https://tinyurl.com/j5pcwv5s

Email me:
kkelly01@hamline.edu

Today's Objectives

01 Highlight a bit of background
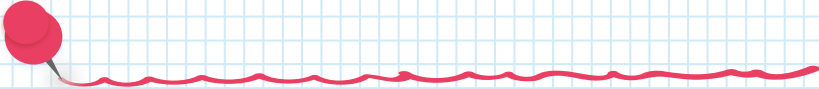
02 Classify 3 tiers of words

03 Use word highlighter tools to save time
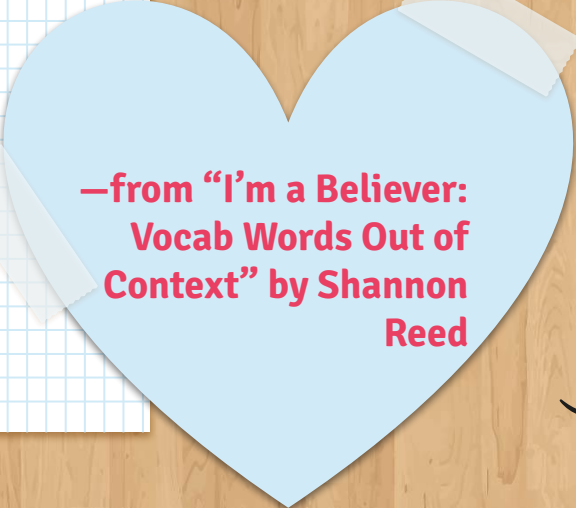
04 Determine what vocabulary to teach from a text

05 Integrate Play & Recycle Activities

"...words are never just words. They hint, coax, signify and point out. They create worlds, delineate character, evoke emotions, encourage response. They are little tools of power – who doesn't love that feeling of knowing just the right word at the right moment?"
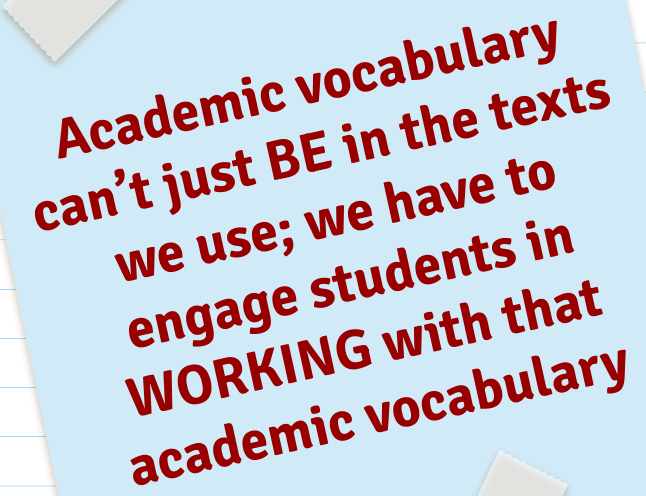
—from "I'm a Believer: Vocab Words Out of Context" by Shannon Reed

01

A Bit of Background

Academic vocabulary can't just BE in the texts we use; we have to engage students in WORKING with that academic vocabulary

- high-utility words
- related to key ideas of text
- direct instruction
- multiple meanings/contexts
- why/how certain words used
- relationships between words
- independent word study strategies
- recycle, play, experiment

Formal academic vocabulary instruction generally begins at

- *Low-Intermediate ABE (217+ CASAS GOALS and 501+ TABE 11/12)*

- *High-intermediate ESL (211+ CASAS Life & Work)*

Lower Levels: Help to BUILD THE FOUNDATION!!
Expose students in conversation, read-alouds, videos, other oral language activities, etc.

"In the United States, we tend to teach informal "survival" English first, and then academic language; however, it is possible to lay the foundation for academic language while teaching conversation skills."

-Dr. Robin Scarcella, 2014

Beginner Level English

- Can understand and use familiar everyday expressions and very basic phrases

- Can introduce themselves and others and can ask and answer questions about personal details

- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

- edit
- communication
- define
- category
- predict
- context
- topic
- include
- pattern
- meaning
- depend

02

Word Levels/Some Features of Depth

Tier 1 Words occur frequently in everyday conversation.

- Typically do not have more than one meaning
- Sight words, function words, words that name objects, early reading words, idioms, everyday expressions
- Not typically modified with prefixes and suffixes
- Require little or no explicit instruction for Native English speakers
- ELLs typically know the concept in their primary language, but not the label in English
- Make up a significant % of words students read

Tier 1 Vocabulary

hungry	cold	come
yellow	book	tree
person	water	talk

Tier 2   Words we refer to as "Academic Vocabulary"

- Commonly used in academic settings, less in everyday conversation
- High utility - appear across domains
- Multiple meanings
- Often presented with little to no context
- Connect to other words and concepts
- Help to provide more precise language
- More abstract than Tier 1 words
- Key to comprehension of many texts
- Ideal for explicit instruction

Tier 2 Vocabulary

accumulate	vary	principal
consensus	marginal	explicit
validity	intervene	consumption

Not all Tier-2 words are created equal!

📌 More focus on words that cannot be demonstrated or are not cognates

📌 Some tier-2 words are limited in scope

📌 What is the "mileage" or transferability of a word? How useful is a word to students' vocabulary?

Precipitate vs. Overview

- **precipitate** will appear in fewer contexts

- **overview**
  - **overview** of training
  - **overview** of the class
  - **overview** of the schedule
  - **overview** of the process
  - **overview** of a product

Tier 3 Words that do not occur as frequently and are highly specific to a domain or context.

- Specificity makes them more difficult to acquire
- Related to specific need
- Best learned in a content area
- Tend to be derived from Greek (rather than tier-2, which are often derived from Latin)
- Key to understanding concepts within academic subjects
- Often explicitly defined in texts (ex. sidebars)
- Provide definitions or brief explanation when these appear in lower-level texts

Tier 3 Vocabulary

equilibrium	habitat	circumference
molecule	surplus	protagonist
thesis	mitosis	parabola

Directions: Look at the high CCRS Level B/low CCRS Level C paragraph and find...

- 4 Tier-2 words
- 2 Tier-3 words
- 2 words that have multiple meanings

Remember that words can overlap tiers!

4:00

Once someone has entered a new country in search of safety and protection, the person is not immediately considered a refugee. The country has to legally recognize someone as a refugee before that person can receive full protection. This process can take a long time in some countries, including the U.S. When people have fled their home country and are waiting to be recognized as refugees, they are called asylum seekers. Many countries, like the U.S., have laws and processes to determine if asylum seekers can become refugees officially. Since 1980, the U.S. has admitted refugees into the country every year. Refugees can apply to live and work in the U.S. without fear of being sent back to their home country. The journeys and lives of refugees are difficult. They must leave their home communities to protect themselves and their families. Global organizations, like the United Nations and Amnesty International, work to support refugees. But countries and cities must also work to support their refugee populations. Refugees bring meaningful contributions to the communities they resettle to, including their homeland's culture and history. In their own search for safety, refugees have become an important part of many communities worldwide.

from Readworks "What is a Refugee?"

Tier-2 Words	**Tier-3 Words**	**Multiple Meanings**
recognize		
determine		
process	refugee	recognize
protection	refugees	seeker
support	asylum	admitted
apply	asylum seekers	journey
including		
since		
contributions		

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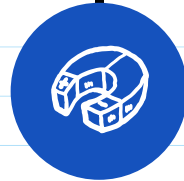
What about Depth?
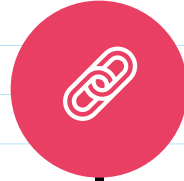
Synonymy
Related words and nuances
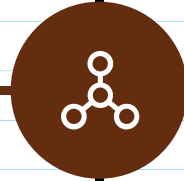
Polysemy
Multiple meanings
- counter
- head
- bright
- table
- novel

Collocation
Common word combinations
(phrasal verbs, adj+noun phrases
like fast food, regular exercise)

03

Word Highlighters

Purposes of High Frequency Word Lists

1. To identify words used most commonly in spoken and/or written English

2. To provide lists for teacher reference

3. To guide teacher selection of key content words to teach

4. To provide lists for students and textbook and software developers

EaPFoundation.com

- **Old & New Academic Word Lists**
- **Old & New General Service Lists**
- **Collocations**
- **Discourse connectors**

Choose highlighter. Paste text for results.
No login necessary.

Easy to Use!

Academic highlighters

AWL highlighter
The AWL highlighter finds words in the Academic Word List (AWL). Includes three gapfill makers.
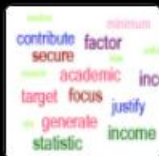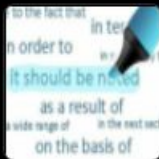
AWL tag cloud
The AWL tag cloud displays AWL words in different sizes and colours (like a tag cloud).

ACL highlighter
The ACL highlighter will highlight collocations found in the Academic Collocation List.

AFL highlighter
The AFL highlighter highlights phrases from the Academic Formulas List (AFL).

Multi highlighter
The multi highlighter is an all-in-one tool to highlight words in the AWL, ACL or AFL, or any combination of the three.

NAWL highlighter
The NAWL highlighter will highlight words in the New Academic Word List (NAWL).

AVL highlighter
The AVL highlighter shows words in the Academic Vocabulary List (AVL).

DCL highlighter
The DCL highlighter highlights words in the Discourse Connector List (DCL). Sorts words by class.

Vocab   Academic vocab

AWL highlighter & gapfill

Find academic words in a text

Use this tool to highlight words from the AWL (Academic Word List). Enter the text in the box below then click 'submit'. If you want to use the gapfill maker (below), you will need to input and highlight the text first. You may also like to try the AWL tag cloud, which is a companion to this page. For a more detailed look, including number of words and percentages, try the Vocabulary Profiler.

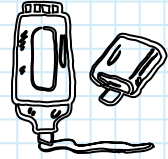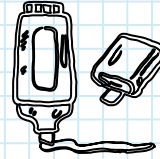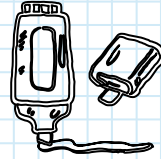For more on AWL highlighters, check out the YouTube video ».

Submit   Clear

Select max number of characters 20000 (if processing speed is slow, choose a lower number)

The highlighted text will appear here.

Sorted word list (by sublist) will appear below.

My name is Carla. I am a homemaker. I work at home. I have many skills. I can do housework. I can drive a car, and I can fix a car, too. I can speak two languages. I can cook tasty meals for my family. I can help my children with their homework, and I can use a computer.

NGSL highlighter
The NGSL highlighter will highlight words in the New General Service List. Sorts words by level.

NAWL highlighter
The NAWL highlighter will highlight words in the New Academic Word List (NAWL).

My name is Carla. I am a homemaker. I work at home. I have many skills. I can do housework. I can drive a car, and I can fix a car, too. I can speak two languages. I can cook tasty meals for my family. I can help my children with their homework, and I can use a computer.

1st thousand **2nd thousand** **academic**

04

Which Words?

Teach the concept of frequency words to avoid students trying to learn every word they don't know the meaning of.

high frequency words + word learning strategies =

Which Words Would I Teach?

Note the "high value" words by asking yourself the following questions:

- **"Which of these words are essential to understanding the text?"**

- **"Which of these words has a high potential for appearing in future texts or in life?"**

- **"Which of these words are inherently valuable teaching opportunities (e.g., are part of a word family, use common roots, prefixes and suffixes, etc.)?"**

Unlike immigrants, some people are forced to leave their home country because of persecution, violence, or war in their home country. These people are called refugees, and they are worried about their safety. To protect themselves, refugees must flee from their home country and resettle in another one. Usually, refugees cannot return to their home countries after they leave because it is unsafe. This is another important difference between refugees and immigrants, as immigrants may return to their home countries if they want to and are able. The last important difference between refugees and immigrants is that refugees cannot be sent back to the country they are fleeing from. Immigrants, however, are subject to their new country's immigration laws. This means immigrants can be turned away from entering a new country.

Unlike immigrants, some people are forced to leave their home country because of **persecution**, violence, or war in their home country. These people are called **refugees**, and they are worried about their safety. To protect themselves, refugees must **flee** (*run away*) from their home country and **resettle** (*move to live*) in another one. Usually, refugees cannot return to their home countries after they leave because it is unsafe. This is another important difference between refugees and immigrants, as immigrants may return to their home countries if they want to and are able. The last important difference between refugees and immigrants is that refugees cannot be sent back to the country they are **fleeing** (*running away*) from. Immigrants, however, are **subject to** (*required to follow*) their new country's immigration laws. This means immigrants can be **turned away** (*not accepted*) from entering a new country.

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Knowledge Rating Chart

word	1	2	3	4
	I've never seen this word or phrase before.	*I've seen this word or phrase before, but I don't know what it means.*	*I know what this word or phrase means, but I'm not sure how to use it.*	*I know what this word or phrase means and I can use it in a sentence.*

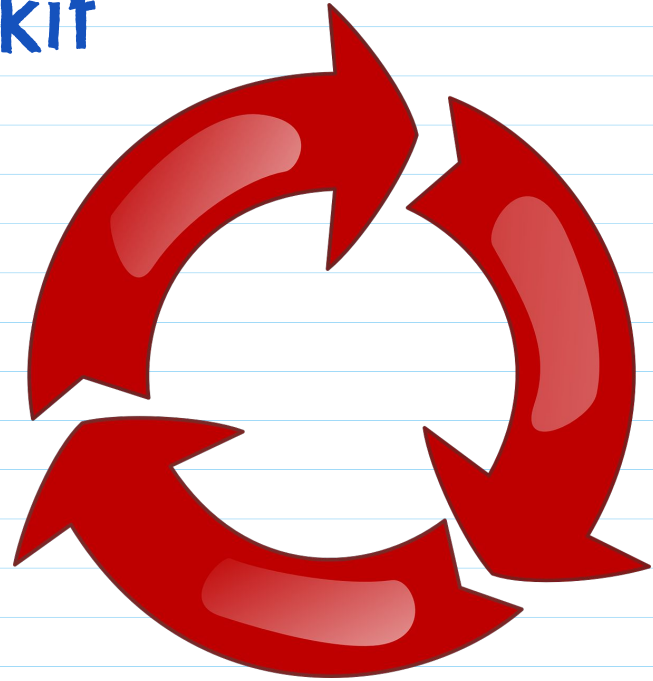| word	1	2	3	4

05

Play & Recycle!

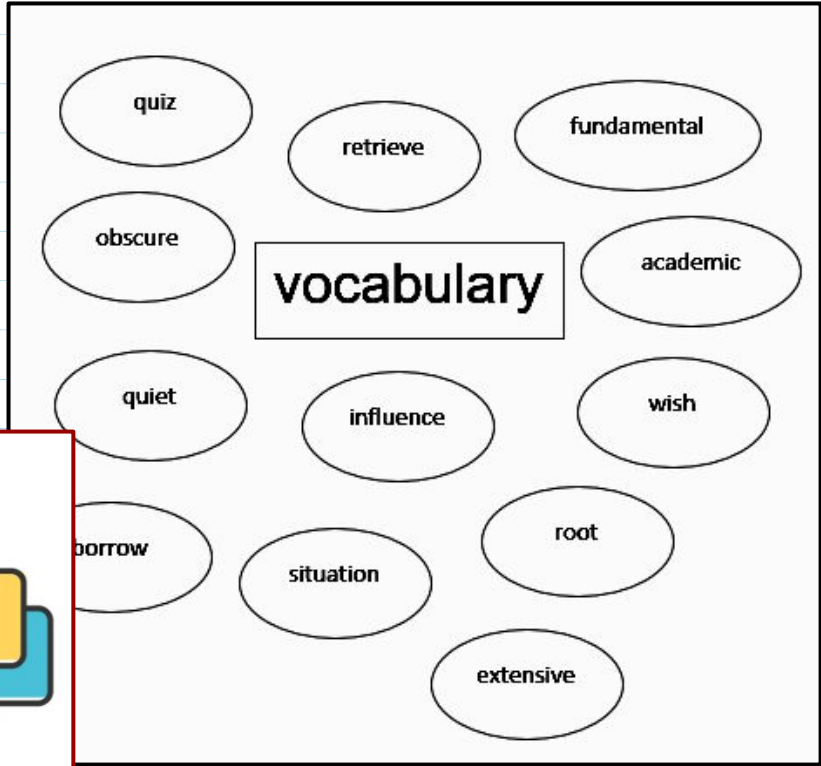# Check Out My Vocab Play/Recycle Toolkit

Great for warm-up activities

Word Association

Directions: Make a connection between "vocabulary" and three of the words in circles.

Write one connection in the chat box: *Quiz and vocabulary are connected because I love to take quizzes on Duolingo!*

Whole Class Discussion

- Something original I heard was ___.
- Something thoughtful I heard was ___.
- Something I heard that I had not considered is ___.

quiz

retrieve

fundamental

obscure

vocabulary

academic

quiet

influence

wish

borrow

situation

root

extensive

My Vocab Play/Recycle Toolkit

True/False/Why?

- People who don't like each other cannot come to a **<u>consensus</u>**.

- **<u>Adverse</u>** events should allow people to be **<u>exempt</u>** from their responsibilities.

- **Allow students to first write a response to each statement. Encourage use of the target vocabulary word, synonyms and antonyms in their response.**

- **Instructor asks for a volunteer to read his/her response.**

- **Instructor asks for a second student to respond to first student using relevant response stem. For example:**

  - *I agree with _____ because....*
  - *I want to add to what _____ said about .....*
  - *I disagree with that position because .....*

**True/False/ Why?
Incorporates**

- Vocabulary instruction of Tier II words
- "Real-World" writing practice of academic vocabulary
- Accountable Talk-oral practice of academic language

Read & Respond with Academic Vocabulary

2. What **aspect** of culture did Aaron Douglas often reflect in his paintings?

An **aspect** of culture that Aaron Douglas reflected in his paintings was ____.

The most famous American artist was painter Aaron Douglas. Like the Egyptians, he painted geometric and two-dimensional profiles of human figures. His art also typically reflected a strong sense of religious belief. Another notable artist was sculptor Selma Burke. Her sculpture of President Franklin Delano Roosevelt became very famous and was later used to model his image on the dime.

Flippity

Who	Academic Word	What
Fathiya	counter	Give a synonym.
Nabila	analyze	Use in a sentence.
Yolanda	infer	three months from now

1. Add student names.

2. Add vocabulary (general service list, academic, domain specific)

3. Add options for students to work with words.

4. Add an additional category!

Flippity **help**.

Flippity

1. Create cloze sentences.

2. Students drag the word over the sentence it fits in correctly.

3. Add words that create more than one possible answer and ask students to explain their choices!

06

Wrap Up
Questions?

FREE EBRI Tier 2 Resources!

- **Vocabulary Workouts:** 60 one-page workouts focused on **1-2** related, academic or Tier 2 words.

- **Vocabulary Units:** 16 units (2 lessons/unit) focused on **5** academic or Tier 2 words - a MN adaptation!

- **Vocabulary Lessons:** 38 lessons focused on **5** academic or Tier 2 words - also available on Quizlet!

- **Fry's Instant Words, Phrases & Sentences**

https://tinyurl.com/j5pcwv5s

Email me:
kkelly01@hamline.edu

Let's Reflect

My biggest takeaway from today's workshop is ___.

A question I have from this workshop is ___.

THANKS!

Please feel free to email me with any questions.

kkelly01@hamline.edu