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Oct. 25, 2018

NYS RTI TAC Webinar Strand 21

TEACHING ACADEMIC VOCABULARY ACROSS ALL CONTENT AREAS

ACADEMIC VOCABULARY INSTRUCTION: PT. 2

ROLES ---MOLLY

ARE YOU NEW OR A RETURNING VIEWER? MOLLY

I have viewed vocabulary webinars 1, 2, and 3.	
I have viewed one other vocabulary webinar only.	
I have viewed two other vocabulary webinars.	
I have not viewed any previous webinars in the series.	

FOR MORE INFORMATION

Foster Word Consciousness

Teach Word Learning Strategies

Comprehensive Vocabulary Instruction

Teach Individual Words

Provide Rich and Varied Language Experiences
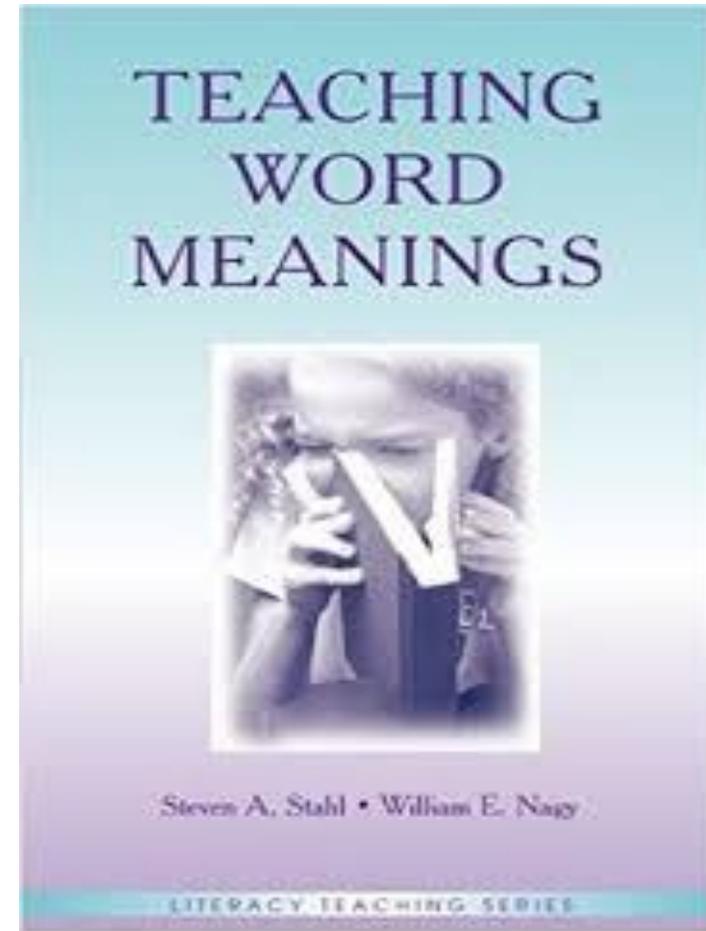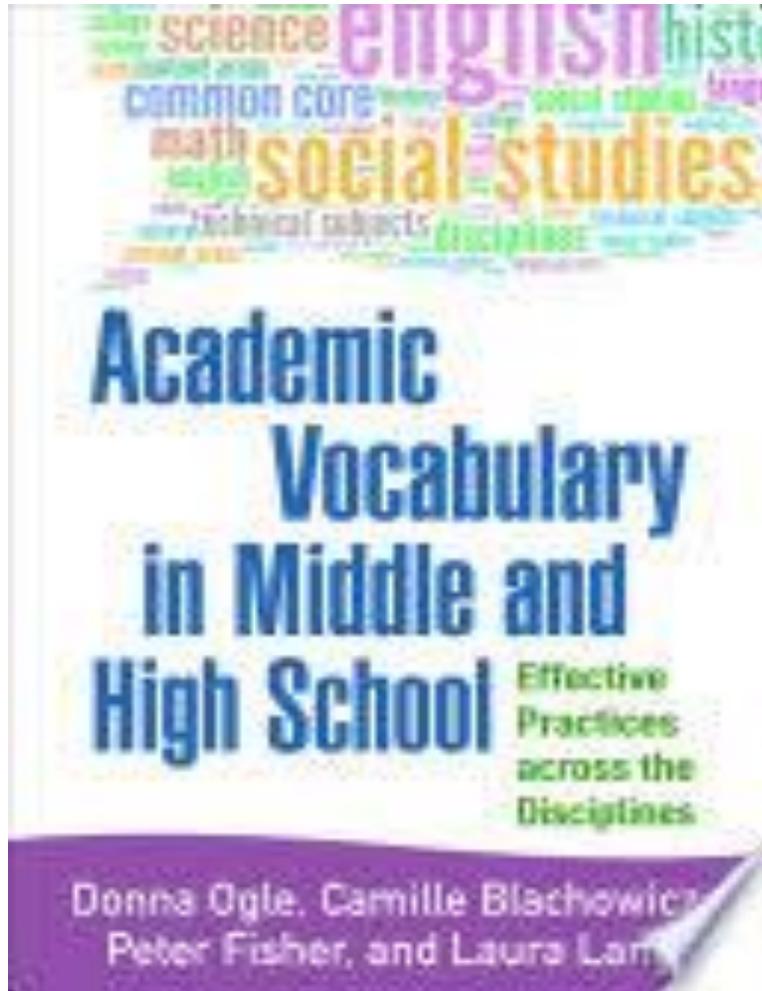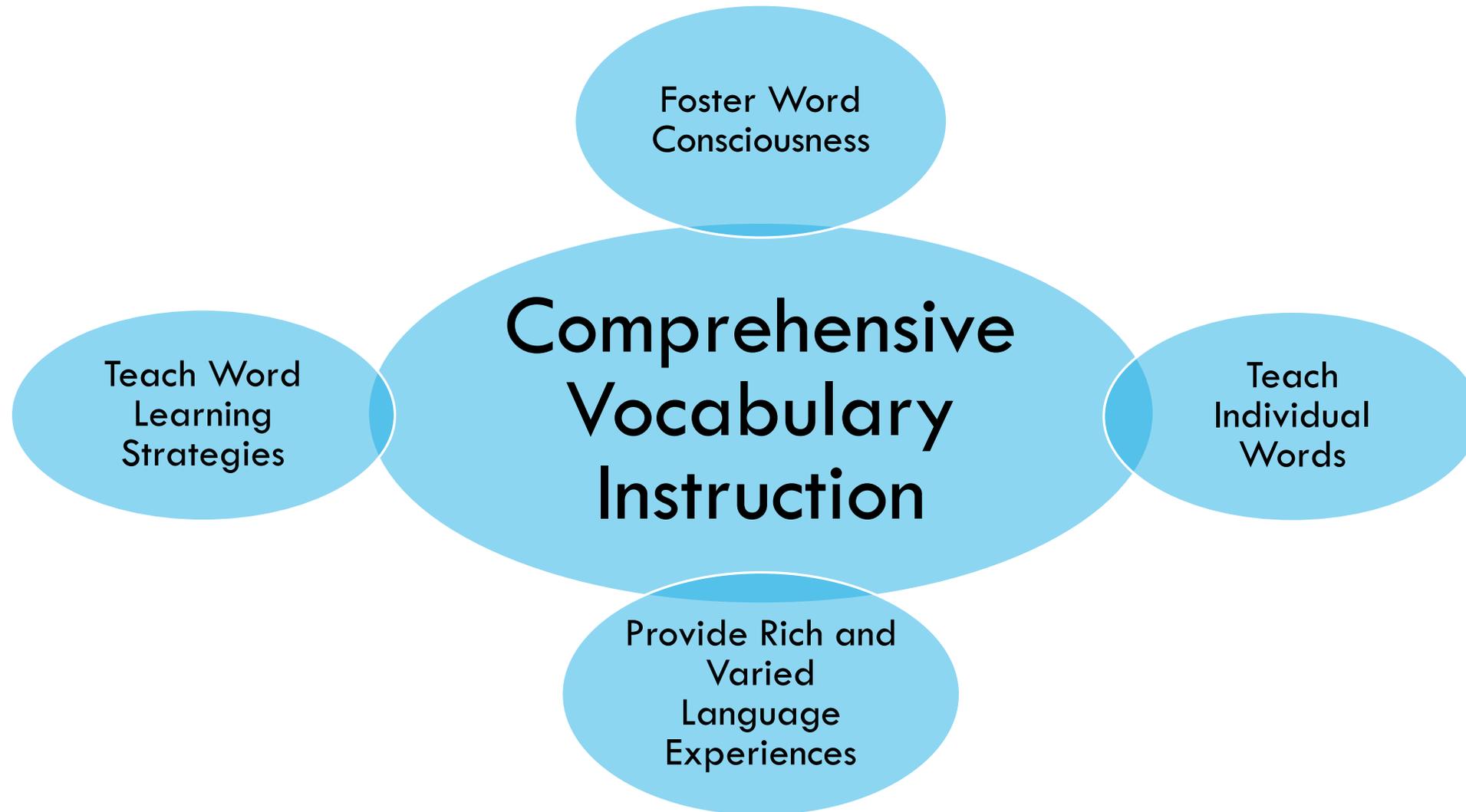
BASIC UNDERSTANDINGS ABOUT TEACHING VOCABULARY: MULTIPLE FORMS

	Receptive	**Expression**
Oral	Listening	Speaking
Written	Reading	Writing

A FEW MORE WORDS ABOUT THE DICTIONARY

BE SURE TO EXPLICITLY TEACH HOW TO USE THE DICTIONARY REGARDLESS OF GRADE LEVEL!!!!   (Blachowicz & Fisher, 2014)

When to use a dictionary

How to locate a word

The parts of a dictionary entry

The components of a definition

Choosing between multiple meanings

Applying the meaning

DICTIONARY CAUTIONS

- Entries can be troublesome.

- Multiple, disjointed definitions

- Vague, unfamiliar language

- Problematic student interpretations

SEMANTIC RELATIONSHIP ACTIVITIES

- Semantic mapping
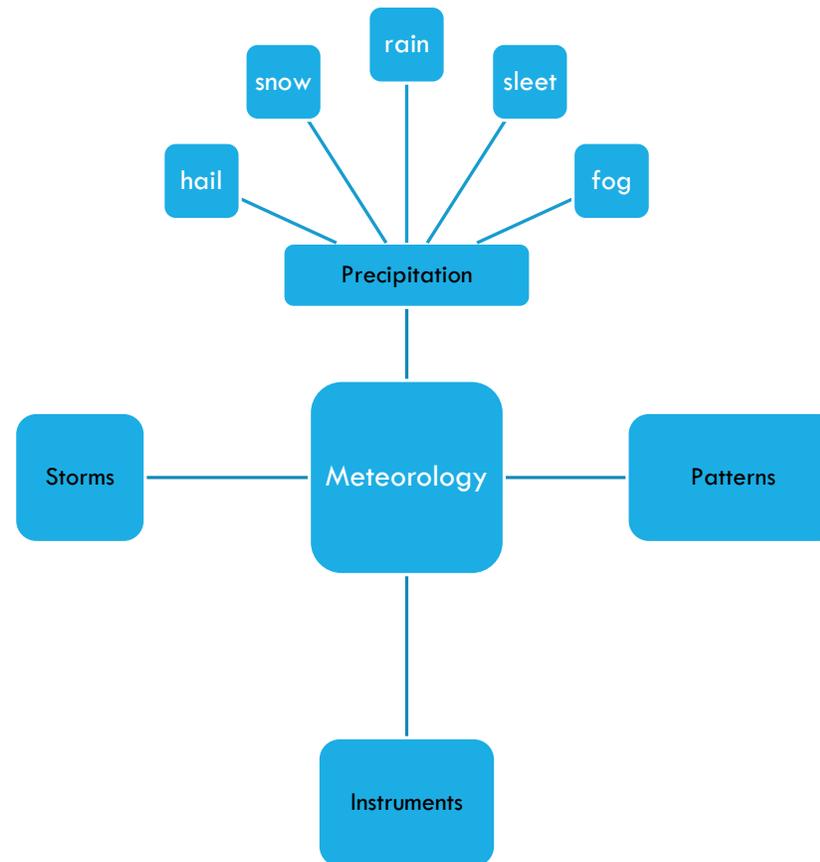
- Semantic feature analysis

SEMANTIC MAPPING

- Visual representation of categorization of words and the relationship between words

- Introduction to unit
  - Brainstorming
  - Mapping
  - Use as interactive word wall during unit study
  - Add and reorganize map as you work through the unit

SEMANTIC MAPPING

- Discussion is a crucial element in the effectiveness of semantic mapping (Stahl & Clark, 1987; Stahl & Vancil, 1986)

- Individualized mapping procedures, in which students studies the maps, did not work as well as group procedures.

- This appears to be particularly true for students who begin with lower levels of vocabulary and children with reading problems.

SAMPLE WORD MAP

SEMANTIC FEATURE ANALYSIS

- SFA is a tool for comparing the relationships and features that are shared or different among members of the same class. It is a grid.

- It draws on student knowledge.

- It is designed to be a **discussion** activity, NOT A WOKSHEET FOR INDIVIDUALS.

- It is a tool to be used AFTER instruction to help students clarify existing knowledge.

- Leave space for students to add more members of the class and additional features.

SEMANTIC FEATURE ANALYSIS

Quadrilaterals	Four sides	All sides equal	Opposite sides parallel	Opposite sides equal	Angles equal	
Parallelogram	x		x	x		
rhombus	x	x	x	x		
trapezoid						
square						
rectangle						

CHEMISTRY SEMANTIC FEATURE ANALYSIS

	Chemically Reactive	Malleable	Thermal + Electrical Conductors	Solid at Room Temp.	High First Ionization Energy	
Alkali Metals						
Alkaline Earth Metals						
Transmission Metals						
Halogens						
Noble Gases						

HAVE YOU EVER USED SEMANTIC FEATURE ANALYSIS WITH YOUR STUDENTS? MOLLY

YES	
NO	

ANTICIPATION ACTIVITIES

- Possible Sentences: Informational Text

- Story Impressions: Narrative text (short story or chapter)

- Vocab-o-grams: Narrative story elements

POSSIBLE SENTENCES (S. STAHL & KAPINUS, 1991)

Possible sentences is a pre-reading vocabulary strategy that activates students' prior knowledge about content area vocabulary and concepts.

See Reading Rockets Plans and Resources

http://www.readingrockets.org/strategies/possible_sentences

POSSIBLE SENTENCES (S. STAHL & KAPINUS, 1991)

1. **Before reading,** students are provided a short list of vocabulary words from their reading (8-10). Note: I recommend putting words in two columns (more familiar/less familiar) so that students are forced to include the more complex difficult words in their sentences.

2. Based on their prediction of the text content, students create a meaningful sentence or two that includes TWO WORDS in each sentence. A few sentences are shared with the class and put on chart paper.

3. **During reading**--Students read the content material that contains the list of words.

4. **After reading,** the teacher reviews the sentences on chart paper and discusses accuracy and models how to make the necessary revisions to make them accurate. Then students check to see if their "possible sentences" were accurate and revise as necessary.

POSSIBLE SENTENCES SAMPLE: GR. 5

Circulation

Pulmonary vein

Pulmonary artery

Inferior vena cava

Superior vena cava

Coronary artery

Coronary veins

Heart

Lungs

Blood

Valve

pumps

POSSIBLE SENTENCES RESOURCES

See Reading Rockets Plans and Resources

http://www.readingrockets.org/strategies/possible_sentences

VIDEO

https://www.youtube.com/watch?v=IcV4v-MWnaQ

HAVE YOU EVER USED POSSIBLE SENTENCES WITH YOUR STUDENTS? MOLLY

YES	
NO	

STORY IMPRESSIONS (MCGINLEY, 1987)

Before teaching a narrative story or a chapter from a fictional text, the teacher lists 10-20 phrases from text sequentially. Unfamiliar vocabulary may be briefly defined.

In dyads or triads, students predict what the story will be about and create it collaboratively in writing. (approx. 20 min.)

The created story is shared with the class.

The class reads the story and discusses it, including a comparison to student created stories.

FLU

Faye's illness

Nausea, vertigo,
diarrhea, lethargy

Felt better

Glowing limpidly

Aldo blurted

Reception desk

Odd remark

Kept talking

She clung to it

Fell in love

Haven't recovered

OUTCOMES OF STORY IMPRESSIONS

Introduction to vocabulary

Multiple exposures to vocabulary

Students read, speak, write, and hear the vocabulary

Collaboratively compose a short story with story grammar elements

Opportunity to compare and contrast multiple versions of a story

Perfect universal design technique for introducing a stretch text

VOCAB-O-GRAMS (BLACHOWICZ & FISHER, 2014)

Students categorize new words and make predictions about an upcoming narrative or fictional text. Students receive a list of words and a story grammar frame or conflict types.

1. Divide the class into groups of four or five.

2. Discuss the meaning of the words.

3. Students categorize which words might be used to develop the narrative or explain a type of story conflict.

4. Students make predictions about how the story will develop.

5. Discuss vocabulary and student predictions.

SHORT SAMPLE: THE ABSOLUTELY TRUE DIARY OF A PART-TIME INDIAN (FROM OGLE ET AL.)

Use vocabulary to make predictions about the text. Words may be used more than once. displace, reservation/rez, suspended, cerebral, Washington, elder, nomad, seizures, isolated, Indians, hormonal, Montana, Spokanes, funeral, one-on-one	
Setting	What might the setting be like?
Characters	What do you think about the characters?
Actions	What might happen?
Resolution	How might it end?
What questions do you have?	
Mystery words	

HAVE YOU EVER USED STORY IMPRESSIONS OR VOCAB-O-GRAMS WITH YOUR STUDENTS? MOLLY

YES	
NO	

BIG IDEA TAKE-AWAYS (WRIGHT & CERVETTI, RRQ, 2016)

❖Teaching word meanings supported comprehension of texts with target words almost always!

❖Active processing was more effective than a definition-only or dictionary method.

❖Follow-up lessons (multiple exposures) are needed-we just don't know how many are ideal.

❖Strategies that teach students to self-monitor understanding and use multiple strategies flexibly to solve word meanings are promising.

BIG IDEA TAKE-AWAYS (WRIGHT & CERVETTI, RRQ, 2016)

❖ Limited evidence that teaching meanings of large numbers of general vocabulary words makes an impact on comprehension.

❖ No evidence that teaching 1-2 strategies for solving word meanings will influence broader, general comprehension.

TURNKEY DESIGN

1. Share the 4 PPTs with time allocated for related activities (voc. selection and assessment allocation for a unit after Session 1& 2).
   a) You have materials in folder to do Session 3 & 4 as a hands-on jigsaw.

2. Have content teachers use a book club format to discuss the Ogle et al. chapter that is specific to each content area.

3. PLC - unit planning/writing sessions adding academic vocabulary instructional techniques to units.

4. Drop-in visits by administrator to observe word walls.

5. Faculty PD cross-disciplinary bragging session to share application of an effective new technique.

THANK YOU!

Feel free to contact me:

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