Effective Strategy Instruction for EL Students

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Departments: English Language Learners
Presentations → EL Classroom Cohort

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Presentation Objectives

Participants will be able to......

✓ Write effective language objectives for interactive tasks.
✓ Identify components of QSSSA discussion strategy.
✓ Describe and differentiate between Tiers 1, 2, and 3 vocabulary words
✓ Demonstrate how to select and explicitly teach Tier 2 and Tier 3 vocabulary within a text.
What is something new that you learned about ELs from our last cohort meeting?

“After our last meeting, I learned that...........”
Identifying Language Demands of Missouri Learning Standards

**READING:** Read a range of complex literary and informational texts and respond to text-dependent questions and tasks using precise academic language.

**WRITING:** Write logical arguments in academic register drawing from relevant evidence and research.

**SPEAKING & LISTENING:** Engage in formal academic interactions in pairs, small groups, and unified class.

**LANGUAGE:** Expand domain-specific and academic vocabulary through instruction, reading, and interaction.
The content objective (CO) tells WHAT students will learn during the lesson.

**CO Example:** “Students will learn about the causes of the American Revolution.”

The language objective (LO) tells HOW the students will learn and/or demonstrate their mastery of the lesson by reading, speaking, writing, or listening.

**LO Example:** “Students will be able to verbally explain the connection between the French and Indian War and the American Revolution.”

**CO Example:** “Students will find the lowest common multiple (LCM) of 2 or more numbers.”

**LO Example:** “Students will write the steps used to solve the problems.”
Examples of Language Objectives

Reading LO:
◦ Students will ask and answer “how” questions about main events using the past tense.
◦ Students will formulate pre-reading questions using appropriate question structure.

Writing LO:
◦ Students will replace everyday vocabulary with precise word choices.
◦ Students will express an opinion in a topic sentence for a persuasive paragraph using strong verbs.

Speaking and Listening LO: (CLASSROOM DISCUSSION)
◦ Students will restate a partner’s response using paraphrasing expressions.
◦ Students will listen for and point out similarities in ideas using target language. “My idea is similar to/builds upon....”
Checklist for Evaluating Content and Language Objectives

- The objectives are observable.
- The objectives are written and presented so the students understand.
- The content objective is related to the key concept of the lesson.
- The language objective promotes student academic language growth.
- The language objective connects clearly with the lesson topic or lesson activities.
- There is a plan for assessing student progress on meeting these objectives during the lesson.
How can I use Content and Language Objectives in my classroom?
Teach Students What to Say

...instead of I don't know

- May I please have some more information?
- May I please have some time to think?
- Would you please repeat the question?
- Where could I find more information about that?
- May I ask a friend for help?

7 Steps to a Language Rich Interactive Classroom By, John Seidlitz
QSSSA Discussion Strategy

Q = Pose an open-ended QUESTION that uses rich vocabulary.

S = Have the students SIGNAL (thumbs up, hands on head, etc.) when they have an answer.

S = Provide a SENTENCE STEM that supports English language structures and uses rich vocabulary.

S = Have the students SHARE the responses in pairs or groups.

A = ASSESS by randomly calling on a few students to check for understanding. Also, clear up any misunderstandings during this time.
Question: Byron changed Shape A into Shape B to help him find the area. Why would this help him find the area of Shape A?

Sentence: Changing Shape A to Shape B would help Byron find the area because...
**QSSSA in the Content Areas & Electives**

**Question:** What are the character traits of the main character in the story?

**Sentence:** The character traits of the main character are..........

**Question:** What were the main causes of the Civil War?

**Sentence:** The main causes of the Civil War were..........................

**Question:** What were the characteristics of early Renaissance Art?

**Sentence:** The characteristics of early Renaissance Art are.......................

**Question:** How are the placement of adjectives different in Spanish when compared to English?

**Sentence:** The placement of adjectives in Spanish are different because..........................
QUESTION
What is your favorite memory from high school?

SIGNAL: When you have your idea, please put your hands on your head.

SENTENCE STEM
My favorite memory from high school is.............

SHARE: Please share your response with the people at your table.

ASSESS: The teacher will call on random students to respond to the question.
QUESTION
Valley Park and Parkway teachers, why do you do the work you do?

SIGNAL: When you have your idea, please give me a thumbs up.

SENTENCE STEM
I choose to be an educator because.............

SHARE: Please share your response with the person next to you.

ASSESS: The teacher will call on random students to respond to the question.
How can I use QSSSA in my classroom?
Accelerating vocabulary growth is a vital and often neglected component of a comprehensive reading program (Baumann & Kame’enui, 2004; NICHD Report of the National Reading Panel, 2000).

Numerous studies have documented the strong and reciprocal relationship between vocabulary knowledge and reading comprehension (Stahl & Fairbanks, 1987; Beck et al., 2002; Graves, 2002; Baker et al., 1995).

Research focused on school-age second language learners similarly concludes that vocabulary knowledge is the single best predictor of their academic achievement across subject matter domains (Saville-Troike, 1984).
Why Teach Academic Vocabulary?

According to Marzano (2005) the strongest action a teacher can take to ensure that students have the academic background knowledge to understand the content they will encounter is providing them with direct instruction in these terms. When students understand these terms, it is easier for them to understand the information they will read and hear in class.
Three Tiers of Words

 Tier One Words: Words that are in everyday speech and easy to learn. These words are important but not the focus of the discussion.

   Ex. happy, color, shirt, bird, laugh, dictionary, eraser

 Tier Three Words: Words that are specific to a domain or field of study and key to understanding a new concept within a text.

   Ex. lava, carburetor, legislature, circumference, aorta
Three Tiers of Words

**Tier Two Words:** These words are far more likely to appear in written texts than speech. They appear in all sorts of texts:

- **Informational texts**
  - Ex. relative, vary, formulate, biased
- **Technical texts**
  - Ex. calibrate, itemize, periphery
- ** Literary texts**
  - Ex. misfortune, dignified, faltered, unabashedly
Three Tiers of Words

Tier Two Words are not unique to a particular discipline and as a result are not the clear responsibility of a particular content area teacher.

Tier Two Words are far less defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier Three Words.

Tier Two Words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading. Teachers need to be alert to the presence of Tier Two Words and determine which ones need careful attention.
## Tier 1, 2, and 3 Word Sort

<table>
<thead>
<tr>
<th>Chair</th>
<th>Cyberspace</th>
<th>Concurrent</th>
<th>Reform</th>
</tr>
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<tbody>
<tr>
<td>Virtual</td>
<td>Precious</td>
<td>Pizza</td>
<td>Ultimate</td>
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<td>Circumference</td>
<td>Longitude</td>
<td>Couch</td>
<td>Google</td>
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<td>Tolerate</td>
<td>Cloud</td>
<td>Photosynthesis</td>
<td>Tranquil</td>
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<tr>
<td>Menu</td>
<td>Eclipse</td>
<td>Nucleus</td>
<td>Trajectory</td>
</tr>
</tbody>
</table>
## Tier 1, 2, and 3 Word Sort Results

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair</td>
<td>Concurrent</td>
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<td>Cloud</td>
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<td>Photosynthesis</td>
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<tr>
<td>*Menu</td>
<td>Tranquil</td>
<td>*Cyberspace</td>
</tr>
<tr>
<td>*Google</td>
<td>Virtual</td>
<td></td>
</tr>
</tbody>
</table>

* = Google or Cyberspace
The Academic Word List

The Academic Word List (AWL) was developed by Averil Coxhead of Victoria University of Wellington, in New Zealand.

The list is divided into 10 sub lists of word families and contains 570 words selected because they appear with great frequency in a broad range of academic texts.

www.englishvocabularyexercises.com/AWL
Word Learning Myths

1. Word Meanings can usually be inferred from context.
2. Students can learn word meaning from dictionary definitions.
3. We can understand texts in which we know 75% of the words.
4. We can learn a word from just a few exposures.
5. Word meaning is simple – a word means what it means.
Word Learning Myths

6. There is only one route to word study.
7. False cognates dominate the cognate world.
8. All infrequent words are of equivalent importance.
9. Students know when they don’t know words.
10. If you can spell/pronounce a word, you know it.
   - Temporize
   - Provender
   - Vociferous

Video Clips: 1 2 3
How Does Word Learning Work?

Multiple Exposures

Meaningful Use

Structural Analysis

Academically Productive Talk
  - Student Repetition
  - Asking Students to Agree and Disagree
  - Partner Talk
Dictionaries Are NOT Created Equal!

Tier 2 Vocabulary Word: Anticipate


Video Clip: 1
Content Glossaries

Content Glossaries: ELA, Math, Social Studies, Science, Etc.

- Languages Included: Arabic, Spanish, Bengali, Korean, Somali, Urdu, Punjabi, Vietnamese, etc.
- Grades 3-12

https://steinhardt.nyu.edu/metrocenter/resources/glossaries
Explicit Vocabulary Instruction

PRONOUNCE

“One of our lesson terms is accurate. It is an adjective or describing word. Please say the word with me everyone: ‘Accurate.’ Good, let’s pronounce it by syllables: ‘Ac cu rate.’ Say it again please: ‘Accurate.’ Excellent!”

EXPLAIN

“The word ‘accurate’ means true, correct, or precise. I might say the report in the newspaper about our successful canned food drive was completely true; it was absolutely (students chorally say ‘accurate’).”
Explicit Vocabulary Instruction

PROVIDE EXAMPLES

“Test scores alone do not always provide a true picture of the quality of a school. Test scores present an image that is not always ___________ (students say ‘accurate’).”

“When I check my bank account each month, I want to be sure the numbers are correct or ___________.”

ELABORATE

“Imagine you are a reporter writing an article about our school. Come up with one accurate and one inaccurate statement about the school.”

“Visualize a tabloid newspaper headline saying, ‘Elvis Lives!’ ”.
Explicit Vocabulary Instruction

ASSESS

Discrimination: Focused Questions:

“Is it accurate to say our school is the largest in town?”

Completion Activity:

Complete the following sentences so that the second part further explains the first part and clearly demonstrates your understanding of the underlined words.

“I could tell the newspaper article about our new gym was not accurate
_______________________________.

REVIEW, REVIEW, REVIEW.................then REVIEW some more! 😊
What Does Explicit Vocabulary Instruction Look Like in the Classroom?

**LESSON PREPARATION**
- Reading the story beforehand, selecting appropriate Tier 2 and Tier 3 vocabulary words, looking up vocabulary words in dictionary or online, preparing the vocabulary graphic organizer (if necessary)

**INTRODUCING VOCABULARY**
- Student selection of Tier 2 and Tier 3 vocabulary words through rating system, pronounce words, identifying derivatives and parts of speech, defining word through explanation, examples, and elaboration, and assessing student knowledge of words.
Tier 2 Vocabulary Word: AVENGE

Book Definition: get back at someone or something for a wrong

Explicit Instruction Approach:

Avenge (v)

Word Family: avenges (v), avenging (v), avenged (v), avenger (n) avenging (adj)

Definition: to harm or punish someone who has harmed you or someone or something that you care about

Examples:
The brothers vowed to avenge the death of their father.
The team is out to avenge last week's defeat.
Native Americans of the Great Plains

Tier 3 Vocabulary Word: GUERRILLA

Book Definition: secretive warfare

Explicit Instruction Approach:

Guerrilla (n)

Word Family: N/A

**often used before another noun - guerrilla warfare/raids/attacks

Definition: a member of a usually small group of soldiers who do not belong to a regular army and who fight in a war as an independent unit

Examples: The guerrillas controlled half the country.
Now It’s Your Turn to Practice!

With a partner, use the text “Native Americans of the Great Plains” to “plan and introduce” Tier 2 and Tier 3 vocabulary explicitly.

**LESSON PREPARATION**
- Reading the story beforehand, selecting appropriate Tier 2 and Tier 3 vocabulary words, looking up vocabulary words in dictionary or online, preparing the vocabulary graphic organizer (if necessary)

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Selecting Words for Instruction from Text Strategy (SWIT)

1. **Essential Words:** These words are crucial for comprehending the text students are reading.

2. **Valuable Words:** These words have broad, general utility for students’ reading and writing and this have enduring importance.

3. **Accessible Words:** These words are more common or higher frequency words that are not likely to be understood by students who have limited vocabulary knowledge.

4. **Imported Words:** These are words that enhance a reader’s understanding, appreciation, or learning from a text but are not included in it.
Types of Vocabulary Instruction

SWIT includes three different types of vocabulary instruction:

1. Provides **Powerful Instruction** on specific words whose meanings are complex and essential to text comprehension

2. Provides **Brief Explanations** of words that have clear-cut definitions

3. Has students **Infer Meanings** from context and from morphological clues
Using SWIT with a Narrative Text

Using an excerpt from *Island of the Blue Dolphins* (O’Dell, 1960), the teacher following the SWIT process to identify and teach words from the story.

**Step 1: Identify Potentially Unfamiliar Words**

- Advice, ancestors, befall, calm, crawfish, faint, fiber, fortune, headland, kelp, leagues, lessened, omen, pause, pitch (sticky tar), planks, pursued, sandspit, seeping, serpent, skirted, spouting
Using SWIT with a Narrative Text

Step 2:
Identify the Four Types of Words to Teach
Using SWIT with a Narrative Text

Step 3: Determine the Optimal Type of Instruction

◦ How concrete or abstract are the words?

◦ How can the teacher ensure that the Essential Words are taught in a way that students can learn them well?

◦ Can the word’s meaning be determined by using context or word parts?
Using SWIT with a Narrative Text

Step 4: Implement Vocabulary Instruction

Vocabulary Strategy 1: Powerful Instruction

- Provide a clear definition
  - www.learnersdictionary.com is a GREAT online dictionary!
- Provide and discuss context sentences
- Ask questions that require deep thinking
- Provide students with a vocabulary reference sheet
Using SWIT with a Narrative Text

Step 4: Implement Vocabulary Instruction (cont.)

Vocabulary Strategy 2: Brief Explanation
- When encountering these words in the text, stop briefly and provide a synonym or short definition and a context sentence.

Vocabulary Strategy 3: Infer Meaning
- Utilize this strategy with words that have useful context and/or have easily identifiable word parts.

SEE, USE, and REVIEW ALL WORDS!!!!! ➡️ CRITICAL COMPONENT!!!!!!!
Using SWIT with an Informational Text

Using the SWIT strategy with informational text parallels to narrative texts!

Conclusion

“Vocabulary knowledge is critical to the long-term literacy development of all students, and high-quality vocabulary instruction should be a priority for teachers across all grade levels!”
Additional Resources

HOW WELL YOU TEACH = HOW WELL THEY LEARN!!

Kate Kinsella  http://pubs.cde.ca.gov/TCSII/prolearningtoolkit/kinsellaindex.aspx

Anita Archer  http://explicitinstruction.org/

BUSD Vocabulary Grade Level Academic Vocabulary Handbook
https://www.berkeleyschools.net/wp-content/uploads/2013/05/BUSD_Academic_Vocabulary.pdf

FACEBOOK GROUP
ADVOCATING for ELLs

ANY QUESTIONS????
http://www.csustan.edu/teachered/facultystaff/betts/handouts/pdfs/five%20themes%20of%20geography.pdf

http://www.siue.edu/SIPDC/Library/lesson%20plan/reading%20vocab%20dev%20word%20tiers.pdf

http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf

http://explicitinstruction.org/

http://pubs.cde.ca.gov/TCSII/prolearningtoolkit/kinsellaindex.aspx
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