

Intervention: Vocabulary Development

Differentiating Instruction for ELLs with Building Vocabulary from Word Roots Program (Upper Elementary Grades 3-6)

Students have differing learning styles, come from different cultures, experience a variety of emotions, and have varied interests. For each subject, they differ in academic readiness. Teachers have realized that they must differentiate their teaching to better meet the needs of their students.

Differentiation encompasses what is taught, how it is taught, and the products students create to show what they have learned. These three categories are often referred to as content, process, and product. Teachers should differentiate content, process, and product according to students' characteristics. These characteristics include students' readiness, learning styles, and interests. If a learning experience matches closely with their skills and understanding of a topic (readiness), they will learn better. Creating assignments that allow students to complete work according to their preferences (learning styles) will help learning experiences become more meaningful. If a topic sparks excitement in the learner (interests), then students will become involved in learning and better remember what was taught.

To make the activities within this series most effective, teachers should try to differentiate some of the lessons. Not all students need to be engaged in exactly the same activity at the same time. Below are some general suggestions for ways to differentiate the five parts of the activities.

Part A (Meet the Root)—This is the core knowledge of the week's lessons. All students need to have a firm foundation in this information.

English Language Learner (ELL)—Adding context to the language is one of the most important keys to success with the ELL population. ELL students may have acquired social language skills, but the type of language skill studied in these lessons is very academic in nature. It will take them longer to acquire these skills and abilities. They may not see the words in the same way that the teacher and non-ELL students do. To differentiate this initial step with them, try to embed the words in a context. Rather than just a list of ten words, provide them with five sentences. Underline or bold the key words and have them focus on those within the context of the sentence. Try to reduce the number of words from ten to five as well. ELL students will need more time to work through this activity. It's also a good

idea to read the sentences or words aloud to these learners. Hearing the words will help them increase their verbal interaction and relate sounds to the written words. Finally, provide large copies of the words that the students can cut apart and manipulate as they look for prefixes, suffixes, and base words.

Part B (Combine and Create)—This activity asks students to compose English words from the roots. Usually, in this part of the lesson, students must analyze something and record an English word as the answer.

ELL—These students would also benefit from a word bank for the answers. If possible, begin the session sitting with these students in a small group and work through the examples together. Use expression and body language to help share the meanings. Then, students can refer to the word bank to decide the best choices. When they begin to feel more comfortable, leave the group to work together. Check back in with them shortly to make sure they're still on task and they are not anxious about the assignment.

Part C (Read and Reason)—Students read short paragraphs and poems as they encounter the word parts in context.

ELL—This is an excellent activity for the ELL students. The words in context will mean much more to them than the words by themselves. In fact, consider switching it up a bit for this group. Do this activity as Part A and move the rest of the lesson back one day. If starting with this activity, the students will have a context in which to place the words for the rest of the week. It would be smart to read the poems or paragraphs together first. Then, allow the students to work in pairs to complete the activity sheet. Be sure to be available to help them and have dictionaries accessible to them. If possible, provide dictionaries with translations between their primary languages and English.

Part D (Extend and Explore)—Students work individually and in groups to create applications for the new vocabulary.

ELL—Applying their learning may be very difficult for these students. It might be hard for them to think of new contexts within which they can apply what they've learned. For example, writing a sketch or

drawing images of the word parts may make no sense to learners who are trying to keep the words within context. Partner these learners with on-grade level students. With that partnership, the on grade level students can become peer-teachers and help the ELL students succeed.

Part E (Go for the Gold!)—Students enjoy word games as they review the words and concepts for the week. These activities probably do not need to be differentiated. Just be sure that the teams for these activities are heterogeneous and supportive of all learners. If there is any preparation needed for the games, make sure that the teacher or the students help the below-grade level students and the **ELL** group to be prepared. Finally, make sure the competition aspects of these activities do not make your lower-level students too anxious. If these students are stressed, consider having them help run the games or act as the audience.

Excerpted from:

http://www.teachercreatedmaterials.com/curriculum_files/pdfs/buildingvocabulary/building_vocabulary_whitepaper.pdf

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Academic Vocabulary (All Grade Levels)

What is Academic Vocabulary? Academic vocabulary is the vocabulary **critical to understanding the concepts of the content taught in schools**. In identifying academic vocabulary for instruction teachers must remember that **not all terms are of equal importance**.

□ Some terms are critically important.

□ Some terms are useful but not critical.

□ Some terms are interesting but not useful.

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.

Factoids

- **Vocabulary** assessed in first grade predicted over **30%** of reading comprehension variance in **11th grade** (Cunningham and Stanovich, 1977).
- While **four encounters** with a word did not reliably improve reading comprehension, **12 encounters did** (McKeown, Beck, Omanson, and Pople, 1985).
- One of the **most critical services** a teacher can provide, particularly for students who do not come from academically advantaged backgrounds, **is systematic instruction** in important academic terms (Marzano and Pickering, 2005).

- The same student placing at **the 50th percentile** in reading comprehension, with no direct vocabulary instruction, placed at **the 83rd percentile** when provided specific instruction in academic vocabulary (Stahl and Fairbanks, 1986).

ELL Students and Academic Vocabulary

Marzano and Pickering (2005), emphasize the importance of teaching ELL academic vocabulary in a systematic approach. They suggest that vocabulary programs that emphasize high-frequency terms fail to provide the background knowledge needed for student success in the content areas. Students learn high-frequency words through wide reading of fiction and informational text.

Six step process for teaching Academic Vocabulary

The process of teaching Academic Vocabulary includes six steps. The focus of steps 1-3 is on introducing new terms and steps 4-6 offer ways to review the terms providing students with a deeper insights.

1. Provide a description, explanation, or example of the new term. If working with ELL students the teacher should first provide the description in the native language and a visual representation of the word.
2. Ask students to restate the description, explanation, or example in their own words. ELL students may write their definition in their native language.
3. Ask students to construct a picture, symbol, or graphic of the term. This activity is critical for ELL students.
4. Engage students every other week in activities that help them add to their knowledge of the terms.
5. Every other week ask students to discuss the terms with one another.

6. Once a week involve students in games that allow them to play with the terms.

References

Cunningham, A. and Stanovich, K. (1977). Early reading acquisition and its relation to reading experience and ability 10 years later. *Developmental Psychology, 33*, 934-945.

Marzano, R. and Pickering, D. (2005). *Building academic vocabulary: Teacher's manual*. Alexandria, VA: ASCD.

McKeown, M., Beck, I., Onanson, R., and Pople, M. (1985). Some effects of the nature and frequency of vocabulary instruction on the knowledge and use of words. *Reading Research Quarterly, 20*, 522-535.

Stahl, S. and Fairbanks, M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. *Review of Educational Research, 56*, 72-110.

Note: Vocabulary lists in English & Spanish by Grade Level can be found at link to website shown below.

From: <http://www.u-46.org/roadmap/files/vocabulary/acadvoc-over.pdf>

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Vocabulary Development by *Colorín Colorado* (2007) (Grades 3–12)

Knowing vocabulary words is key to reading comprehension. The more words a child knows, the better he or she will understand the text. Teachers can teach vocabulary directly or indirectly. Using a variety of effective methods will increase the student's ability to learn new words.

How vocabulary relates to ELLs

For English language learners (ELLs), vocabulary development is especially important. The average native English speaker enters kindergarten knowing at least 5,000 words. The average ELL may know 5,000 words in his or her native language, but very few words in English. While native speakers continue to learn new words, ELLs face the double challenge of building that foundation and then closing the gap.

You may be surprised at how quickly a new ELL student can communicate verbally with peers, but remember that there is a big difference between [social English and academic English](#). Reading, writing, speaking, and understanding academic English happen in the classroom. Using a combination of the following strategies will help ELLs to close the gap.

Classroom strategies: Vocabulary

Pre-teach vocabulary

Before doing an activity, teaching content, or reading a story in class, pre-teaching vocabulary is always helpful, especially for ELLs. This will give them the chance to identify words and then be able to place them in context and remember them. You can pre-teach vocabulary by using English as a second language (ESL) method such as:

- Role playing or pantomiming
- Using gestures
- Showing real objects
- Pointing to pictures
- Doing quick drawings on the board
- Using the Spanish equivalent and then asking students to say the word in English

To ensure mastery of more complex words and concepts, you might want to follow these six ESL steps:

1. [Pre-select a word](#) from an upcoming text or conversation.
2. Explain the meaning with student-friendly definitions.
3. Provide examples of how it is used.
4. Ask students to repeat the word three times.
5. Engage students in activities to develop mastery.
6. Ask students to say the word again.

Focus on cognates

[Cognates](#) are words in different languages that are derived from the same original word or root. Note that about 40% of all English words have similar cognates in Spanish! This is an obvious bridge to the English language - if the student is made aware of how to use this resource.

Cognates are related words like family and familia, director and director, and conversation and conversaci3n. False cognates do exist (mano in Spanish means hand, not man), but they are the exception to the rule. Encourage ELLs to guess at words and try to decipher text based on this existing knowledge. The more familiarity a teacher has with Spanish, the easier it is to point out these connections.

Scaffold

Scaffolding is providing a support for students as they learn new skills or information. For scaffolding vocabulary, you can:

- Use a graphic organizer to explain concepts and related words. [Example coming soon]
- Use the six ESL steps above to help students understand and use the word immediately.
- Post new vocabulary on a word wall, and review the words daily. Swap out old words as necessary.
- Label drawings and pictures to help students make the connection between oral and written English. Point to these visuals to clarify meaning when using these words.

Use computers and television

When geared to ELLs, computer programs and [television programs](#) are proven supplements to helping ELLs build language and reading skills. Computers are a non-threatening way to help children work on their own or with a buddy to learn vocabulary, sounds of English, syntax, reading, and writing. Educational children's television can also be a wonderful way to increase many reading skills, including vocabulary and comprehension.

Use audio books

Help ELLs build vocabulary by providing books with tapes in a listening center on one side of the classroom. By hearing and seeing the word in context at the same time, ELLs pick up its meaning and also gain prosody, and oral fluency.

Use a word wizard box

Ask students to bring new words into the classroom that they hear at home, on TV, or anywhere else and drop these words into a word wizard box. At the end of class, pull out a word and ask who wrote it. Have students tell you where they heard the words and how they were used. Ask students to use these new words in their discussions and writing.

Encourage oral language use

ELLs are not going to learn academic English from their parents nor their peers. They are going to learn it from you. Begin by making sure that they know instructional words that you use every day, such as "follow directions", "describe", "start at the top of the page", "read to the bottom of page 4", "highlight the verbs only", and "use the steps in your guide."

Encourage ELLs to speak in class as much as possible. Structure conversations around books and subjects that build vocabulary. Instead of simple "yes or no" questions, ask questions that are interactive and meaningful. For example, "What do you think? What should we change?" In these ways, ELLs will learn the academic English they will need to succeed in future schooling. Remember to be sensitive to ELLs who may be afraid to make mistakes. Here are some ideas for [helping ELLs feel comfortable in the classroom](#).

Model correct usage

Instead of frequently correcting pronunciation or grammar, reaffirm the student's idea and then say the word correctly and in context.

More ideas

- Label classroom objects in English and Spanish
- Develop lesson plans and activities with new vocabulary words in mind
- Read narrative (children's literature) and expository (nonfiction, such as science, social studies) texts to your class and discuss vocabulary words
- Teach words in context - this is more effective than isolated memorization
- Discuss literal vs. figurative meanings of idiomatic expressions such as "sweet tooth," "at her heels," "make up your mind," and "the cat's got your tongue."
- Teach students how to use dictionaries
- Teach students how to use prefixes and suffixes to determine meaning and the correlations between Spanish affixes and their English counterparts

(For References, see complete article at link below)

From: <http://www.adlit.org/article/14332>

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Spanish Prefixes and their English Correlations (Grades 3-12)

<u>Spanish Prefix</u>	<u>Meaning</u>	<u>English Prefix</u>	<u>Meaning</u>
<i>ante-</i>	<i>antes</i>	<i>ante-</i>	before
<i>anti-</i>	<i>contra</i>	<i>anti-</i>	against
<i>con-</i>	<i>unión</i>	<i>con-</i>	with
<i>contra-</i>	<i>contra</i>	<i>contra-</i>	against
<i>des-</i>	<i>negación</i>	<i>dis-</i>	not
<i>dis-</i>	<i>oposición</i>	<i>dis-</i>	not
<i>ex-</i>	<i>afuera de-</i>	<i>ex-</i>	outside of
<i>extra-</i>	<i>más</i>	<i>extra-</i>	above
<i>in-</i>	<i>no</i>	<i>in-</i>	not
<i>inter-</i>	<i>entre</i>	<i>inter-</i>	between
<i>intro-</i>	<i>dentro</i>	<i>intro-</i>	within
<i>multi-</i>	<i>mucho</i>	<i>multi-</i>	many
<i>pre-</i>	<i>antes</i>	<i>pre-</i>	before
<i>por-</i>	<i>por</i>	<i>pro-</i>	for
<i>re-</i>	<i>repetir</i>	<i>re-</i>	again
<i>sin-</i>	<i>con</i>	<i>syn-</i>	with
<i>sub-</i>	<i>debajo</i>	<i>sub-</i>	under
<i>super-</i>	<i>sobre</i>	<i>super-</i>	above
<i>trans-</i>	<i>al otro lado</i>	<i>trans-</i>	across
<i>tri-</i>	<i>tres</i>	<i>tri-</i>	three
<i>uni-</i>	<i>uno</i>	<i>uni-</i>	one

Spanish Suffixes and their English Correlations

<u>Spanish Prefix</u>	<u>Meaning</u>	<u>English Prefix</u>	<u>Meaning</u>
<i>-able</i>	<i>capaz de</i>	<i>-able</i>	able to
<i>-ancia</i>	<i>forma de ser</i>	<i>-ance</i>	state of being

-ano	<i>nativo</i>	-an	native of
-ante	<i>alguien que</i>	-ant	one who
-cial	<i>en relación con</i>	-cial	related to
-ción	<i>estado de</i>	-tion	state of being
-encia	<i>estado de</i>	-ence	state of being
-idad	<i>calidad</i>	-ity	quality of
-ido	<i>en relación</i>	-id	one who
-ista	<i>alguien que</i>	-ist	one who
-itis	<i>inflamación</i>	-itis	inflammation
-ito	<i>diminutivo</i>	-ite	related to
-ivo	<i>causa de</i>	-ive	causing
-lento	<i>en relación con</i>	-lent	relating to
-osis	<i>enfermedad</i>	-osis	disease
-oso	<i>lleno de</i>	-ous	full of
-sión	<i>estado de</i>	-sion	state of being
-tad	<i>forma de ser</i>	-ty	state of being
-undo	<i>en relación con</i>	-und	related to
-ura	<i>estado de</i>	-ness	state of being

Spanish-English Correlations (cont'd)

Spanish Roots and their English Correlations

<u>Spanish Roots</u>	<u>Meaning</u>	<u>English Roots</u>	<u>Meaning</u>
<i>audi</i>	<i>oír</i>	audi	to hear
<i>auto</i>	<i>solo</i>	auto	by itself
<i>cent</i>	<i>cien</i>	cent	one hundred
<i>ducto</i>	<i>guiar</i>	duct	to lead
<i>fam</i>	<i>fama</i>	fam	famous
<i>fin</i>	<i>final</i>	fin	final
<i>fono</i>	<i>sonido</i>	phono	sound
<i>graf</i>	<i>escribir</i>	graph	written
<i>gram</i>	<i>peso</i>	gram	weight

<i>kilo</i>	<i>mil</i>	kilo	one thousand
<i>liber</i>	<i>libre</i>	liber	free
<i>lengua</i>	<i>lengua</i>	lingua	tongue
<i>logia</i>	<i>estudio de</i>	ology	study of
<i>luna</i>	<i>lunar</i>	luna	moon
<i>metro</i>	<i>medida</i>	meter	measure
<i>novel</i>	<i>nuevo</i>	novel	new
<i>port</i>	<i>cargar</i>	port	carry
<i>semi</i>	<i>mitad</i>	semi	half
<i>tract</i>	<i>estirar</i>	tract	to pull
<i>trans</i>	<i>cruzar</i>	trans	across
<i>vis</i>	<i>ver</i>	vis	to see
<i>voc</i>	<i>voz</i>	voc	voice