

rule—decide what is allowed

permit—allow

appear—come in front of the public

controversy—public disagreement

struggle—fight

civil rights—basic freedoms

After: Developing Background Knowledge

Guiding question: How were African Americans treated in the United States during the first part of the 20th century?

African Americans (were/were not) __were not__ treated the same as other people during the time described in the book. I know this because it says someone was __denied__ the __right__ to sing because she was an __African American__. It says that black people were not __allowed__ to appear at __Constitution Hall__.

Many people were __angry__ about this and they wanted to support __racial justice__.

Scaffold Background Knowledge

- It is important to scaffold the language in the background knowledge-building activities.

- Ensure materials are comprehensible.
  - Include glossaries for key terms needed to understand the passage.
  - Scaffold guiding and supplementary questions with word banks, sentence stems, and sentence frames.
  - Include visual images from sources such as http://pics.tech4learning.com/ or http://freestockphotos.com

Ask Questions and Scaffold Responses

- Scaffolding may also include asking students guiding and supplementary questions about the background knowledge lesson.

- ELs with lower levels of proficiency may also need sentence starters, sentence frames, or word banks to help them answer all questions.
  - Omitted words in sentence frames are words that carry the most meaning in the sentence.

- The level of scaffolding can and should be adjusted depending on ELs' level of English proficiency.

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Scaffolds for Short Texts with Questions

Emergent	Intermediate	Advanced
Provide a glossary, a word bank, and sentence frames to accompany the guiding and supplementary questions.	Provide a glossary and sentence stems to accompany the guiding and supplementary questions.	Provide a glossary to accompany the guiding and supplementary questions.
Provide translations of the background materials.		
For challenging anchor texts, provide translations.		
Partner ELLs with bilingual students who can help translate information.		

Scaffolds for Video Clips with Questions

Emergent	Intermediate	Advanced
Provide videos in the student's home language. Provide transcribed text and a glossary; questions with sentence frames and word banks Partner ELLs with bilingual students who can help them understand if the video is available only in English.	Provide a glossary, a word bank, and sentence stems to accompany the guiding and supplementary questions.	Provide a glossary to accompany the guiding and supplementary questions.

Scaffolds for Website Information with Questions

Emergent	Intermediate	Advanced
Provide websites in the student's home language. Provide a glossary, a word bank, and sentence frames. Partner ELLs with bilingual students who can help them understand the information.	Provide a glossary and sentence stems to accompany the guiding and supplementary questions.	Provide a guiding question and supplementary questions.

Finding and Adapting Resources to Develop Background Knowledge: **Video Clips**

- Look for short clips (less than 10 minutes is recommended) that include
  - Accurate information
  - Comprehensible language and speech
  - Visuals that support comprehension
- Provide a glossary of terms needed to understand the video clip
- If possible, provide subtitles in English, the home language, or both

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Finding and Adapting Resources to Develop Background Knowledge: **Web Links**

- Look for web links that
  - Accurately explain key information
  - Use comprehensible language
  - Do not have so much text that students have difficulty finding key information
  - Have visuals that support comprehension
- Provide a glossary of terms needed to understand the web link

Finding and Adapting Resources to Develop Background Knowledge:
Home Language Resources

- Search for links, text, or video using the home language term for the concept being taught.

- *Essential:* Ask a native speaker to review all materials that will be shared with students to guarantee accuracy of the information and language.

- Another possibility: Have a native speaker translate an English version of a text that is being used to teach background information.

Reflection – Did We Meet Our Objectives?

Take a moment to reflect on the following questions:

- What are your key take-aways about
  - Determining the background knowledge ELs need to understand the text?
  - Methods for developing ELs' background knowledge?
  - Scaffolding background knowledge?
  - Finding appropriate resources to develop background knowledge?

Acquiring Vocabulary

Acquiring Vocabulary - Objectives

- Selecting vocabulary to teach
- Defining extended vocabulary instruction and when to extend
- Defining embedded vocabulary instruction and when to embed
- Teaching word learning strategies

Vocabulary Acquisition Throughout the Lesson

Lesson Routine	Vocabulary Acquisition
Enhance background knowledge	Teach vocabulary related to background.
Pre-teach vocabulary	Pre-teach a limited number of words and phrases that are central to understanding the text.
Engage in close reading	Have students use glossaries and other resources to clarify meanings of unknown vocabulary
	Have students identify words they still don't know.
Teach word-learning strategies	Teach vocabulary strategies to help students become independent learners

Vocabulary Selection

- Frequency
  - Use tools like *WordSift* and the *Academic Word List Highlighter* to select frequently encountered English words.

- Importance to Text
  - Select words that will be critical for answering text-dependent questions.

- Conceptual Complexity
  - Select words to pre-teach that are not easily imageable, that are abstract, and/or that have a high degree of relatedness.

Vocabulary Selection

Frequent Words and Phrases

- ELs typically exhibit vocabulary growth rates that are similar to or surpass those of native English speakers. However, ELLs are often 2−3 years behind their English-speaking peers, so a large vocabulary gap remains (Mancilla-Martinez & LeSaux, 2010).

- ELs' English reading comprehension is compromised because they don't know common English words that English-proficient students are likely to have acquired.

  - The **100** most frequent English words account for about **50%** of words that readers encounter in text.

  - The **1,000** most frequent English words account for about **70%** of words that readers encounter in text.

  - The **4,000** most frequent English words account for about **80%** of words that readers encounter in text.

Vocabulary Selection

Importance to Text

- To be successful readers, ELs need to know words that are frequent across multiple texts.

- ELs also need to know the meanings of words and phrases that are crucial to understanding the text at hand (as determined by the text-dependent questions).

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Vocabulary Selection

Importance to Text

Text	Text-Dependent Questions	Key Vocabulary
Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.	Which words describe the weather?	cold, threatening
	Did the weather prevent people from assembling?	despite, assemble
	Which word describes the streets near the concert?	jammed

Vocabulary Selection (see handout, *page* 7)

Conceptual Complexity

- Words that are conceptually complex are more difficult to acquire.

- Conceptually complex words may require more intensive instruction.

- Conceptual complexity
  - Imageability
  - Concreteness
  - Relatedness

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Vocabulary Selection

Imageability

- A word is easily *imageable* if little effort is required to form an image of it in your mind.

- If you wanted to draw a picture of the word, how much context would be required? A word that could be drawn without context is easily *imageable*.

  - Easily imageable words: dinosaur, pencil, rain

  - Somewhat imageable words: prevent, abandoned

  - Not imageable words: spirit, promise, merely
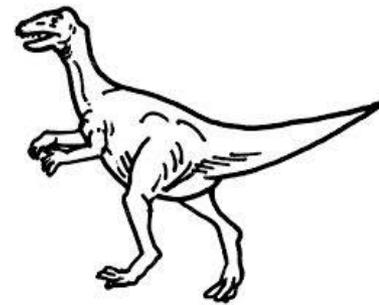
Vocabulary Selection
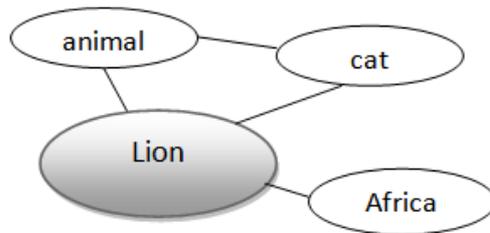
Concreteness

- A word is *concrete* (tangible) if its referent can be easily perceived through the senses.

- How easily can you feel, smell, see, hear, or taste a referent of the word?
  - Very concrete words: eggs, throne, pencil, run
  - Somewhat abstract words: expensive, peered
  - Very abstract words: era, indeed

Vocabulary Selection

Relatedness

- The degree to which understanding the word requires an understanding of related concepts is *relatedness*.

- Words that have dense networks of other related concepts have high relatedness.

Low relatedness
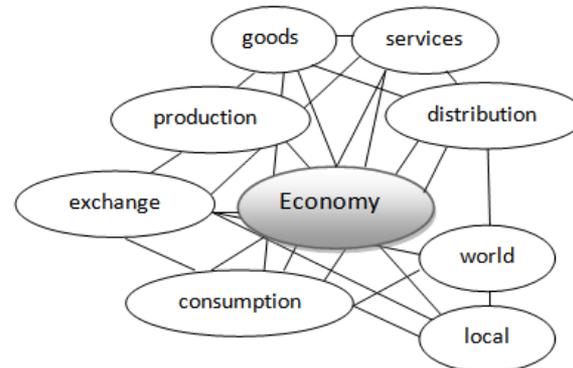
High relatedness

Selecting Vocabulary (Complexity)

- Rate each of the listed words on their conceptual complexity.

Easy

Hard

High (4)	← Imageability →	Low (1)
High (4)	← Concreteness →	Low (1)
Low	← Relatedness →	High
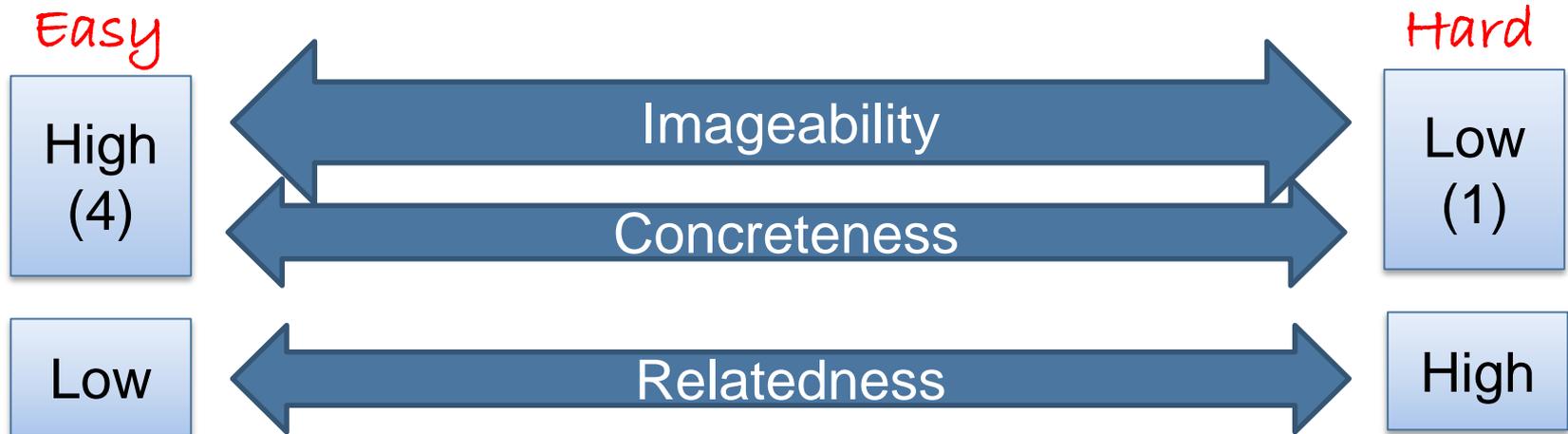
Overall: Easy, Medium, or Hard?

Your Turn: Selecting Vocabulary (Complexity)

	Imageability	Concreteness	Relatedness	Difficulty
monument				
to extend				
festive				
to anticipate				

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Your Turn: Selecting Vocabulary (Complexity)

	Imageability	Concreteness	Relatedness	Difficulty
monument	4	4	Low	Easy
to extend				

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Your Turn: Selecting Vocabulary (Complexity)

	Imageability	Concreteness	Relatedness	Difficulty
monument	4	4	Low	Easy
to extend	3	3	High	Medium
festive				

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Your Turn: Selecting Vocabulary (Complexity)

	Imageability	Concreteness	Relatedness	Difficulty
monument	4	4	Low	Easy
to extend	3	3	High	Medium
festive	3	4	High	Medium

Your Turn: Selecting Vocabulary (Complexity)

	Imageability	Concreteness	Relatedness	Difficulty
monument	4	5	Low	Easy
to extend	3	4	Low	Medium
festive	3	3	Low	Medium
to anticipate				

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Your Turn: Selecting Vocabulary (Complexity)

	Imageability	Concreteness	Relatedness	Difficulty
monument	4	5	Low	Easy
to extend	3	4	Low	Medium
festive	3	3	Low	Medium
to anticipate	1	1	High	Hard

Vocabulary Selection

Word Sift

65k characters max

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

The earliest arrivals found places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides

Sample Text: King's Legacy | Darwin and evolution | *I Have a Dream*' speech

Sift

Vocabulary Selection

Word Sift: Default Results

afternoon against arrival assemble base began begin boy brisk carriage cold come **concert** cradled

crowd despite earliest extending **five** folk gathered **great** group hand handing

heading hear help infant leading lincoln **long mall** mile **monument**

nation national **person** place pool potomac service singly sky spread support threequarters

tree voice **washington**

Sort: Common to Rare | Rare to Common | A to Z | Z to A | Create Workspace | Squish Cloud | Unsquish |

Accessible at: http://www.wordsift.com/

Vocabulary Selection

Word Sift: Common to Rare Words

great come long hand place against began voice person hear help boy five cold service tree support afternoon begin nation sky crowd spread carriage group leading national gathered washington arrival mile base folk lincoln earliest infant despite extending pool monument concert brisk heading mall handing cradled threequarters potomac assemble singly

Sort: Common to Rare | Rare to Common | A to Z | Z to A | Create Workspace | Squish Cloud | Unsquish |

Accessible at: http://www.wordsift.com/

Vocabulary Selection
Word Sift: General Service List

afternoon against arrival assemble base began begin boy brisk carriage cold come **concert** cradled

crowd despite earliest extending **five** folk gathered **great** group hand handing

heading hear help infant leading lincoln **long mall** mile **monument**

nation national **person** place pool potomac service singly sky spread support threequarters

tree voice **washington**

Sort: Common to Rare | Rare to Common | A to Z | Z to A | Create Workspace | Squish Cloud | Unsquish |

Mark: GSL | AWL | Lang. Arts | Science | Math | Social Studies | Custom | Unmark |

Vocabulary Selection

Word Sift: Academic Word List

afternoon against arrival assemble base began begin boy brisk carriage cold come **concert** cradled **crowd** despite earliest extending **five** folk gathered **great** group hand handing **long mall** mile **monument** heading hear help infant leading lincoln **person** place pool potomac service singly sky spread support threequarters nation national **washington** tree voice

Sort: Common to Rare | Rare to Common | A to Z | Z to A | Create Workspace | Squish Cloud | Unsquish |

Mark: GSL | AWL | Lang. Arts | Science | Math | Social Studies | Custom | Unmark |

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Vocabulary Selection

Word Sift: Content Area Words – Social Studies

afternoon against arrival assemble base began begin boy brisk carriage cold come **concert** cradled **crowd** despite earliest extending **five** folk gathered **great** group hand handing **long mall** mile **monument** heading hear help infant leading lincoln **person** nation national place pool potomac service singly sky spread support threequarters tree voice **washington**

Sort: Common to Rare | Rare to Common | A to Z | Z to A | Create Workspace | Squish Cloud | Unsquish |

Mark: GSL | AWL | Lang. Arts | Science | Math | Social Studies | Custom | Unmark |

Accessible at: http://www.wordsift.com/

Vocabulary Selection

Visual Thesaurus

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Accessible at: http://www.wordsift.com/

Vocabulary Selection
Academic Word List Highlighter

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ◉ 10

Despite cold and threatening weather, the crowd began to assemble long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

The earliest arrivals found places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.

Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers. By five o'clock that afternoon, when the concert was scheduled to start, an estimated 75,000 people had gathered on the Mall. They waited patiently under overcast skies, bundled up against the brisk wind that whipped in from the Potomac River. They had come on this chilly Easter Sunday to hear one of the great voices of the time

Submit   Reset

Vocabulary Selection

Highlighted Results

Despite cold and threatening weather, the crowd began to **assemble** long before the concert was to begin. People arrived singly and in pairs and in large animated groups. Soon the streets leading to the Mall in Washington, D.C., were jammed with thousands of people heading for the Lincoln Memorial.

The earliest arrivals **found** places as close as possible to the steps of the great marble monument. As the crowd grew, it spread back along the Mall, stretching around both sides of the long reflecting pool and extending beyond to the base of the Washington Monument, three-quarters of a mile away. Baby carriages were parked among the trees. Folks cradled sleeping infants in their arms and held youngsters by the hand or propped up on their shoulders. Uniformed Boy Scouts moved through the festive holiday throng handing out programs.

Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers. By five o'clock that afternoon, when the concert was **scheduled** to start, an **estimated** 75,000 people had gathered on the Mall. They waited patiently under overcast skies, bundled up against the brisk wind that whipped in from the Potomac River. They had come on this chilly Easter Sunday to hear one of the great voices of the time and to **demonstrate** their support for racial justice in the nation's capital.

Partner Talk

- What things are important to consider in selecting and teaching vocabulary for ELLs?

ELLs may not know the most frequently used English words, so more frequent words may need to be taught.

It is also important to consider how important words are for understanding the particular text students are reading.

Words that are more abstract will be harder for students to acquire so they require more direct instruction.

Vocabulary Instruction

- Teacher-directed instruction

    - More intensive instruction for abstract words (**extended instruction**)

        - Use an illustration and synonym to explain a word's meaning
        - Provide a definition. Make sure it is the one used in the target text.
        - Provide the home language definition and cognate status.
        - Repeat the sentence from the text that uses the word.
        - Invite students to talk about the word.

    - Less intensive instruction for concrete words (**embedded instruction**)

        - Define the word in situ.
        - Use gestures to demonstrate the word.
        - Show the word in illustrations from the text.

- Student-directed learning

    - Glossaries
    - Word learning strategies

Vocabulary Instruction
Extended Instruction – Word Cards

Students see:

disturb   molestar

Talking in the library will <u>disturb</u> people who are trying to work.

Sentence Frame: I was disturbed by _____ when _____.

The teacher says:

- **Picture Connection:** Look at the picture of the two girls. The girl on the phone has disturbed, or bothered, the girl who is writing. She is talking in a loud voice on her cell phone. The other girl is trying to finish her homework.

- **Explanation:** Let's talk about the word *disturb*. *Disturb* means to bother someone. *Disturb* in Spanish is *molestar*. Let's spell *disturb*. [*d,i,s,t,u,r,b*] What word have we spelled? [*disturb*]

- **Partner talk:** Tell your partner about a time that someone disturbed you. Start your sentence with, "I was disturbed by_____."

- **Story Connection:** In the story, Mary's mother does not want to be bothered, or *disturbed* by, Mary's crying. When we read the story, put your thumbs up when you hear the word "disturb."

Vocabulary Instruction

- Turn to p. 8 of your handout.

- These instructions and template can be used to create your own word cards.

- You can find images online that illustrate the words at

http://pics.tech4learning.com/ or http://freestockphotos.com

Vocabulary Instruction

Extended Instruction – Word Cards

- Students see:

anticipate   anticipar

The goal keeper <u>anticipates</u> where the ball will go.

Context: Anticipating a huge turnout, the National Park Service had enlisted the help of some five hundred Washington police officers.

- The teacher says:

Let's talk about the word *anticipate*.

Look at the picture. The soccer goal keeper anticipates where the ball will go. He prepares to block the ball to keep it out of the goal. (*Demonstrate blocking an imaginary ball.*)

Anticipate means to expect and prepare for something.

Anticipate in Spanish is anticipar. Anticipar and *anticipate* are cognates. They sound alike and are almost spelled the same.

In the story, The people who work for the National Park Service *anticipate* or expect that many people will come to the concert.

Partner talk. Tell your partner about a time when you anticipated you would have a good time and you did.

Vocabulary Instruction

Teacher Directed Embedded Instruction

Word (paragraph 1)	ESOL Technique
threatening	define in situ *"Threatening weather means it looks like it's going to be bad weather."*
assemble	define in situ and provide an example *"Assemble means to gather or come together. For example, we assembled in the auditorium yesterday for a concert."*
jammed	define in context and show the picture in the book of the crowd

Vocabulary Instruction

Teaching Word Learning Strategies

- It is not feasible to directly teach students all of the words they need to know to be successful readers.

- It is important to teach students word learning strategies:

  - Context clues
  - Reference materials (e.g., online dictionaries, bilingual dictionaries)
  - Cognates (for languages that share cognates with English)
  - Morphology (e.g., using prefixes and suffixes to determine word meanings)

Vocabulary Instruction

Student Self-Directed Learning

- Glossaries
- Word learning strategies

Vocabulary Instruction

Glossary Use Extension

Word Translation	Rewrite the Word	English Definition	Example From the Text	Self-Assessment: Do You Know the Word?	Phrase	Is It a Cognate?
animated *animado*	animated	full of excitement	People arrived in large <u>animated</u> groups.	Yes	There were many animated fans at the game.	Yes
anticipate *anticipar*		expect and prepare for something	<u>Anticipating</u> a huge turnout, the National Park Service had enlisted the help of five hundred police officers.			
arrival *llegada*		person who has come to a place	The earliest <u>arrivals</u> found places close to the steps of the			

Teaching Word Learning Strategies: Cognates

1. Mary never remembered seeing familiarly anything but the dark faces of her Ayah and the other native servants.

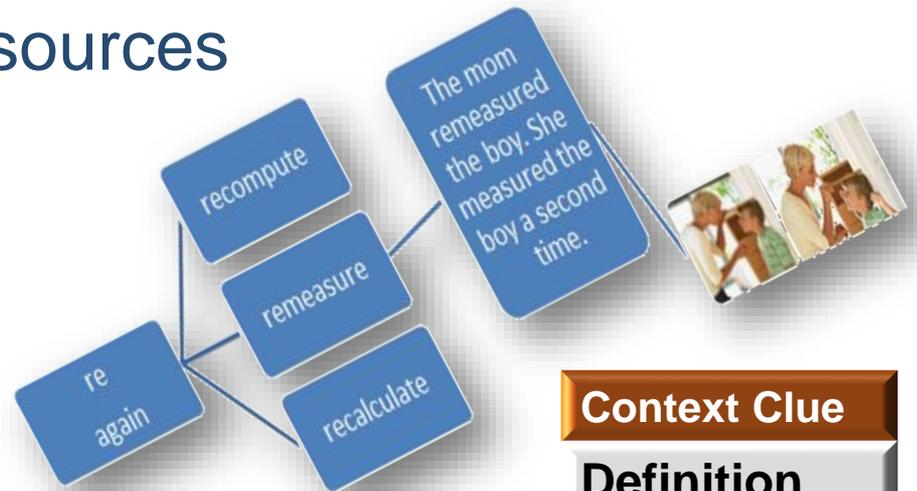| Spanish Word	English Cognate	Letters in Spanish word that are not the same as those in the English word
familiarmente	familiarly	The suffix "ly" in English is "mente" in Spanish.
nativo		

2. There was something mysterious in the air that morning. Nothing was done in its regular order and several of the servants seemed missing.

Spanish Word	English Word	Letters in Spanish word that are not the same as those in the English word
misterioso		

Vocabulary: Additional Support for ELs

Student-Directed: Word Learning Strategies

- Cognates, context clues, morphology, and word reference materials skills.

- Dictionaries and digital resources
  - Online:
    - English: wordsmyth.net
    - spanish.dictionary.com
    - translate.google.com
  - Smartphone apps:
    - English: SnaPanda (Android)
    - Free Spanish-English Dictionary + (iPhone)
    - English-Spanish Dictionary (Android)

recompute

remeasure

re again

recalculate

The mom remeasured the boy. She measured the boy a second time.

Context Clue

Definition

Example

Pivot

Demonstrate and explain:
- Where to enter the word and dictionary levels
- Pronunciation key
- Parts of speech
- Definitions
- Example use
- Synonyms

contact Go

- ● **Beginner's Dictionary**
- ○ **Intermediate Dictionary**
- ○ **Advanced Dictionary**

Alphabetical Results ?

↑ Previous ↑
consumptiveness
cont.²
cont.¹
cont. (contd.)
contact
contacted
contacting
contact lens
contact print
contacts

Multi-Word Results ? | **Similar Spellings** ?

contact lens
contact print
eye contact

con·tact ← WVI 2

pronunciation: **kan taekt** 🔊

parts of speech: noun, verb

features: Word Explorer, Word Parts

part of speech: noun

definition 1: the touching of two things or people.
*He got a shock when his hand **came into contact with** the wire.*

synonyms: touching

similar words: connection, opposition

definition 2: communication.
*She is **out of contact with** her family.*
*He is **in contact with** his old friends.*

similar words: communication

related words: feeling, impact, touch

part of speech: verb

inflections: contacted, contacting, contacts

definition: to speak or write to someone; communicate.
I contacted my friend about our weekend plans.

synonyms: communicate with, reach

ACTIVITY 2: Vocabulary Instruction

1. In your handout, **_page 10,_** refer to the excerpt from _The Voice That Challenged a Nation._

2. Use these resources to identify words for vocabulary instruction:

   • Academic Word List Highlighter
   (http://www.nottingham.ac.uk/alzsh3/acvocab/awlhighlighter.htm)
   • WordSift (http://www.wordsift.com/)

3. Complete the chart.

   • Identify words for _teacher-directed <u>extended</u> vocabulary instruction_ and _teacher-directed <u>embedded</u> vocabulary instruction_.
   • Identify some words that students might learn using word learning strategies.
   • Identify several _strategies_ for teaching these words.

4. Be prepared to explain your rationale for word selection and strategies.

EXAMPLE: Vocabulary Instruction

Teacher Directed		Student Directed	
Extended Instruction	**Embedded Instruction**	**Word Learning Strategies**	
controversy*	applauded appreciative denied* right finest permitted appear ban set the stage civil* influential political figures appropriate* barred	<u>Cognates</u> Europe president audiences concerts auditorium revolution organization patriotic historic scenes space	<u>Context</u> welcomed performed angry open-air

Reflection – Did we meet our objectives?

Take a moment to reflect on the following questions

- What are your key take-aways about
  - Vocabulary selection?
  - Extended vocabulary instruction?
  - Embedded vocabulary instruction?
  - Teaching word learning strategies?

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